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REPORT

OF THE

COMMISSIONER OF EDUCATION

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CHAPTER XXVIII.

COEDUCATION OF THE SEXES IN THE UNITED STATES.

TOPICAL OUTLINE.

Coeducation in the public schools.—Coeducation, a policy characteristic of the public-school system of the United States, practically universal in the grades below the high school, and with few exceptions the policy also in the high schools; extent of the policy in private schools; testimony of State and city superintendents as to the effects, social and economic, of this policy, and explanations of the exceptional cases of departure from the policy; coeducation as affecting the teaching service; classes of school officers for whom women may vote and supervisory positions for which they are eligible.

Coeducation in colleges and universities.—Relation of the policy to the general movement for the higher education of women, especially as fostered by the Government land grant of 1862 and by the demand for professionally trained teachers; influences in the Northwest making for coeducation; in the East making for separate colleges for women; rapid increase in the number of coeducational colleges and universities from 1833 to 1880, and from 1880 to 1900; statistics showing relative proportion of women students in secondary schools and in colleges and universities, also relative proportion of women teachers and professors; scholarship and fellowship funds available for women.

Literature of coeducation.—(1) Citations from officials in charge of public-school systems: Dr. W. T. Harris, St. Louis, 1872–73; Dr. E. E. White, 1872; Dr. Edward Brooks, Philadelphia, 1902; Dr. John D. Philbrick, Boston, 1885; majority and minority reports of a special committee of the Boston school committee, 1890. (2) Opinions of foreign experts, delegates to the Chicago exposition and educational congresses, 1893: Dr. E. Schlee, Prussia; Mlle. Marie Dugard, M. Jules Steeg, Dr. G. Compayré, France; Miss Anna Bentzen, Norway. (3) Citations from discussions relative to the physiological bearings of coeducation: Dr. E. H. Clarke (from Sex in Education); Thomas Wentworth Higginson (from Sex and Education); Association of Collegiate Alumnæ, health statistics of women graduates; Mrs. Henry Sidgwick, health statistics of women students of Cambridge and Oxford; opinions of physicians, Boston school document, 1890. (4) Citations relative to coeducation in universities, annexes for women, and coordinate education: Cornell University, Sidney Sherwood, Ph. D.; Dr. William F. Warren, president of Boston University; Dr. David Starr Jordan, president of Leland Stanford Jr. University; Dr. Edward M. Moore, president of University of Rochester; Dr. Daniel Bonbright, acting president of Northwestern University (1901); Dr. William R. Harper, president of Chicago University; Dr. Timothy Dwight, president of Yale University (1892); Dr. F. A. P. Barnard, president of Columbia College, report of 1879; status of Barnard College, report of the president, 1901, and of the acting dean, 1900; Radcliffe College, under the auspices of Harvard University; the system of coordinate education at Western Reserve University, President C. F. Thwing; at Brown University, President W. H. P. Faunce. (5) The American woman from a German standpoint, Prof. Hugo Münsterburg.

Coeducation in certain foreign countries.—Great Britain and Ireland, France, Germany; admission of women to German universities, cited from article by Mrs. Martha Krug Genthe

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COEDUCATION IN PUBLIC SCHOOLS.

The policy of coeducation, or the education of the youth of both sexes in the same schools and classes, is a marked characteristic of public education; that is, of education maintained by public funds in the United States. The practice prevails also in private institutions to a noticeable extent. Therefore, while coeducation is a policy not peculiar to the United States, it has here an extension both as regards the proportion of the population and the grades of institutions affected which readily explains the fact that all persons interested in the conduct of education look to this country for information in respect to this particular feature. The demand for information on this subject on the part of foreign investigators and officials is constant. From time to time, also, the subject becomes one of special inquiry in our own country, particularly in the sections where public provision for education is comparatively recent. It is the purpose of this chapter

to meet these demands by a rehearsal of facts and of arguments drawn from previous publications on the subject, with modifications and additions bringing the survey down to the present year. In the consideration of this subject the public schools naturally take precedence, not only because of the vast proportion of the people who are instructed in them, but also because of their consequent influence upon public opinion. This influence is even more important in respect to a matter which like coeducation affects the most delicate social relations than in respect to purely scholastic interests.

The enrollment in the public schools of the United States reached in 1900 a total of 15,341,220 (7,734,739 boys, 7,606,481 girls), 91 per cent of all pupils enrolled in elementary and secondary schools. The great body of these young people are instructed together, without distinction of sex. In the elementary grades of our public schools—that is, in the grades below the high schools—coeducation is practically universal and excites no comment. Exceptions are indeed found in a few cities 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.

When we consider the high schools, which are of later origin than the lower grades, we find not only the same causes for the existence of separate schools for boys and girls, but in a few cities, also, as will appear from the appended statements, the conviction that this separation is desirable.

The statements referred to, which confirm in detail the general view here presented as to the status of public schools in respect to coeducation, are taken from the replies of State and city superintendents to special inquiries with respect to this particular feature of the schools under their charge. An inquiry issued by this office in 1891 brought very full responses from every part of the country; the information thus elicited has been here supplemented by replies to an inquiry of the present year addressed to superintendents of those cities which showed exceptional conditions in 1891, and to a few other superintendents in cities which by reason of rapid growth are liable to encounter unforeseen conditions in providing school accommodations. Use has also been made of the answers to a similar special inquiry on the part of Superintendent Edward Brooks, of Philadelphia.

STATE SYSTEMS.

The inquiry of 1891[1] was answered specifically by the school superintendents of 40 States and 4 Territories.

The superintendents of the following 23 States and 3 Territories reported coeducation in all public schools, a few exceptions being noted: Arkansas, Connecticut, Idaho, Illinois, Indiana, Indian Territory, Iowa, Florida, Kansas, Maine, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey (excepting in the high schools of a few cities), New York (all country schools), North Dakota, Ohio, Oklahoma (Territory), Oregon, Rhode Island (excepting the high school of Providence), South Dakota, Tennessee, Utah (admitted as a State 1896), Vermont, Washington, West Virginia, Wisconsin, Wyoming.

The superintendents of the following 12 States and 1 Territory reported coeducation excepting in the few cities named:

California.—Two grammar schools, 1 high school exclusively for girls, 2 grammar schools for boys, San Francisco.

Delaware.—Wilmington.

Georgia.—High schools of Atlanta, Augusta, Savannah, and Columbus.

Kentucky.—High schools of Louisville and common schools of Russellville.

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[1] The inquiry comprised the two following questions:

(1) In what cities and towns of your State are the boys and girls taught in separate classes in the public schools?

(2) In how many country public schools in your State are the boys and girls taught in separate classes?

A request was also made for additional information or opinions bearing upon the subject.

Louisiana.—High schools, New Orleans.
Maryland.—High schools, Frederick City and Hagerstown.
Massachusetts.—Boston, Latin school and English high school for boys; girls' Latin school and high school.
Mississippi.—Natchez, Vicksburg, Yazoo City, and Columbus; mixed schools in some of the departments.
New Mexico (Territory).—One school in Santa Fe, 1 in Old Albuquerque, and 1 in La Mesilla.
North Carolina.—One public graded school. Raleigh; boys not allowed after they have passed the second grade. Normal and industrial school at Greensboro; this school is part of the public-school system.
South Carolina.—Columbia.
Texas.—Atlanta.
Virginia.—One city.

Official reports and the statements of city superintendents made it evident that coeducation was the general policy in the remaining 5 States and 1 Territory—Alabama, Arizona (Territory), California, Colorado, Michigan, Pennsylvania.

The replies above considered were generally limited to the statement of the facts and a strong indorsement of the policy of coeducation by the superintendents.

The following citations present all the additional information offered in response to the inquiry of 1891 by the State officials:

Hon. Edward Porter Thompson, State superintendent, Kentucky:

The tendency now and for some years past has been toward coeducation of boys and girls in same school and same class.

Hon. E. B. Prettyman, State superintendent, Maryland:

Early in this century the general assembly established male academies in the counties, but the majority of these have been changed into high schools, teaching the sexes together. Washington College, at Chestertown, Kent County, established in 1782, and based on a flourishing academy which was established in 1723, for the first time adopted coeducation about three years ago, and in 1892 reported 90 male and 20 female students. Dr. Reid, the president, informs me that the faculty and the board of visitors are entirely satisfied with the change. The Maryland State Normal School, located in Baltimore, has had both male and female students in the same classes since its establishment in 1865. This arrangement continues to have the approval of the faculty and of the State board of education.

Hon. J. R. Preston, State superintendent, Mississippi:

Natchez, Vicksburg, Yazoo City, and Columbus are the only towns in which boys and girls are taught in separate classes in the public schools. Even in these towns the practice is disappearing and mixed classes are taught in some of the departments.

Hon. Amado Chaves, superintendent of schools, New Mexico:

In a year or two there will be no separate classes for boys and girls in this Territory. Better results are obtained by teaching both boys and girls together.

Hon. E. B. McElroy, State superintendent, Oregon:

We have, likewise, coeducation of the sexes in special lines of State school work; for example, in the State blind school and in the State school for deaf mutes the boys and girls are taught together and receive their instruction in the same classes from day to day.

Hon. C. W. Bean, State superintendent, Washington:

There are a few schools for separate education of the sexes in this State, but they are under the control of churches. These supply the demand for such teaching, and under these circumstances the public sentiment in favor of coeducation in the public schools is very strong. Most of those who favor separate education do not appear as very strong advocates of a public-school system at all.

CITY SYSTEMS.

The inquiry addressed to city superintendents in 1891 sought not only to ascertain whether coeducation or separate education was the rule, but also the grades, if any, in which boys and girls were not taught in the same classes.

The following table summarizes the information from 628 cities, and indicates also (columns 10–12) changes that have taken place during the decade as disclosed by the inquiry of the present year.

Status of the public schools in cities with respect to the coeducation of the sexes (i. e., the instruction of boys and girls either together or separately), 1891–92.

	Total number of cities reporting.	Number which have adopted coeducation in all grades.	Number in which boys and girls are taught separately in some or all grades.						Number of cities reporting in 1891–92 in which changes have been made from separate to coeducation schools, as reported in 1902.[1]		Number of cities reporting separate schools in 1891–92 which have since established coeducation in high schools.[1]
			Total.	Distributed.							
				All grades.	High schools.	Grammar or intermediate.	Primary grades.	Part of the schools irrespective of grade.	High schools.	Grades below the high school.	
1	2	3	4	5	6	7	8	9	10	11	12
Alabama	4	3	1	.....	1	.....	.....	.....	.....	.....	.....
Arkansas	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
California	15	14	1	.....	1	1	.....	.....	.....	1	1
Colorado	8	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	21	21	.....	.....	.....	.....	.....	.....	.....	.....	.....
Delaware	2	.....	2	.....	1	2	.....	.....	1	1	1
District of Columbia	1	.....	1	.....	.....	.....	.....	1	.....	.....	.....
Florida	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	4	4	3	.....	3	3	.....	.....	.....	.....	.....
Illinois	38	38	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indiana	33	33	.....	.....	.....	.....	.....	.....	.....	.....	.....
Iowa	23	23	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kansas	15	15	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky	12	9	3	1	1	2	.....	.....	.....	1	1
Louisiana	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maine	13	13	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	4	2	2	3	1	.....	.....	.....	.....	.....	[2]1
Massachusetts	42	39	3	.....	1	3	2	.....	.....	1	1
Michigan	36	36	.....	.....	.....	.....	.....	.....	.....	.....	.....
Minnesota	11	11	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	2	.....	2	1	1	.....	.....	.....	.....	.....	.....
Missouri	20	20	.....	.....	.....	.....	.....	.....	.....	.....	.....
Montana	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska	8	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	7	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Jersey	23	19	4	.....	1	3	2	1	1	.....	.....
New York	73	69	4	2	.....	.....	2	1	.....	.....	1
North Carolina	3	2	1	.....	.....	1	.....	.....	.....	.....	.....
Ohio	47	47	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	64	54	10	4	3	6	3	1	.....	[3]3	.....
Rhode Island	6	5	1	.....	1	.....	.....	.....	1	.....	.....
South Carolina	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tennessee	6	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Texas	16	15	1	1	.....	.....	.....	.....	.....	.....	.....
Utah	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	7	6	1	1	.....	1	.....	.....	.....	.....	.....
Washington	6	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Virginia	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wisconsin	29	29	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	628	587	41	.....	.....	.....	.....	.....	.....	.....	.....

[1] Inquiry addressed to 24 of the 41 cities included in column 4.
[2] In Baltimore for colored pupils.
[3] In one city a few changes both ways, i. e., from separate to mixed schools and the reverse.

By reference to the foregoing table (column 4) it will be seen that 41 cities reported separate schools in one or more grades in 1891.

The replies to the inquiry of 1902 show that three cities (see column 10) have adopted coeducation in the formerly separate high schools, leaving 12 cities out of 628 reporting with separate high schools, as against 15 in 1891.

A few changes have been made in the lower grades, but as a rule the situation in these grades remains practically the same as at the beginning of the decade.

The circumstances that have given rise to separate schools where these exist are explained in the letters of city superintendents referred to above, here cited in the geographical order of the cities. It will be noticed that the citations include letters written in response to the inquiry of 1891, and also to that of the present year.[1]

Boston, Mass.—Hon. Edwin P. Seavers (1891):

First. Boys and girls are taught separately in the Latin schools.

Second. They are taught separately in the high schools of the old city, namely, in the girls' high and in the English high (boys).

Third. They are taught together in the suburban high schools in Roxbury, Dorchester, Charlestown, West Roxbury, Brighton, and East Boston.

Fourth. They are taught separately in 25 of our 59 grammar schools. In the other grammar schools they are taught together.

Fifth. They are taught together in all primary schools and kindergartens.

This unsystematic state of things was brought about by Boston's annexing the neighboring cities and towns without changing the organization of the schools more than was absolutely necessary.

Superintendent Seavers, in answer to the inquiry of 1902, states that no change has taken place during the last decade in schools that have been in existence more than ten years, either from separate to coeducation schools or the reverse. The following information relates to two schools recently established:

Within ten years two high schools have been established: The Mechanic Arts High School in 1894, which is a boys' school, and the South Boston High School in 1901, which is a school for boys and girls.

The subject of coeducation does not excite discussion in this city. Everybody, so far as I know, appears to be satisfied with the present condition of things.

There are at the present time in this city three high schools for boys, namely, the Public Latin School, the English High School, and the Mechanic Arts High School, and two high schools for girls, namely, the Girls' Latin School and the Girls' High School. The remaining seven high schools are for both boys and girls. The number of grammar schools for boys alone is 12, and the number of grammar schools for girls alone is also 12. The remaining 34 grammar schools are for boys and girls. The primary schools universally are for both boys and girls, and so are the kindergartens.

Salem, Mass.—Dr. William A. Mowry, 1891:

The old school (grammar and primary) was for boys; later arose a girls' school. So now, "down town," as we call it, there are (1) one grammar school for boys; (2) one grammar school for girls; (3) one primary for boys, and (4) one for girls. In the rest of the city are three grammar and ten primaries for boys and girls both. The high school is for both, although the boys sit in separate rooms from the girls. They recite together.

Superintendent Perkins states, 1902, that no changes in respect to coeducation have taken place during the decade. He adds:

The only discussion with us concerning this subject of coeducation is in regard

[1] The inquiry of 1902 comprised the following questions:

(1) Has there been any change during the last decade from separate to coeducation schools in the elementary or high schools under your charge?

(2) Has there been any change in the same period from coeducation to separate schools?

(3) Have any new high schools been established during the decade; and if so, are they separate or coeducation schools?

(4) Does the subject of coeducation, especially in high or secondary schools, excite much discussion in your community; and if so, what appears to be the present trend of opinion on the subject?

to two of our grammar schools—one for boys, the other for girls. It is probable that these will be consolidated within a few years.

Newburyport, Mass.—Hon. William P. Lunt, 1902:

During the past ten years many of our schools below the high school have been changed from separate schools to schools for both sexes.
There have been no changes in the opposite direction.
No new high schools have been established during that period.
At present there seems to be no interest in the subject.
From my own observation I should say that the boys have been benefited by the presence of the girls, but that the girls have not gained by the change. In fact, I believe in all grades the girls have been the losers in many ways by coeducation.

Providence, R. I.—The somewhat anomalous classification which formerly existed in the high schools of Providence seems to have been an outcome of the policy of elective courses.

In 1891 Superintendent Tarbell wrote:

The classical department of our high school teaches both sexes. The English department teaches a portion of girls separately, 413 in number. The manual training high school teaches boys only, 150 in number.

The complete consolidation of the separate classes took place shortly after, and with respect to this action Hon. Thomas B. Stockwell, the State commissioner of public schools, said:

I consider the change of policy here in Providence very suggestive, for the plan of separate schools for boys and girls in the high school has existed ever since the school was started and has been most ardently advocated by some of those most interested in the schools. I think it shows that coeducation is being more and more recognized as the proper method in all grades.

Superintendent Tarbell, after an experience of ten years with the mixed high schools, writes (1902):

The high schools of Providence were changed about ten years ago from separate to coeducational schools. The elementary schools of this city have been coeducational for the last sixty-five years. There has been no change from coeducation to separate schools. We have established during the last ten years three new high schools, which are all coeducational. The subject of coeducation in high schools is not a matter which excites much discussion in this city. Personally, I favor coeducational institutions.

New York City.—Hon. John Jasper, superintendent of schools (1891):

As a rule boys and girls are taught in separate classes, but there are classes of grammar grades in which both sexes are taught together, and there are many more classes of primary grades in which the same state of affairs is found. It is impossible from the nature of our reports to determine the number of classes in which both sexes are taught together. It is an almost invariable rule to teach the boys and the girls in separate classes where the numbers are large enough to permit this separation.

Brooklyn, N. Y.—Hon. W. H. Maxwell, superintendent of schools (1891):

It is the policy of our board of education to teach boys and girls in separate classes. It is not, however, always practicable to do this under our scheme of class organization. Out of a total registry of 96,054, at the close of last year, 16,160 were taught in what we denominate as "mixed" classes; that is, boys and girls in the same class. The sexes are quite evenly divided, being at the close of the year 47,963 boys and 48,091 girls. The proportions of boys and girls in the mixed classes will probably hold about the same.

In answer to the inquiry of 1902, Mr. Maxwell, who is superintendent of schools in the consolidated city or Greater New York, states that no change in respect to coeducation has taken place in the schools under his charge during the decade. He says:

Six new high schools have been established during the decade—four coeducational, two separate.
The subject of coeducation, especially in high or secondary schools, does not

excite much discussion in this community. The present trend of opinion appears to be toward coeducation.

In reply to your invitation for a statement of my personal observation relative to coeducation, I would say that in the more densely inhabited parts of New York City there is a good deal of opposition to coeducation, particularly where there is a large foreign element present in the schools. In the outlying and more thinly populated parts of the city there is a very strong feeling in favor of coeducation.

Newark, N. J.—In Newark there were originally separate classes for boys and girls in some of the grammar schools in the upper grades, i. e., seventh and eighth years. These were, however, mixed prior to 1891, the separation being maintained only in the high school.

In reply to the inquiry of 1902, Hon. A. B. Poland, superintendent of schools, answering the questions seriatim, writes as follows:

Our high school, which formerly was maintained in separate departments, was consolidated about four years ago.

There has been no change from coeducation to separate schools.

No new high schools have been established during the last decade.

The subject of coeducation does not excite any interest in the community.

I am of the opinion that boys and girls are best educated together during the whole period of the elementary and secondary course.

Philadelphia, Pa.—Separate high schools for boys and girls are still maintained in Philadelphia as in 1891–92, and the policy has had in the past strong advocates in that city.

Dr. Edward Brooks, superintendent of schools, writes under date of April 8, 1902, that there has been no change in the high schools during the decade, but a few changes both ways in the elementary schools. "Such changes," he says, "were merely incidental and not in accordance with any change in respect to coeducation."

He reports the following new schools or departments established during the decade: "A commercial high school for girls, a department of pedagogy, and a department of commerce in the boys' high school." "The subject," he says, "is now under discussion, as I have recommended the organization of territorial high schools on the basis of coeducation."

[In order to strengthen his position and give the members of the board of public education fuller information on the subject, Dr. Brooks wrote to a number of the larger cities of the country to ascertain the practice in those cities and the views of educational experts upon the question. The results of this investigation were published in a "supplementary report," copious citations from which are republished in this chapter, together with Dr. Brooks's own views submitted in his annual report. See pp. 1249–1250.]

Lebanon, Pa.—Hon. R. T. Adams writes (1902):

In reply to your inquiry of April 8, I would say that we have had coeducation in all grades for some years—I think ten or twelve. The high school was united in 1890 and has been coeducational since that time. There seems to be no inclination on the part of any to have the boys and girls separated in the high school or any other school. In fact, I believe that a move to separate them now would call forth as much discussion, or more, than the move to unite them did some years ago. In my three years' term of service here I have not heard anyone say anything about the subject, and feel that the general opinion is that a move toward separation would be a move backward, at least in a city of this size.

Chambersburg, Pa.—Hon. Samuel Gelwix writes (1902):

Nine years ago our high schools were united, and coeducation has proven an advantage. * * *

The consolidation of our high schools was criticised at first, but at present I hear of no unfavorable comments.

Wilmington, Del.—Hon. Geo. W. Twitmyer (1902):

For many years the boys and girls in the grammar and in the high schools were separated; in the primary schools coeducation has always existed in this city.

On the reorganization of our schools in February, 1901, the coeducation plan was adopted.

A new high school on the coeducation plan was established in 1901. A few of the upper classes, for convenience, are still seated in separate rooms for study, but for recitation, music, and general exercises are all together.

The change from separate to coeducation schools in 1901 caused some discussion, but the trend of opinion of teachers and parents is now decidedly in favor of the plan.

The plan has not been in operation long enough to determine the ultimate results, but we can see gains in improved deportment, refinement of manners, easier control, better work by pupils, larger freedom, and a more homelike atmosphere. There has been little friction incident to the change, but much has been gained.

Washington, D. C.—Coeducation is the general policy in the white schools of the capital city, but owing to the location and arrangement of schoolhouses boys and girls are separated in a few of the grade schools. In 1891–92 less than one-eighth of the pupils were in separate schools. As regards the colored schools, Hon. G. T. Cook reported as follows:

In my opinion a very material factor in the promotion and maintenance of good discipline in these schools is its system of coeducation of the sexes, which, beginning with their establishment, has since uninterruptedly continued.

Not only in the advantages accruing to discipline, but in other respects essential to progress, has the wisdom of this coeducation of the sexes been shown. Healthy competition has been stimulated and keen, active thought awakened. To the rougher nature of the boy have been imparted tone and refining influences; to the gentler nature of the girl, strength and elasticity. The enrollment of boys is less than that of girls, being about as 43 to 57. In the primary schools they are more nearly balanced than in the grammar, in the former the ratio being about 12 to 13 and in the latter 17 to 33.

The enrollment of boys to girls is now as 44 to 56.

Raleigh, N. C.—Hon. Edward P. Moses reported in 1891 as follows:

We are limited in Raleigh by special legislative enactment to seven grades, or seven years of school work. In the colored schools boys and girls are taught together in every room. The sexes are not separated, because of the fact that the different buildings are widely scattered. In our white schools the pupils during the first three years of school are permitted to attend that building most convenient to their homes, the boys and girls being taught together. In the fourth, fifth, sixth, and seventh years of schools, the sexes are taught in different buildings. It is proper to add, however, that at the request of parents, girls are permitted to attend the boys' school, though no boys are allowed in the girls' school beyond the third grade.

Atlanta, Ga.—Hon. W. F. Slaton writes (1902) that no changes have taken place in the elementary schools during the decade:

New buildings have been erected, but the sexes are kept separate and taught in separate buildings. * * *

Little discussion has been held on the subject. The entire community are of one mind that the sexes should be taught in separate buildings after they have reached the high schools. The sexes are taught together in the grammar schools.

It is my decided opinion that it is better that the sexes should be separate and taught entirely apart after they have reached the high-school age. I am very sure, from both experience and observation, which extend over a period of fifty years, that we pursue the better plan.

Montgomery, Ala.—Hon. C. L. Floyd (1891):

Previous to 1889 in all grades above the third elementary the sexes were separated. Since 1889 the sexes have been mixed in all the elementary grades. In the high schools the sexes are separated and have always been. * * *

No objection is raised to mixed classes in the elementary schools, and, so far as I know, the question is not discussed.

There is opposition to mixing the sexes in the high school.

Under the best conditions—that is, with buildings properly arranged and a strong corps of teachers—I am inclined to the opinion that there would be no objection to a mixed high school. I entertain this opinion without having had any connection with a mixed high school.

Under ordinary conditions I should be opposed to a mixed high school.

Covington, Ky.—In 1891 Hon. W. C. Warfield, at that time superintendent of public schools, wrote as follows:

Our eighth-year grade pupils are taught in separate classes; 62 boys and 71 girls are now enrolled in this grade.

A part of our seventh-year grade pupils are taught in separate classes; 31 boys and 38 girls are so taught. I am now watching the results of separate classes for boys and girls. If a school were provided with A 1 teachers, I think separate classes would not be necessary. At the present time I am of the opinion that little or nothing is gained by separating the boys and girls into different classes or rooms.

The present superintendent, Hon. John Morris, reports (1902) that no changes have taken place during the decade, and adds: "If I had the power I would not have the girls and boys together the first two years of high school."

Louisville, Ky.—Hon. E. H. Mark (1902):

There has been a decided change during the last decade in the Louisville public schools with reference to coeducation in our elementary schools. Eight years ago, when I accepted the position of superintendent of schools, all the children from the first grade through the high schools were separated according to sex, the boys were placed on one side of the school building, known as "the boys' side," and the girls placed on the other side, known as "the girls' side." In the eight years I have been in charge I have been able to bring about a change, and now boys and girls are placed in the same room in nearly all the schools in the city. However, there has been no change so far as the high schools are concerned, the boys and girls are still taught in separate schools. * * *

Within ten years we have had one new school established, which is practically a high school, known as the Commercial School. This school is a coeducational school.

The subject of coeducation, especially with reference to high and secondary schools, does not excite much discussion in this community. I think I can specifically say that the present trend of opinion on the subject, especially with the board and many of the patrons of the schools, is toward coeducation. Our high schools, because they are separate, are necessarily central, compelling pupils to travel over long distances in order to reach them. There is a growing feeling that high schools should be established in various parts of the city, and that these high schools be coeducational. I sincerely hope that some action will be taken in the near future that will place our high schools nearer to the pupil population. I am certain that if we were to have high schools established in various parts of the city that our high-school attendance would be increased nearly one-half. A comparison of the attendance in our city with that of other cities will show that we are below cities of much smaller size.

Chicago, Ill.—Hon. E. G. Cooley writes in 1902 that there has been no change from separate to coeducational schools or the reverse during the decade, but three new high schools have been established as coeducational. He adds:

There is not much discussion of the subject of coeducation in our community. The trend of opinion on the subject favors coeducation. The only separate schools which we have are the English High and Manual Training School for boys, which has been established for more than a decade, and the John Worthy School, an elementary school for the education of delinquent boys at the city Bridewell.

St. Louis, Mo.—Hon. F. Louis Soldan, superintendent of schools in St. Louis, where coeducation has long been firmly established, writes (1902):

We have established no new high schools during this decade, but we are now contemplating the erection of two new high schools in St. Louis, and the board of education has authorized their construction. In these schools no change will be made from the old system of coeducation.

To my knowledge there has been no extensive discussion of the question of coeducation among St. Louis educators, nor has there been any observable adverse interest manifested in this phase of education.

It is my opinion that coeducation is more firmly intrenched in popular favor to-day than it was twenty-five years ago.

Denver, Colo.—This city, with a population of 133,859 (1900), is divided into three school districts, each having its own superintendent. The schools, as in other Western cities, are coeducational. In answer to the inquiry of 1902, Hon. Aaron Gove, the superintendent of district No. 1, writes as follows:

In the light of my life's work I am compelled to express an opinion contrary to that held in my earlier life. I think coeducation of youth in their teens is not productive of the desired results. I should not object to the assembling of both sexes under the same roof and in the same classes, under proper restrictions. I think the training and culture of that sort of education, properly governed, is good training for adult life. I do object, however, to identical courses of instruction for the sexes. I also object to an identical amount of time for both sexes. The girls should do their school work in less time per day than the boys. This will require a longer term of years for accomplishing the average high-school course. The requirements and duties of the girl demand a training over and beyond that demanded for the boy. The boy 15 years old can well afford to put in six hours a day in study and class work; his sister, 15 years old, has duties of which he knows nothing, but which are important and which demand time for execution.

Throwing aside altogether the consideration of modified physical functions, the other duties of our young people are widely separated by sex. Practically the typical high school can have its courses so adjusted that every girl in the house can be excused at noon, the boys doing the regular afternoon's work; the girl taking six years to complete the course which the boy accomplishes in four.

The chief objection to this is not valid but popular, namely, that the woman is equal to the man, the sister equal to the brother. Therefore, she should do as much work as he in the same time, and not be discomfited by being distanced by him; while the real truth would be that she accomplished in the four years quite as much as he, and in the two years additional, even reached him in mental intellectual training. * * *

Taken altogether, I would prefer separate high schools for the sexes rather than see them as they are for many reasons, a few of which I have mentioned.

San Francisco, Cal.—Hon. R. H. Webster writes (1902) that during the last decade only one grammar school has been changed from a separate boys' school to a coeducation school. Two new high schools have also been established during the period, both being coeducational.

The subject of coeducation has not evoked much discussion in this community but among teachers there is a division of opinion. Two large grammar schools and one high school are maintained exclusively for girls. Personally I am in favor of separate schools, especially for high-school work and even grammar.

The following additional statements are cited from the supplementary report comprising the replies received by Supt. Edward Brooks, of Philadelphia, to a special inquiry on the subject, addressed to the superintendents in a few typical cities:

Supt. Newton C. Dougherty, of Peoria, Ill.: "There is better discipline, more ambition, and more thorough work in coeducational high schools."

Supt. Richard G. Boone, of Cincinnati, Ohio: "I am thoroughly in favor of coeducational high schools."

Supt. Irwin Leviston, of St. Paul, Minn.: "Coeducational schools are in every way preferable."

Supt. Charles M. Gordon, of Minneapolis, Minn.: "I have had no experience in schools in which boys and girls are separated."

Supt. Amos Hiatt, of Des Moines, Iowa: "All schools in Iowa are coeducational. I do not think there is an educator in the State so rash as to advocate separating the girls and boys during their school life."

Supt. B. D. Gregory, of Trenton: "I do not believe it wise to keep the sexes apart in education. Each sex alone intensifies its own peculiarities. The presence of the other sex modifies this process, and the result is exactly what is now in the world. * * * Intellectually, the influence of the sexes upon each other

is most marked. Girls in the presence of boys have a higher intellectual ideal. They unfold intellectual possibilities that society did not think they possessed, and that they themselves were not aware of. The boy is, of course, stimulated by the unexpected competition of the other sex."

Supt. Warren Easton, of New Orleans, where coeducational schools have not yet been established: "I favor coeducation, as I believe better work can be maintained, therefore better results reached at a much smaller cost. Higher education in separate schools is very expensive, and here creates a strong opposition to high schools. I hope to consolidate our high schools within the next two years."

Supt. J. H. Van Sickle, of Baltimore, where there is only one coeducational high school: "My experience until last year was with coeducational high schools, both elementary and secondary. I am not able yet to see any advantage in separating the sexes."

Supt. W. N. Hailmann, of Dayton, Ohio, an eminent educator of the West, says: "I am of opinion that high schools should be coeducational to the extent of having both girls and boys in the same building, with opportunities for joint work in certain directions and for general exercises, but that in the majority of subjects girls and boys should work separately."

"This," says Dr. Brooks, "does not really differ from my own views and recommendations, for when the boys of the high school have manual work the girls may have stenography, typewriting, etc. So also a modern language could be substituted with girls for advanced Latin or Greek, and also girls that have no taste for mathematics could substitute literature for some of the more abstract subjects in that branch."

The following table summarizes the facts with reference to coeducation in the high schools of cities responding to the inquiry of Superintendent Edward Brooks:

Cities.	High schools.		Per cent of high-school pupils in coeducation schools.
	Total number.	Number coeducational.	
			Per cent.
Boston	12	7	50.
New York	10	6	45.7
Brooklyn	6	3	42.8
Chicago	15	14	[1]93.3
St. Paul	4	4	100
Cleveland	5	5	100
Minneapolis	4	4	100
Cincinnati	3	3	100
Buffalo	3	3	100
Providence	4	4	100
Des Moines	4	4	100
Kansas City	4	4	100
San Francisco	4	3	----
Baltimore	5	1	----
New Orleans	3	0	----

[1] The remaining pupils (651) are in a separate high school for boys.

Of 86 high schools included in the foregoing tabulation, 75 per cent are coeducational. Considering the entire country, the proportion is found to be much larger. Thus, in 1900 this office received reports from 6,005 public high schools, of which number 5,933, or 98 per cent, were mixed. These schools enrolled 93.6 per cent of all the pupils in high schools (486,478 out of a total of 519,251). The majority even of private secondary schools reporting to the office the same year were also mixed schools, viz, 1,121 in a total of 1,978, or 56.7 per cent.

The facts here presented leave no doubt as to the position of our public schools with respect to the coeducation of the sexes. It is the policy generally pursued, heartily indorsed by the great majority of supervising officers, and strongly supported by the people in all sections of the country. The "common" or public

school of the United States is, as it has ever been, a school where boys and girls mingle as they do in the family. If additional proof were needed that parents favor this policy, it would be found in the fact that more than half of the secondary private schools of the country are coeducational. Since the public school is the only school that three-fourths of the people ever attend, the association of the two sexes as there maintained must have a very great influence upon their social and business relations in after years. It explains in a great measure the freedom that women enjoy in this country with respect to the pursuit of careers, and especially the large share which they take in the educational work of the country. Where boys and girls are accustomed from early years to compete in intellectual exercises, they entertain a due respect for each other's powers, and false notions as to the natural endowments of each are dissipated. Relations which would cause great irritation and annoyance in countries where separate education is the rule, here come about naturally and without friction.

The extent to which women participate in the teaching service of secondary and higher institutions is indicated in the table on page 1234, which shows the proportion of women teachers in all classes of institutions above the elementary grade of the public schools. In the public schools (all grades included) 69 per cent of the teachers are women. Their relation to the public schools does not stop here. They participate as school officials, and also, through the exercise of the ballot, in the local conduct of school affairs.

The extent of this participation is shown in the following table:

Status of women with respect to the direction of public education in States and Territories.[1]

States in which women may vote for school officers or are eligible for the same.	Classes of school officers for whom women may vote.	School offices to which women are eligible.	Number of women serving as county superintendents in 1900.	Remarks.
North Atlantic Division:				
Maine		Town[a]		[a] Town in the New England States signifies a division of a county; similar to township in Western States.
New Hampshire	District[2]	All		
Vermont	County, town, district[2].	County, town, district.		
Massachusetts	Town[2]	Town[a]		[b] If possessing the legal qualifications.
Rhode Island		Town[a]		
Connecticut	Town and district.	Town and district.		[c] In districts organized under the general school laws; i. e., nearly all in the State.
New York	District[2]	All[b]	12	
New Jersey	District[2]	District[c]		[d] As directors or comptrollers women vote for county, city, or borough superintendents.
Pennsylvania		County, district[d]	1	
South Atlantic Division:				[e] Limited to widowed mother or female guardian of a child of school age. (Statement of State superintendent, 1893.)
Florida	District[e]			
South Central Division:				[f] Inferred by the superintendent (1893) from their right to vote. By sufferance women have also served as county superintendents.
Kentucky	District[3]	District[f]	16	
Tennessee		County, city, and district.	9	

[1] Compiled from replies received at the Bureau of Education in response to a special letter of inquiry addressed to State superintendents February, 1893, revised by latest school laws and reports.

[2] Vote affects disposition of school money.

[3] Widows or spinsters who are taxpayers and guardians of children of school age vote on district tax.

Status of women with respect to the direction of public education, etc.—Cont'd.

States in which women may vote for school officers or are eligible for the same.	Classes of school officers for whom women may vote.	School offices to which women are eligible.	Number of women serving as county superintendents in 1900.	Remarks.
South Central Division—Continued.				
Alabama		County board *a*		
Mississippi	District *b*			
Louisiana		All under school laws.		
Texas		Any open to teachers. *c*		
Oklahoma	All	District	7	
North Central Division:				
Ohio	All elective	All elective	2	
Indiana	District *d*	All		
Illinois	Township, district.	All under school laws. *e*	8	
Michigan	District [1]	Township, district.	8	
Wisconsin	All	All except State superintendent.	9	
Minnesota	County, city, district.	All	14	
Iowa	All elective	All	13	
Missouri			10	
North Dakota	All	All	10	
South Dakota	All elective [i] *f*	All	18	
Nebraska	District, city [1]	District, county, and city superintendent.	10	
Kansas	District [1]	All	26	
Western Division:				
Montana	District	District, county superintendents	26	
Wyoming	All elective [1]	All	11	
Colorado	All elective [1]	All elective [1]	30	
Arizona	District	District	5	
Nevada		District	1	
Idaho	All	All	14	
Washington	District	District *g*	8	
Oregon	District	All		
California		District, county board. *h*	17	
Utah	All	All	3	

a Women teachers are eligible for appointment upon these boards, but are never appointed.

b Limited to women who are heads of families.

c Apparently includes only city superintendents. There appears to be no legal barrier to women serving as district trustees, but it is not attempted.

d Limited to listed property owners.

e Women can not vote for State officers, as these are named in the constitution, which limits the votes to electors.

f On the condition that no other officers are voted for at same time.

g The courts have held that women are not eligible to the office of county superintendent, that officer being chosen at a general election. Women have, however, been elected to the office.

h Women can not vote for school officers. A bill authorizing them to do so was passed by the legislature in 1893, but was vetoed by the governor owing to lack of provision for distinguishing the vote for these officers from other civil officers.

[1] Vote affects disposition of school money.

REMARKS UPON THE TABLE.

From an examination of column 2 it will be seen that women have the right to vote for school officers in 27 States and 2 Territories. The extent of the right is indicated by the class of officers specified. In 9 States and 1 Territory women may vote for all elective school officers. The right thus broadly stated goes no further, however, in its essence than the apparently more restricted suffrage of the following States: New Hampshire, Massachusetts, New Jersey, and Minnesota, since, in these, offices not included in the woman's vote are filled by appointment.

It would seem probable that women would be eligible to the offices for whose incumbents they may vote. This is the case (column 3), excepting in Mississippi, where women who are the heads of families may vote for district school offices, but may not fill the same. We catch a glimpse here of the underlying conviction which has given rise to the whole movement. It begins with a recognition of woman's right, as a natural guardian of children, to exercise her judgment in respect to their education, and ends with the demand for her service as a public

expediency. In a few States, included in the above list, women are eligible to school offices other than those included in the suffrage accorded them.

These additional positions are filled by appointment, by vote of school boards, or by vote at a general election, in which women can not participate. This reminds us that, while there is a strong disposition to separate the educational from other civil affairs, the end has not been completely attained. Thus, questions of school tax and school appropriations can not always be managed apart from financial matters in general.

The number of women serving as district school officers appears to be comparatively large, but there are no complete statistics on this point. The number of women serving as county school superintendents in States having this office (column 4) has increased during the decade. For 18 States which reported this particular, both in 1891 and 1900, the increase is from 152 to 245.

It should be noted that in many States cities form districts under special school laws; where this is the case they are not included in the table. As a rule, however, women are eligible to the school boards of Northern and Western cities.

From the latest official reports it appears that women were serving on the school boards of 11 cities of over 100,000 inhabitants. In two States, Colorado and Idaho, women are at the head of the public school system, holding the position of State superintendent.

COEDUCATION IN COLLEGES AND UNIVERSITIES.

The policy of coeducation in colleges and universities of this country is intimately related to the history of the general movement for the higher education of women. The policy was inaugurated by Oberlin College, Ohio, founded in 1833. The original plan of this institution included a special department for women, who were to be allowed the privileges of such professorships in the several departments "as shall best suit their sex and prospective employment." This modified form of coeducation gave way before the pressure of circumstances, and in 1837 four women were admitted as full students to the freshman class of the college.

At that time there were a few seminaries or academies in different parts of the country in which girls might pursue courses of study in the classics, modern languages, ethical and esthetic branches.

Bradford Academy, Bradford, Mass., founded in 1803 as a school for boys and girls, offered a four years' course in Latin and Greek, but laid no claim to being more than a preparatory school. It was conducted as a school for both sexes until 1836, when the boys' department was closed.

Troy Female Seminary, opened in 1814, but not chartered until 1837, made no pretensions to collegiate rank. Its founder, Mrs. Willard, was, however, an ardent advocate of higher education for women and did much to stimulate public action in the matter, not alone by her eloquent appeals, but by the practical work of the seminary. As early as 1820 she welcomed a distinguished company of visitors to the school for the novelty of hearing a class of girls pass an examination in geometry.

Wesleyan Female College, Macon, Ga., may be called the pioneer institution of the South for the collegiate education of women, as it received a charter in 1836, three years after Oberlin was founded, authorizing it to confer degrees upon women.

In the same year Mary Lyon won from the Massachusetts legislature the coveted sanction of a charter for Mount Holyoke Seminary. Her administration of this institution and her public advocacy imparted a powerful impulse to the general cause of woman's education which was beginning to agitate many earnest

minds in different sections of the country. Seminaries for women rapidly multiplied in the period 1836 to 1860. These institutions filled, as they still continue to fill, a very important place in the educational provision of the country, but as time passed it became evident that their work and aims were incompatible with those of higher education in the college or traditional sense of that expression. They emphasized the need of special endowments, equipments, and professorships for that work and of the associated efforts of students all alike prepared for advanced studies.

The development of public schools during the same period, 1836 to 1860, must be counted among the influences that were revolutionizing the ideal of woman's education. As early as 1825 a high school for girls had been opened in Boston. The city council appropriated $2,000 for the experiment, but before the end of the second year the school had become so popular, the pressure for admission was so great, and the expenditure which it threatened so alarming that the school committeee, under the lead of the mayor, Josiah Quincy, abandoned the project. This early experiment furnished a strong argument for coeducation in high schools as a measure of economy. The subject was not, however, revived in Boston until 1848, when a separate high school for girls was established on a permanent basis. This school had a normal department, and was, in fact, an outcome of the movement for improving the teaching service of the public schools.

This movement, inspired by Horace Mann in Massachusetts and by Henry Barnard in Connecticut, achieved its first practical results in the establishment of a normal school at Lexington, Mass., in 1839. The academic work of the school was maintained on a high plane, and furnished practical proof of the capacity of young women for serious and systematic intellectual efforts. This evidence was increased by the work of the medical school for women, which, started as a class in 1848, was incorporated in 1850 as the New England Female Medical College.

Thus prior to 1860 the subject of the higher education of women was practically before the people in two classes of institutions, the one aiming at the development of character and power through intellectual discipline, the other offering special preparation for professional careers. The movement for the higher education of women received unexpected stimulus and resources by the land-grant act of 1862, appropriating about 10,000,000 acres of land for the endowment of colleges "to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the legislatures of the States may respectively prescribe in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

In the Northwestern States this land grant was generally regarded as a provision upon which women had the same claim as men. The democratic spirit of the Western States and the general influences of pioneer life tended irresistibly toward the policy which, started by Oberlin, had already spread to the State universities of Iowa and Wisconsin, endowed by the earlier Government reservation of 1787. With few exceptions the land-grant colleges of the West were coeducational from the start, and, following the precedents of Iowa and Wisconsin and the later but notable example of Michigan University, the State universities of that section adopted the same policy. In the East, on the contrary, where the demand for collegiate education for women had become equally urgent, the influences made for the opposite course. Vassar College, founded in 1861, was the pioneer of a group of separate colleges for women whose requirements were of the same order as those of the older colleges for men.

Between the two extremes of coeducation institutions, as maintained in the West, and the separate colleges for women, characteristic of the Eastern States, two modified systems have developed. The one is that of distinct colleges for men

and for women forming integral parts of a university organization, illustrated by the colleges of Western Reserve University, Cleveland, Ohio, and by the Women's College of Brown University, Providence, R. I.; the other modification is that of a separate college for women annexed to, but not an integral part of, a university, as Barnard and Radcliffe. These modifications show how strong and universal is the demand that women shall enjoy the largest opportunities for culture and training; at the same time they illustrate the disposition everywhere manifested to adjust these opportunities to prevailing conditions and sentiments.

The most impressive fact in the history of the general movement for the higher education of women is the increase in the number of coeducation colleges and universities. 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.

The list of coeducational State, Territorial, and private institutions referred to comprises the following:

State and Territorial universities: Alabama (coeducation, 1893), Arizona (Territorial, opened 1891), Arkansas (changed to State University 1899), California, Colorado, Idaho, Illinois, Indiana, Iowa, Kansas, Maine (changed to State University 1897), Michigan, Minnesota, Mississippi, Missouri, Montana (opened 1895), Nebraska, Nevada, New Mexico (Territorial, opened 1892), North Carolina (adopted coeducation 1896), North Dakota, Ohio, Oklahoma (Territorial, opened 1892), Oregon, South Dakota, Tennessee, Texas, Vermont, Washington, West Virginia, Wisconsin, Wyoming.

Private universities: Boston University, Brown, Chicago (1892), Columbian (Washington, D. C.), Cornell, De Pauw, Leland Stanford Junior (opened 1891), University of Pennsylvania, Rochester (1900), Vanderbilt.

Graduate departments or professional schools only: Clark (women admitted 1900), Yale, Columbia (graduate department 1900), Johns Hopkins (medical school 1893).

Of the institutions that have been added to the above list since 1890, as indicated by the parenthetical explanations, 2 have simply been converted into State universities, and remain coeducational as they were previously; 6 have been established during the decade, and 6 have adopted coeducation either in the undergraduate or some graduate department. It will be seen that while Vanderbilt University and the universities of Mississippi, Tennessee, and Texas were the only Southern institutions of high repute or large possibilities included in the list published in 1892, two Southern universities, namely, University of Alabama and University of North Carolina, have since adopted the policy.

The comparative view presented in the table (p. 1234) would seem to indicate that coeducation is more general in the South Atlantic and South Central divisions than in the North Atlantic. The significance of the showing is, however, modified by the special character of the courses in the institutions of the two former-named sections in which many of the women students are enrolled.

The colleges for colored people, which form about 15 per cent of the whole number included in the statistics of the South Atlantic and South Central divisions, also lessen the force of the comparison, as these must of necessity be adapted to the special circumstances of their students.

In several Southern States opposition was formerly made to the opening of the universities to women, on the ground that the number of women desiring these privileges would be too small to justify the changes involved. To this was replied that the expense and labor incurred would be offset by the advantages of retaining at home the girls who sought in Northern institutions the opportunities denied them in their own States. This consideration has undoubtedly had weight in determining other Southern universities to admit women on the same terms as men.

It should be observed with respect to coeducation in the higher institutions that rumors of a reaction in sentiment which from time to time arise have always proved upon investigation to be grossly exaggerated or absolutely groundless. It often happens that special provisions or adjustments, such as are required in all institutions, give rise to statements that totally misrepresent the significance of the action. Such is the case with respect to the recent action of the authorities of Leland Stanford Junior University in limiting the number of women students. The actual causes of this action, as explained in a letter (dated May 8, 1902) from the president of the university to the Commissioner of Education, are as follows:

A rule has been established in this university by which the attendance of women is limited to 500 at any one time. This is not because of any opposition to women, or to the principle of coeducation, which the university fully indorses. The action of the university is in accordance with a promise made to Mr. Stanford. He was anxious that the institution should be partly technical and partly graduate in character, subordinating the college work and general-culture courses to the higher and more specialized work. At the beginning Mr. Stanford was opposed to the admission of women, not as women, but because he was afraid that they would tend to detract from the specialized and technical aims of the institution, as the demands of women students are more distinctively in the line of general culture. Mrs. Stanford, on the other hand, from the first favored the admission of women, but promised her husband that if the number ever increased so as to affect the character of the university she would consent to a limitation of the number. In accordance with this promise, when the number of women reached 500, or a little more than one-third of the total number, Mrs. Stanford felt that it was necessary to fix a limit, and the figure of 500 was selected. As in the carrying out of this limiting rule we shall make it apply to the entering class of young women, it will not debar any young woman from attending the university for the higher and more important work for which the institution will ultimately come to stand. The whole matter has no significance whatever in relation to the present criticisms on coeducation.

DAVID S. JORDAN, *President.*

Female teachers and professors and students in several classes of institutions.

	1891-92.[1]						1899-1900					
	The United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.	The United States.	North Atlantic Division.	South Atlantic Division.	South Central Division	North Central Division	Western Division.
SECONDARY SCHOOLS.												
Public:												
Number of female instructors	4,525	1,709	265	218	2,127	206	10,200	3,925	536	723	4,476	540
Proportion of whole number.....per cent.	54.7	58.8	56.6	48.2	52	56	50.06	59.01	45	42.05	46.21	47.95
Number of female students	126,379	44,969	6,216	6,236	63,612	5,346	303,044	96,072	16,460	23,589	149,836	17,087
Proportion of whole number.....per cent.	59.7	57.7	61	60	61	60.5	58.36	56.71	60.93	59.46	58.80	60.27
Private:												
Number of female instructors	3,475	1,567	520	624	746	288	5,842	2,489	884	758	1,289	422
Proportion of whole number.....per cent.	52.7	52.5	48.7	55	53.8	54.8	57.74	57.70	54.10	54.72	61	62.79
Number of female students	48,406	17,158	7,518	10,236	10,473	3,021	55 063	19,343	10,031	10,743	11,559	3,387
Proportion of whole number.....per cent.	47.9	44.5	47.2	52	49.6	53.4	49.60	47.43	49.65	48.28	53.57	54.59
COLLEGES AND SEMINARIES FOR WOMEN.												
Number of female instructors	1,633	363	461	452	309	48	1,744	438	472	505	286	43
Proportion of whole number.....per cent.	74.7	61.6	77	81.5	79	90	71.3	57.5	70.55	82.92	80.33	86
Number of female students	24,611	5,331	7,112	8,086	3,762	320	23,933	6,384	6,819	7,462	3,002	266
Proportion of whole number.....per cent.	100	100	100	100	100	100	100	100	100	100	100	100
NORMAL SCHOOLS, NORMAL DEPARTMENTS.												
Public:												
Number of female students	22,480	11,813	1,253	1,485	6,806	1,123	34,989	13,744	3,071	2,559	12,574	3,041
Proportion of whole number.....per cent.	76.7	77.5	56.3	58	65.2	84.3	74	77.74	72.63	62.29	71.70	78.27
Private:												
Number of female students	4,443	130	221	435	3,556	101	10,435	712	974	1,539	7,097	113
Proportion of whole number.....per cent.	42.2	53.7	45.7	56	40	61.5	47.06	74.70	68.68	48.23	43.04	92.62
UNIVERSITIES AND COLLEGES FOR MEN AND FOR BOTH SEXES.												
Preparatory departments:												
Number of female instructors	694	34	74	130	398	58	980	97	107	184	489	103
Proportion of whole number.....per cent.	28.7	11.5	30	42.6	29	30	29.67	20.59	30.83	42.10	28.90	29.01
Number of female students	12,572	425	1,082	2,209	7,848	1,008	15,259	1,163	1,519	3,580	7,160	1,837
Proportion of whole number.....per cent.	29.6	8.6	26	31.8	33.7	32.6	32.02	16.03	29.51	38.34	33.46	40.65

College departments:												
Number of female instructors	517	41	46	91	276	63	857	76	80	160	454	87
Proportion of whole number per cent	9.9	2.6	7.7	.15	13	18	10.44	3.01	8.97	17.96	14.26	12.12
Number of female students—												
Undergraduate	10,021	1,352	488	1,503	6,009	669	19,199	2,675	978	2,533	10,620	2,393
Proportion of whole number per cent	19.01	7.9	9	21.2	29.2	28.5	24.90	10.92	13.23	27.57	35.48	39.24
Graduate students	369	95	7	14	216	37	1,253	275	31	59	703	185
Proportion of whole number per cent	12.7	7.5	1.8	9.7	21.1	40.6	24.19	14.27	6.11	33.52	32.61	44.69
Total collegiate	10,390	1,447	495	1,517	6,225	706	20,452	2,950	1,009	2,592	21,323	2,578
Proportion of whole number per cent	18.7	7.8	8.6	20.9	28.7	29	24.86	11.17	12.78	27.69	66.46	39.54
Professional	530	81	13	2	390	44	1,021	255	66	126	499	75
Proportion of whole number per cent	2.8	1.4	.6	.8	4.6	6.3	3.36	2.78	2.16	2.66	4.05	6.99
SCHOOLS OF TECHNOLOGY.[2]												
Preparatory department:												
Number of female instructors							28	2	2	1	11	12
Proportion of whole number per cent							20.14	16.66	12.5	4.76	22.45	30.77
Number of female students							645	14	62	34	203	332
Proportion of whole number per cent							21.08	23	14.55	5.5	21.82	32.42
Collegiate department:												
Number of female instructors							92	12	1	2	55	22
Proportion of whole number per cent							7.69	3.35	.48	2.04	14.55	14.38
Number of female students—												
Undergraduate							1,385	253	6	104	697	325
Proportion of whole number per cent							12	8.43	.31	8.49	16.36	28.11
Graduate students							55	3		3	31	18
Proportion of whole number per cent							22.82	15		12	30.09	46.15

[1] Secondary and normal schools, 1890-91.
[2] Includes colleges endowed by the land grant of 1862 and private technical schools not included under universities and colleges.

The foregoing table shows the extent to which women are engaged in the teaching services of the higher institutions. An interesting outcome of the movement for the college and professional education of women in the United States is the admission of women to other professional careers. According to the census of 1890 there were at that date 143 women ministers, 4,557 physicians and surgeons, 337 dentists, and 203 lawyers. In this connection should be noted also the profession of librarian, which has not yet been included in the census returns. This service increases the careers open to college women.

Funds for the assistance of women students.—In respect to the aid extended by means of scholarship and other funds women students have comparatively little advantage. Experience has abundantly proven that without such aid many of the most promising students among young men would never be able to push their studies beyond a very elementary stage. This is equally true with respect to women students. During the last decade the funds available for the latter have been considerably increased, but they still remain relatively much inferior in amount to those allotted to men.

The following tabulations for the year 1890 were made from a careful analysis of all the data bearing upon this subject at that time available. No complete analysis of these somewhat complicated accounts has since been attempted. With respect to the institutions included in the summaries for the year named the situation presumably remains about the same. The tables for the later dates relate chiefly to institutions that have been founded or opened to women since 1890 or to institutions that were not included in the earlier tabulations, which latter are indicated by stars. As regards the few institutions included in the later tables and also in the summaries for 1890 the increase or decrease in the number of funds available for women has been indicated so far as known. The particulars, by institutions, are from a report of the Association of Collegiate Alumnæ for 1899, excepting when otherwise indicated.

Distribution of funds for the assistance of students.

UNDERGRADUATE SCHOLARSHIPS (1890).

	Total.	Available for—			Per cent available for women.
		Men.	Women.	Men or women.	
United States	$305,887	$196,748	$17,510	$91,629	35.7
North Atlantic division	200,125	141,700	10,504	47,921	23.2
South Atlantic division	30,745	18,175	1,850	10,720	40.9
South Central division	32,597	27,440	----------	5,157	15.8
North Central division	36,355	9,133	1,131	26,091	74.9
Western division	6,065	300	4,025	1,740	95.1

GENERAL FUND FOR BENEFIT OF UNDERGRADUATES (1890).

United States	$141,552	$89,245	$23,922	$28,385	37
North Atlantic division	100,532	73,545	23,922	3,065	26.8
South Atlantic division	13,141	12,000	----------	1,141	8.7
South Central division	3,000	----------	----------	3,000	100
North Central division	23,159	3,700	----------	19,459	84
Western division	1,720	----------	----------	1,720	100

FELLOWSHIPS (1890).

United States	$88,048	$70,798	$2,300	$14,950	19.6
North Atlantic division	61,798	53,298	2,300	6,200	13.8
South Atlantic division	11,700	11,700	----------	----------	0
South Central division	5,800	5,800	----------	----------	0
North Central division	6,450	----------	----------	6,450	100
Western division	2,300	----------	----------	2,300	100

Distribution of funds for the assistance of students—Continued.

GRADUATE SCHOLARSHIPS (1890).

	Total.	Available for—			Per cent available for women.
		Men.	Women.	Men or women.	
United States	$24,860	$23,360	.....	$1,200	4.8
North Atlantic division	15,710	14,410	.....	1,200	7.6
South Atlantic division	8,950	8,950	.....	.....	0
South Central division	.....	.....	.....	.....	.....
North Central division	.....	.....	.....	.....	.....
Western division	200	200	.....	.....	0

Distribution of scholarship and fellowship funds by geographical sections (1890).

	Total funds.	Per cent by divisions.	Total available for women.	Per cent.
United States	$560,347	100	$179,896	100
North Atlantic division	378,165	67.5	95,112	52.0
South Atlantic division	64,530	11.5	13,711	7.6
South Central division	41,397	7.4	8,157	4.5
North Central division	65,964	11.8	53,131	29.5
Western division	10,285	1.8	9,785	5.5

Undergraduate funds, 1899 or 1900.

Institutions.	Scholarships available for—						General funds available—	
	Women only.			Men or women.				
	Number.	Increase or decrease.[1]	Annual value of each.	Number.	Increase or decrease.[1]	Annual value of each.	Women only.	Men or women.
North Atlantic division:								
Boston University	33	+1	$100	44	− 7	$100.00	.....	.....
*Massachusetts Institute of Technology	1	.....	.....	50	.....	.....	.....	$100,000
Radcliffe College[2]	7	+7	250	.....	.....	.....	.....	.....
	8	+7	200	.....	.....	.....	.....	.....
*Smith College[2]	5	.....	250	.....	.....	.....	.....	.....
	1	.....	100	.....	.....	.....	.....	.....
	11	.....	50	.....	.....	.....	.....	.....
Wellesley College	38	.....	[3]230	.....	.....	.....	.....	.....
	1	.....	[3]300	.....	.....	.....	.....	.....
	1	.....	[3]50	.....	.....	.....	.....	.....
	1	.....	.....	.....	.....	.....	.....	.....
Wesleyan University	.....	.....	.....	1	+ 1	50.00	$173,165	.....
*Vassar College	6	−2	[3]300	.....	.....	.....	.....	.....
	3		[3]400	.....	.....	.....	.....	.....
	1		[3]150	.....	.....	.....	.....	.....
	1		[3]50	.....	.....	.....	.....	.....
Syracuse University	.....	.....	.....	45	+11	50.00	.....	.....
*Bryn Mawr College	11	.....	400	.....	.....	.....	.....	.....
	4	.....	200	.....	.....	.....	.....	.....
	11	.....	200	.....	.....	.....	.....	.....
	2	.....	250	.....	.....	.....	.....	.....
	10	.....	100	.....	.....	.....	.....	.....

*The institutions starred were not included in the summary given for 1890.
[1] Increase or decrease as compared with the number included in the summary for 1890.
[2] From current catalogues.
[3] Estimated at 5 per cent on the capital sum.

Undergraduate funds, 1899 or 1900—Continued.

Institutions.	Scholarships available for—						General funds available—	
	Women only.			Men or women.				
	Number.	Increase or decrease.[1]	Annual value of each.	Number.	Increase or decrease.[1]	Annual value of each.	Women only.	Men or women.
North Central division:								
*Oberlin College							$17,000	$37,500
*Chicago University[2]				[3]80		$120.00		
Northwestern University				1		75.00		
				1		50.00		
				4		250.00		
				6		200.00		
*Michigan University				4–6				
				2		50.00		
						[4]25,000		
University of Wisconsin	2		$125	10		35.00		
*University of Minnesota						[4]5,166		
*University of Kansas				1		100.00		

*The institutions starred were not included in the summary given for 1890.
[1] Increase or decrease as compared with the number included in the summary for 1890.
[2] From current catalogues.
[3] Limited to professors or to teachers of affiliated schools.
[4] Principal of fund for scholarships.

Funds for graduate students, 1899 or 1900.

Institutions.	Scholarships available for—						General funds available for—	
	Women only.			Men or women.				
	Number.	Increase or decrease.[1]	Annual value of each.	Number.	Increase or decrease.[1]	Annual value of each.	Women only.	Men or women.
North Atlantic Division:								
*Massachusetts Institute of Technology				5		$250		$40.00
*Wellesley College	30		$75					
*Clark University				1		200		
				8		100		
				8		50		
*Yale University				20		100		
Wesleyan University				1	+1	250		
*Columbia University	4		100					
*Barnard College	1		250					
	6		250					
*University of New York				15		100		
*Vassar College	7		400					
Cornell University				17	+11	300		
*Bryn Mawr College	5		200					
*University of Pennsylvania				30		150		
North Central Division:								
*Ohio State University				1		250		
*Chicago University				32		120		
*Northwestern University				1				
*University of Wisconsin				4		250		
				1		200		
*University of Kansas				2		100		

*The institutions starred were not included in the summary given for 1890.
[1] Increase or decrease as compared with the number included in the summary for 1890.

Fellowships for graduate students, 1899 or 1900.

Institutions.	Fellowships available for—					
	Women only.			Men or women.		
	Number.	Increase or decrease.[1]	Annual value of each.	Number.	Increase or decrease.[1]	Annual value of each.
North Atlantic Division:						
*Massachusetts Institute of Technology				2		$400
*Tufts College				2		250
*Clark University[2]				8		400
				8		200
*Yale University				6		400
				1		300
				1		[3]200
				1		150
*Barnard College	1		$350			
*Vassar College	1		400			
Cornell University	21	+8	500			
	2		600			
*Bryn Mawr College	11		525			
	3		500			
*Swarthmore College	1		525	1		450
University of Pennsylvania	1	+1	550			
	5	+5	500			
South Atlantic Division:						
Woman's College, Baltimore	2		500			
South Central Division:						
*University of Alabama				5		
*University of Texas				8		300
*Vanderbilt University				10		200
North Central Division:						
*Ohio State University				12		300
				2		250
				1		420
*Chicago University[2]	4		120	1		400
						[4]20,000
University of Illinois				8	+4	300
University of Wisconsin				11	+2	400
*University of Missouri				5		200

*The institutions starred were not included in the summary given for 1890.
[1] Increase or decrease compared with the number included in the summary for 1890.
[2] From current catalogues.
[3] Estimated at 5 per cent on capital sum.
[4] Fund for fellowships.

The following additional particulars are from the report of the Association of Collegiate Alumnæ, already specified:

ARCHÆOLOGICAL INSTITUTE OF AMERICA.

[Secretary's office, 312 West Eighty-eighth street, New York City.]

AMERICAN SCHOOL OF CLASSICAL STUDIES AT ATHENS—AMERICAN SCHOOL OF CLASSICAL STUDIES IN ROME.

Fellowships in Greek archæology.—Two in number. Open to men and women, Bachelors of Arts of any college or university in the United States, and to other American students of similar attainments. For the study of Greek archæology at the American School of Classical Studies at Athens. Tenable for one year. Value, $600 each.

Agnes Hoppin fellowship.—Available 1900-1901. Open to women only. For the study of Greek archæology at the American School at Athens.

Fellowships in Roman archæology.—Two in number. Open to men and women. Value, $600 each. Tenable for one year.

Fellowship in Christian archæology.—For study at the American School in Rome. Open to men and women. Value, $500. Tenable for one year.

ASSOCIATION FOR MAINTAINING THE AMERICAN WOMEN'S TABLE AT THE ZOOLOGICAL STATION AT NAPLES.

[Secretary's office, 1 Berkeley street, Cambridge, Mass.]

This association maintains at the Zoological Station at Naples a table for research, and is entitled to appoint to the table qualified students, who are furnished by the station with all materials, apparatus, and assistance free of cost.

ASSOCIATION OF COLLEGIATE ALUMNÆ.

[Secretary's office, Richmond Hill, N. Y.]

European fellowship.—For advanced study in a foreign university. Open to women graduates of colleges belonging to the Association of Collegiate Alumnæ. Value, $500. Tenable for one year.

Scholarship in German.—A scholarship in German in the American Home School in Berlin is offered to the Association of Collegiate Alumnæ by Mrs. Mary Bannister Willard and Frau Dr. Hempel. Candidates must be women graduates of colleges belonging to the association.

BALTIMORE ASSOCIATION FOR THE PROMOTION OF THE UNIVERSITY EDUCATION OF WOMEN.

Foreign fellowship.—For study in a foreign university. Open to women only. Value, $500. Tenable for one year.

WOMAN'S EDUCATION ASSOCIATION OF BOSTON.

Foreign fellowship.—Value, $500.

The foregoing facts and statistics answer in part only inquiries as to coeducation in colleges and universities. As regards the conditions under which this policy may be maintained and its effects upon students and scholastic standards, only those having personal experience in the conduct of the institutions can speak with authority. Hence copious citations from the reports of college presidents, statements of professors, etc., are included in the next division of this chapter, under the head of the "Literature" of the subject.

Their general tenor shows that wherever coeducation has been tried the apprehensions respecting its effects have been dispelled. There are no instances of the abandonment of the policy after adoption in colleges or universities that had made suitable provision for the new class of students.

The "Literature" of the subject includes also discussions of coeducation by men who have shaped the public-school policies of our country and by specialists who argue from physiological and social standpoints.

THE LITERATURE OF COEDUCATION.

I.—CITATIONS FROM OFFICIALS IN CHARGE OF PUBLIC-SCHOOL SYSTEMS.

In selecting from the accumulated literature of coeducation material for insertion here the purpose has been to bring together for ready reference the strongest arguments and the widest experience pertaining to this important feature of our educational life.

Although, as we have seen, experiments in coeducation were made in the first half of the last century, general interest in the subject was not manifested until the movement for the higher education of women had become really national in extent. The public schools were naturally affected by this movement, since a larger proportion of college students received their preparation in public high schools, and the first important utterances on the subject emanated from officials in charge of city systems which had afforded practical experience in the conduct

of coeducational classes. Our survey of this literature begins, therefore, naturally with citations from these authoritative sources.

COEDUCATION OF THE SEXES.

[Dr. W. T. Harris, in the Report of Public Schools, St. Louis, Mo., 1872-73, pp. 105-120.]

Previous to 1858, in our grammar schools, the sexes had been entirely separated. Only in the primary schools and in the high schools, then recently established, had the experiment of coeducation been made. In that year the Franklin Grammar School was opened as a "mixed" school, and after it, one by one, the other grammar schools were reorganized until all except the Eliot School were "mixed" schools, receiving into the same rooms and classes both sexes. Having had an unusually good opportunity to watch the results, and having been educated myself partly in "mixed" schools and partly in schools open only to the male sex—the former being sundry district schools in country towns, villages "academies," and city grammar schools, the latter being three classical schools or academies and a college—I felt considerable confidence in the views then presented. My observations had led me to indorse the statement of Richter:[1] "To insure modesty I would advise the education of the sexes together; for two boys will preserve twelve girls, or two girls twelve boys, innocent, amidst winks, jokes, and improprieties, merely by that instinctive sense which is the forerunner of natural modesty. But I will guarantee nothing in a school where girls are alone together, and still less when boys are." I had noticed that the atmosphere of "mixed" schools was desexualized, where that of separate schools seemed to have a tendency to develop sexual tension. Again, whatever tendency toward indecency might manifest itself was far more easily checked in "mixed" schools by reason of the cross fire of watchfulness which made intrigue far more difficult to keep secret. The brothers and sisters and other relatives and intimate acquaintances of the pupil attended the same school, and every act was scanned from two points of view—the boys being participant in boys' gossip, and the girls being participant in girls' gossip, and the barriers being removed within the precincts of the family, parents could not fail to have a more faithful account of the behavior of their children than when isolated in different schools. Brothers and sisters mutually protect each other from shame. Besides this, the fact that the chief association between the sexes in "mixed" schools takes place under the eye of the teacher and in recitation, wherein the contest is purely intellectual, and where the manifestation of mere femininity—softness and sentimentalism—would cause the pupil to lose rank as a scholar, and where mere masculinity—roughness and willfulness—would make an unattractive spectacle, leads one to expect that the tendency of coeducation is to elevate the standard of admiration from mere external charms of person to the spiritual graces and gifts which lie deep in the character.[2]

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[1] Recently cited from Richter's "Levana," by Dr. Clarke in his Sex in Education.

[2] The following statements were made in the report alluded to (1870), and I have had no occasion to modify the views therein expressed:

"That which theory establishes and experience verifies may be safely followed. The coeducation of the sexes within the limits of certain ages and within certain sections of the United States may be considered approved by the twofold demonstration of theory and practice. Whether these limits of age and place may be transcended with advantage is a question for practical experiment to solve. Theory is in favor of the extension of coeducation far beyond present practice, and, as a fact, the latter is creeping along conservatively up to the standard of the former. The admission of females into colleges and scientific institutions, heretofore open exclusively to males, is the straw on the moving current, and tells what is coming. It is in accordance with the spirit of our institutions to treat women as self-determining beings, and as less in want of those external artificial barriers that were built up in such profusion in past times. We give to youth of both sexes more privileges or opportunities for self-control than are given to the Old World society. Each generation takes a step in advance in this respect.

"Occasionally, as in San Francisco, there is a returning eddy which may be caused by the unbalanced condition of society found on frontiers. Old cities like New York and Boston may move very slowly in this direction, because of enormous expense required to change buildings and school yards so as to adapt them to the wants of 'mixed schools.' In fact, the small size of school yards in many cities renders this change next to impossible. Western cities take the lead in this matter and outstrip the East. Within fifteen years the schools of St. Louis have been entirely remodeled on this plan, and the results have proved so admirable that a few remarks may be ventured on the experience which they furnish. I wish to speak of the effects on the school system itself, and of the effects upon the individual pupils attending.

"I. Economy has been secured through the circumstance that the coeducation of the sexes makes it possible to have better classification and at the same time larger classes. Unless proper grading is interfered with and pupils of widely different attainments brought together in the same classes, the separation of the sexes requires twice as many teachers to teach the same number of pupils. This remark applies, of course, particularly to sparsely settled districts. The item of economy is very considerable, but is not to be compared with the other and greater advantages arising.

"While it is conceded by the opponents of coeducation that primary schools may be mixed to

But the question of healthy moral tone is not the only one involved. Granting the most favorable view of this phase of the subject, we have not yet settled the question whether it is desirable for women to have the same course of study that men have, nor have we touched that other much-debated question arising from physiological differences.

The question of education has always pointed back to that of vocation and destiny, for education is a process of preparation for an end. Thus it involves the theory of the life sphere of the pupil. Again, besides "vocation and destiny," there is an "absolute state of man," as Pestalozzians tell us, for which every human being has a right to educate himself and be educated. The culture of the rational soul, the intellect, the will, and the affections, is the privilege of every human being, whether male or female. More than this, it is a duty; and the materialism, at present so fashionable, that finds its delights in chilling the fervor of an aspiration by suggesting physiological limitation as that which should determine the question of the culture of the rational soul and of participation in the spiritual heritage of the race, will have exactly the opposite effect from that intended. It will produce an asceticism proportioned to the amount of conviction occasioned by such physiological doctrines, and to the consequent intensity of the recoil. If our highest norm is "chiefly clinical," and the mind with its culture is subordinate to the organization of the body, as is believed by (shall I say) a great majority of physiologists and physicians at the present day, at the least there are very many things relating to human history and institutions which become at once insoluble contradictions, the nearest example of which is the evolution, in the brain organism, of the theory in question.

One does not need to be reminded that human history is a record of deeds done in the cause of spiritual ideals, and that these ideals are the bases of all our institutions of civilization. The deeds of history, moreover, that are considered worth recording are most strangely subversive of physiological and hygienic laws, most of them involving such waste of human life as to lead even the materialistic spectator to believe that life as such is of small moment compared with some phantom

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advantage, they with one accord oppose the system for schools of a higher grade. Now, what is singular in our experience is the fact that our high school was the first experiment on this plan for classes above the primary. Economy and better classification were the controlling reasons that initiated this experiment, and from the high school the system has crept down through all the intermediate grades. (In our high school the sexes are assigned to separate study rooms, and meet only for actual recitation in the same room.) What had been found practicable and satisfactory in the highest grades could not long be kept away from the lower ones.

"II. Discipline has improved continually with the adoption of mixed schools. Our change in St. Louis has been so gradual that we have been able to weigh with the utmost exactness every point of comparison between the two systems.

"The mixing of the male and female departments of a school has always been followed by improvement in discipline, not merely on the part of the boys, but on that of the girls as well. The rudeness and abandon which prevails among boys when separate at once give place to self-restraint in the presence of girls. The prurient sentimentality engendered by educating girls apart from boys—it is manifested by a frivolous and silly bearing when such girls are brought into the society of the opposite sex—this disappears almost entirely in mixed schools. In its place a quiet self-possession reigns. The consequence of this is a general prevalence of milder forms of discipline. Boys and girls originating, according to nature's plan, in the same family as brothers and sisters, their culture should be together, so that the social instincts may be saved from abnormal, diseased action. The natural dependence of each individual upon all the rest in society should not be prevented by isolating one sex from another during the most formative stages of growth.

"III. Instruction is also greatly improved. Where the sexes are separate, methods of instruction are unbalanced and gravitate continually toward extremes that may be called masculine and feminine. The masculine extreme is mechanical formalizing in its lowest shape, and the merely intellectual training on its highest side. The feminine extreme is the learning-by-rote system on the lower side and the superfluity of sentiment in the higher activities. Each needs the other as a countercheck, and it is only through their union that educational methods attain completeness and do not foster onesidedness in the pupil. We find here that mixed schools are noted for the prevalence of a certain healthy tone which schools on the separate system lack. More rapid progress is the consequence, and we find girls making wonderful advances even in mathematical studies, while boys seem to take hold of literature far better for the influence of the female portion of the class.

"IV. Intellectual development is, as already indicated, far more sound and healthy. It has been found that schools kept exclusively for girls or boys require much more surveillance on the part of the teachers. The girls, confined by themselves, develop the sexual tension much earlier, their imagination being the reigning faculty and not bridled by intercourse with society in its normal form. So it is with boys on the other hand. Daily association in the class room prevents this tension and supplies its place by indifference. Each sex testing its strength with the other on an intellectual plane in the presence of the teacher—each one seeing the weakness and strength of the other—learns to esteem what is essential at its true value. Sudden likes and dislikes, capricious fancies, and romantic ideals give way for sober judgments not easily deceived by mere externals. This is the basis of that 'quiet self-possession' before alluded to, and it forms the most striking mark of difference between the girls or boys educated in mixed schools and those educated in schools exclusively for one sex.

"That the sexual tension be developed as late as possible, and that all early love affairs be avoided, is the desideratum, and experience has shown that association of the sexes on the plane of intellectual contest is the safest course to secure this end."

idea secreted by the cells of the brain. To such a view, human history is a record of uninterrupted fanaticism, and the fruits of preaching the physiological gospel to young men or women in the nineteenth century will only produce fanaticism of a kind that is not needed. By these remarks one would not intend to deprecate the study of physiology and hygiene, nor deny the function of the brain and nerves as instruments of manifestation, nor the application of hygienic laws to education. One objects only to the "animus" with which the thing is done, and to the theory of life and mind which is implied as their major premise by certain prolific writers on the subject, and one insists upon the doctrine that mind is essential self-determination whose responsibility extends so far as commonly to make it liable for the proper hygienic determination of the physical conditions of its manifestation. The physiological motto should be—Know thyself, not as a product of organism, but as a producer of organism.

In our district schools the ages of pupils range from 6 to 15 years, averaging only 10 years. In the high school the ages range from 12 to 20 years, averaging about 16. The physiological question, therefore, scarcely affects the district schools. But the pupils of the high school are just at those ages which the physiological question touches most vitally. So far as it concerns the question of coeducation at those ages, it is simply this: Whether the necessities of class recitation, with its regular recurrence and steady progress from week to week, impose any conditions upon one sex that can not be borne by it without unreasonably taxing the physical organism. It is claimed in the affirmative that the regular work which young men perform without injury is unsuitable to young women. "Identical coeducation" is therefore to be forbidden. Persistence being the type of the man and periodicity the type of the women, it is argued that they can not be educated together, nor in the same manner. Stated in plain school language, classes imply regularity or persistence in work, and this is injurious to girls of the ages between 14 and 20 years. But this statement at once relieves the question of any special reference to coeducation of the sexes in the same school. When one can point out a plan for a girls' school wherein there is no necessity for regular recitation and regular work, and wherein the organization is such that three-fourths of the class do not suffer by the constant absence of one-fourth of the class, he will have discovered a new organization which wise educators will hasten to adopt, even for boys' schools. For the average attendance of boys on recitations is less than 75 per cent, when the schools throughout the country are considered, although it is common for city schools to secure 90 per cent and over. This per cent of irregularity has forced educators to organize careful systems of grading and classification, by which there may be secured an amount of elasticity sufficient to save the regular pupil from the injurious effects of his neighbor's absence, and likewise to save the irregular pupil from the necessity of overwork to keep up with the former. As it is, after all has been done, the evil of irregularity is counted the most serious drawback that we have to contend with. But the statistics of the attendance of girls in the St. Louis high school, compared with that of their percentage in scholarship, does not allow us to conclude that the progress of the classes suffers on their account. No satisfactory comparison can be made between the work of girls and that of boys; the problem involves too many elements; not only quantity and quality of work, but a consideration of the aims and motives that stimulate its performance. It is safe to say that no practical difficulty is experienced in the high schools on account of the larger per cent of absence of the girls. There are, it is true, "clinical cases" that form the exceptions to this rule. Such cases, however, are no more difficult to manage in mixed schools than in separate schools. Of course it is out of the question to adopt a system of individual instruction for all girls between the ages of 14 to 20. It would practically shut out from a fair education nine-tenths of the entire sex, and the remaining tenth, lacking the discipline of class work, would not acquire a thorough education.

Leaving the consideration of the physiological phase of the subject, it remains to be considered whether the vocation of women necessitates a different course of study from the general one already marked out for the primary and secondary schools. The question of vocation again involves the physiological question and the duties arising from particular natural functions. Under all circumstances woman's sphere must include a closer relation to family life than the sphere of man does. The intermediate province of civil society including the various phases of productive industry through which the wants of food, clothing, and shelter are provided may or may not by its nature belong to woman. The third province, the state, is farthest removed from the sphere of nurture, which is the peculiar function of the family. In order to discuss intelligently this question we must regard it in its historical evolution and study the attitude of the sexes toward the

three great institutions above named, the family, civil society, the state, under the different stages of human progress.

The savage or barbarous stage of society—the age previous to that of productive industry, or the triumph of labor by means of division—is to be characterized as an age in which whatever is fixed and routine, whatever can be accomplished by patient endeavor confined to prescribed forms or conventionalities, falls to the lot of woman. Man is driven by the sudden and severe exigencies contingent to savage life to hold himself in reserve for violent and temporary efforts such as leave him unfit for routine work. War and hunting being the necessary pursuits of man, it is necessary to leave to the woman what little agriculture and manufactures there may be carried on.

The slow growth of peoples from the savage state is marked by the division of labor: first, slavery appears, and its advent partially relieves woman as a sex; the slaves of both sexes labor together at the same tasks, while the women of the free class begin to retire within the family. From this stage on there is a growth of the antithesis between the family and civil society. In the former (the family) is found more and more the sphere of woman, in the latter (that of civil society), that of man, until the culmination of the epoch of productive industry which closes the second stage of human development or of progress in society.

From the second step of development arises the third epoch, that of machinery, wherein more is produced with less industry. Man gets emancipated from physical labor, but is compelled by the conditions of his civilization to compensate for it by activity of thought. But the ideal activity of thought is the activity of man's essence, and hence in being compelled to energize scientifically and with organizing ideas he achieves indirectly the very highest aim of his being.

This distinction of the civilization connected with the age of machinery from that of productive industry, in its special sense, is very important. It brings with it the elevation of woman to more general activities, to a sphere above the tension of sex, and above the limitations incident to peculiarities of natural organization. Not merely the vanishing of the distinctions in spiritual life that are founded on sex takes place in this epoch, but the disappearance of those that are founded on caste and occupation of race, of birth, or wealth, altogether throughout the human family.

In the savage state of man the vocations of the sexes separate widely into the extremes of drudge and warrior. The education of woman in this period consists in acquiring a knowledge of the few arts and dexterities in the possession of the tribe, arts representing the whole sphere that will subsequently separate into the antithesis of family life and civil society, while the education of savage man relates to war and the chase, a field of activity wherein may be found the germ of the future political organization and the directing power of civil society. Thus in this phase of life the division of sex is the basis of a conservative side of society (the sphere of woman), which provides for the finite wants, such as food and clothing, and nurtures the young, thus forming the internal economy. Over against this is a negative and a destructive side (the sphere of man), which is turned against external foes and shields society from the violence of man and beast. Thus the province of man in this state of society has its positive aspect in the fact that it marks out the channels and sets up the limits or prescribes the forms of routine work which, as before stated, falls mainly to the share of woman in savage life. Thus the savage man fills the rôle of the lawgiver and defender; he deals with the general or universal interest, the state of society as a whole, while woman deals with the particular or finite interests, the sphere of wants and necessities.

Ascending above this into the stage of industrial civilization, we find in progress an intermingling of the two former spheres. On the one hand the man who occupied the position of director and defender, and who appeared in the rôle of the generic or universal, now descends to the extreme of particularity, and, through division of labor, takes on himself the limitation which is required by special branches of industry. He descends to the particular and specific so far that he limits his whole life activity to the creation or production of some part or portion of a product of industry that may be joined to a hundred other parts before it becomes an article of any use whatever. His whole occupation, for instance, may be that of tying threads or of cutting off pins. Man thus limits himself, as individual, to the finite and particular, in order that he may, through combinations with civil society, make up a concrete whole of surpassing grandeur. In this second stage of society woman withdraws more and more within the family and finds in it a whole—inasmuch as each family contains a sphere or circle of duties and occupations separable from the sphere of civil society as a whole. In the total or whole of civil society each laborer performs some one function, however minute,

that contributes to form that whole; there is only one total—that of the whole industrial community; on the other hand, in the institution of the family, each family is a whole, a reflection of the general type. On this account woman represents a generic or universal interest—that of the totality of the family—in the second stage of historic development, while man represents a particular interest in his functions as member of civil society. Each woman in the family has the entire round of duties of that sphere to learn and perform, while the man has not to know all the trades and vocations of society, but only his infinitesimal fraction thereof.

From this distinction between the family and civil society flows a well-defined difference in education. While the boy is to be educated to concentrate all his energies in the pursuit of one specific end—educated to limit himself in order that he may manage with intensity of force and high achievement of skill some special department in the articulated whole of the grand process of society—the girl must be educated to be versatile, quick to turn from one thing to another, to be on the alert for emergencies, and not so absorbed in a single aim as to be oblivious of any one of the manifold phases of her entire sphere—the sphere of the family. Thus it will appear that her culture in the second stage of the growth of society resembles, in general outline, that of a man in the first stage. Since man, as savage, faced the uncertain, the indefinite, and was obliged to be constantly on the alert, he dissipated his force and utterly unfitted himself for dealing with the definite routine task and the prescribed duty, and hence these were assigned to woman.

No writer has penetrated deeper into this relation of occupation to sex than Goethe. He enunciates clearly the principle as he finds it in his time, and his deep-seeing mind catches a few glimpses of the coming epoch wherein the antithesis of the second stage of human society is to be canceled and solved.

"Men," he makes one of his characters say, "should wear a uniform from their childhood upward. They have to accustom themselves to work together; to lose themselves among their equals; to obey in masses and to work on a large scale. Every kind of uniform, moreover, generates a military habit of thought and a smart, straightforward carriage. All boys are born soldiers, whatever you do with them. * * * But woman should go about in every sort or variety of dress, each following her own style and her own likings, that each may learn to tell what sits well upon her and becomes her, and for a more weighty reason as well—(N. B.) because it is appointed for them to stand alone all their lives and work alone. * * * Observe a young lady as a lover, as a bride, as a housewife, as a mother—she always stands isolated. She is always alone and will be alone; even the most empty-headed woman is in the same case. Each one of them excludes all others. It is her nature to be so—(N. B.) because of each of them is required everything which the entire sex have to do. With a man it is altogether different. He would make a second man if there were none. But a woman might live to an eternity without even so much as thinking of producing a duplicate of herself." In these words we see how completely Goethe comprehended the spirit of the civilization in which he lived—a civilization now just beginning to show signs of transition to a new one. Generalizing his statements, he might have said "when that upon which one labors is universal, i. e., a general element in the supply of a general want, association may come in and the individual limit himself to a uniform particular activity, to a trade or special branch of a trade. But not so when the object of labor is a diversified one, a totality of contingent particulars; there each laborer must perform all; no division of labor can transpire within that sphere—the sphere of the family, for example." In the spirit of his time Goethe adds: "In how few words the whole business of education might be summed up, if people had ears to hear. Educate the boys to be servants and the girls to be mothers, and everything is as it should be." "To be servants"—that is to say, to subordinate and limit themselves to special, prescribed occupations; "to be mothers" would mean to cultivate that provident foresight and wealth of resources constantly required in the family.

In another passage Goethe hints at the possibility of ascending above these limitations which arise from the tension of sex and which are thus presupposed by the organization of society in his and our own age. "There is no doubt," says he, "that in all civilized nations women in general are superior to men, for where the two sexes exert a corresponding influence over each other, man becomes effeminate, and that is a disadvantage; but when a woman acquires any masculine virtue, she is the gainer, for if she can improve her own peculiar qualities by the addition of masculine energy, she becomes almost a perfect being."

Out of the completest realization of the division of labor arises the conquest of nature by machinery. In this conquest man becomes truly free and independent, inasmuch as he does not any longer have to employ direct struggles to force nature

to yield her products in a form suitable for his use; he now makes nature do this. Fastening a machine to nature, he harnesses the elements, and thus produces an activity whose product subserves his rational intelligence. Instead of enslaving himself in this particular, in order to become free in the aggregate of society, he now finds his whole activity to be a directive or supervising activity, and thus an activity of thought and ideas, as well as of mechanical exertion. This third epoch is continually arising from the second one, just as fast as the ultimatum of simplicity is reached in any occupation and the labor-saving machine comes in to relieve the hand.

Man thus is continually ascending into the realm of thought and directive power. In this region there is no longer any unmodified physical nature. Ideas are neither male nor female; they are universal. So, too, is directive power. Culture in universals is the necessary education for it.

While in the division of labor the feminine organization has special adaptations, and special unfitness for one sphere or another; on the contrary, in the world of directive activity, the special fitness or unfitness arising from sex is a vanishing element, and there approaches an ideal wherein a concrete identity of spheres and vocations is to be found. Not that this implies annihilation of nature and sex, but only a complete and thorough subordination of them, just as now it is quite as feminine as masculine to attend school and learn to read. Sex will always remain in its narrow sphere, its modifying tone or tinge will extend into several higher spheres; but in science, in religion, and art its effects will be scarcely traceable. And the ascent from direct manual labor to directive labor, through the introduction of machinery, is accompanied with such increase of productivity in labor as practically to lift all individuals into easy circumstances, having most of their time for higher pursuits.

To the mere animal, sex is the most important fact of his existence, and with good reason, for he lives only in the species, and does not possess individual immortality. A conscious being is, by the fact of consciousness, elevated above the sphere of sex, and becomes immortal as individual.

To sum up the views here advanced, there seem to be three epochs in education derived from the changing status of the sexes toward each other as determined by vocation:

1. There was the condition of women in the savage state when division of labor within civil society existed only in germ, and the functions of family nurture and of providing food and clothing and shelter—the sphere of productive industry and civil society—belonged to women. Man gave his whole attention to defense, the province of the State, and the police function. He also hunted in the forests for a supply of meat. Hunting was partly industry, partly defense from wild animals.

2. Out of the savage state rises the epoch wherein civil society becomes fully developed, the era of productive industry and division of labor. The nation takes the place of the tribe, and frees man from perpetual police service. He settles into productive industry, and as he occupies civil society, woman retires within the family. Persistency is the type of labor in civil society. Periodicity the type of labor in the family; repetition of the same thing, concentration upon one thing, the characteristic of labor in the industries; diversity and versatility the characteristic of the labor within the family; engaged this hour preparing the breakfast and washing the dishes; the next making the beds and sweeping the rooms; the next cleansing and mending the clothing; the next knitting or weaving; the next, and at intervals the whole day, attending to the myriad wants of childhood. The labor within the family is as diversified as in civil society, and could be improved in skill by division of labor; but it does not admit of division of labor to the same extent. The woman prepared for the life of the family would therefore seem to need an education which would give her versatility, while the boy should have an education which would fit him for infinite concentration upon one thing. The girl should be educated to stand alone and to work at the confusing variety of tasks in the family. But the boy should learn to work in combination with others, to subordinate himself as a member of an organization.

For the second stage of social development, therefore, persistence and periodicity would seem to characterize, respectively, the spheres of labor of men and women.

3. But this phase of civilization is not the highest and final one. Out of the extreme division of labor arises the possibility of machinery. When labor is divided so minutely that each branch of it consists in a simple movement of the hand, arm, or body, the human intellect contrives a cunning mechanism and harnesses some natural power to it, perhaps water power or steam power, and straightway he becomes a mere manual laborer—a supervisor. From a slave he becomes a master. The machine gets thrust in everywhere between the human

hand and the raw material. More than this, the intellect contrives combinations, and complicated machines grow out of simple ones. The human being becoming more and more powerful again, physical force is less and less needed in the supervision of the machines. Versatility and agility come more and more into play. The female is needed again in the industries, and she comes back to tend the power-loom and to make Waltham or Elgin watches. In the third and highest period of industrial development, therefore, where physical strength is less and less in demand and alertness more and more in demand, woman's sphere comes to be common with that of man, and she needs an education in the sciences, arts, and accomplishments necessary to the man. Besides this the realm of productive industry and division of labor, aided by labor-saving machines, encroaches upon the domain of special labor confined within the limits of the family and conquers one after another its drudgery, and reduces it to a general branch of industry. The power loom, the sewing and knitting machines, the washing machine, the baker, the tailor, the manufacturers of preserved and prepared food, etc., are rapidly emancipating the slavery inside the family. We can not ignore the effect of great social changes arising through the invention of labor-saving machinery, and the consequent aggregation of population into the towns and cities where cooperation may be availed of. Out of social changes arises the necessity of modifications in our systems of education. The demand of women for equal advantages in education with men is not a mere temporary demand arising out of the sentimentalism incident to the epoch, but only an index of the social movement that underlies our civilization. The demands on the woman of the present day are such as to compel her to educate herself in science, art, and history. Her natural proclivity to versatility and alertness of mind fit her in a peculiar sense for the sphere of teacher of children. Their arbitrariness and caprice can be best watched and foiled by her. Their feeble strength demands intermittence and periodicity, and their training must, above all, be gentle. To enter into the spheres of productive industry opening for her; to assume the place of director in the management of the family economy now offered her in exchange for that of drudge; to fill her sphere of hostess and conversationalist in polite society; to fill the sphere of teacher in the school; to enter into the literary domain recently conquered by such writers of social novels as George Eliot and George Sand, or into the art domain of music and the drama, conquered long since; all these conspire to demand for woman discipline, insight, and information, studies such as are necessary to initiate man into the "conventionalities of intelligence." The demand for the same course of study is paramount, that for coeducation subordinate, although of considerable importance.

THE COEDUCATION OF THE SEXES.

[By Dr. E. E. White.]

The coeducation of the sexes has become one of the live questions, and the arguments pro and con are numerous and various. One of the arguments against education is based on the difference between the male and the female mind. It is affirmed that the minds of men and women differ, and it is inferred that this difference necessarily demands a difference of education. Is this inference a necessary consequence of the fact affirmed? Let us see. The physical organization of the two sexes is diverse. Does it follow that they require a diversity of food? Boys and girls sit at the same table, eat the same kinds of food, and breathe the same air, and their bodies are equally well nourished and strengthened. The mere fact of mental diversity no more necessitates a diversity of education than physical diversity necessitates a diversity of food and air. What must be shown is, that the mental difference of the two sexes is such as to necessitate a difference of education, and this necessity must be proved; it can not be inferred. It is not axiomatic. The fact that there is sex in the mind does not necessitate sex in courses of study and instruction.

Equally defective is the argument against coeducation based on the diversity of pursuit and mission. It is affirmed that the sphere of action of men and women as a class is diverse, and it is inferred that they consequently require a different preparation, and hence a different education. Are these inferences necessary consequences? Why may not diverse minds derive a diversity of preparation from the same course of education? Almost every family is an illustration of the fact that different persons receive different influences and advantages from the same surroundings and circumstances. The oak and the elm grow in the same soil. The same is true in education. The two sexes derive a diversity of preparation from a like course of study, each eliminating and appropriating according to its own law and its own life's needs and duties. This argument is eminently absurd when

applied to elementary and general education. The fact that a boy is to do a man's work in life, and a girl a woman's work, hardly proves that they should not study arithmetic, geography, and geometry together. When applied to special or professional education the argument may have weight. Moreover, the difference in man's and woman's sphere of action may require a difference of education, but this is precisely the fact to be established.

The argument against coeducation based on the difference in the physical strength and endurance of men and women is more logical. If it be a fact that women, as a class, have not the necessary physical stamina to endure a course of education as thorough and extensive as men, then it follows that women, as a class, must receive an education less thorough and extensive than men, as a class, are capable of receiving. But it does not follow that the education of women should be less thorough than that which men are receiving: nor does it follow that women who are physically capable of competing with men in the highest culture should be denied the privilege. But where is the average limit of woman's physical capacity in education? So far as our common schools, high schools, academies, and normal schools are concerned, this limit has not been ascertained. In these grades of study she does her work as easily as her brother, and equally well, though not precisely in like manner. If her inferior physical strength practically limits her educational progress, such limitation must be found in the college or university course, and this fact can only be settled by experience. It does not fall within the scope of logic.

It will be noticed that we do not deny the facts which form the premises of this triple argument against the coeducation of the sexes. We admit that the intellectual, moral, and physical natures of men and women are not precisely identical, and this difference may be sufficiently marked to justify some diversity in their higher education. While we would give a daughter an education every whit as thorough and complete as a son, we are not sure that we would have their education in every respect precisely the same. The diversity would not, however, be sufficiently great to necessitate their attending separate schools. Whether all our colleges and professional schools should be opened to men and women alike, we are not prepared to decide. We would like to see enough of them so opened to afford the women of the country the highest educational advantages; and yet, could our word do it, we would, in addition to the Oberlins and Michigan universities for both sexes, endow Harvards and Yales for women.

We feel sure that such institutions would be attended by many more women than the mixed colleges. Experience indicates that but few women, comparatively, wish to take a regular college course. Oberlin, and a few other colleges, have for years welcomed women to their classes, but very few have availed themselves of the advantages offered. Meanwhile, Vassar and other higher seminaries for women have been well attended. There seems, at least, to be little danger that the opening of college doors to women would overcrowd college classes. A few girls, possessing as a class superior abilities, would be added to the class rolls. What will be true in the future, when woman's pursuits and mission are enlarged, we can not say.

We intended to notice the logic of several of the current arguments in favor of coeducation, but a want of space forbids. Suffice it to say that the non sequiturs are not all on one side. The logic that can jump from the fact that boys and girls are brought up together in the family to the conclusion that the sexes should be similarly associated in boarding schools will not pay puncturing. It is sufficient to say that there is not a higher institution in the country that adopts, or can adopt, the unrestricted freedom and social community of the family. This sort of talk is, however, a good deal better than the clap-trap which denounces colleges for men as "relics of barbarism." Such a performance requires neither brains nor sense. The truth is the universal coeducation of the sexes is, to some extent at least, a question of moral elevation and enlightenment. There are evident advantages in bringing together young men and women of high moral character and refinement in the same institution, and even under the same roof, but such an arrangement would hardly do in Peru or Mexico, since the essential condition would be wanting. We are not sure that it would work well in all the institutions of this country. The arrangement requires an all-controlling and vitalizing moral and Christian influence, and where this is wanting coeducation, involving coboarding, is a doubtful good; at least there are two sides to the question. We would give every woman the opportunity to acquire the highest and best education possible, and leave experience to settle the rest. (National Teacher, June 1872, pp. 214–216.)

In respect to public schools, the discussion of coeducation pertains almost exclusively to its effects in high schools. The proposal for new high schools in

the large cities or for rebuilding and organizing old high schools has led frequently to exhaustive consideration of this policy. The latest instance is afforded by Philadelphia, whose school superintendent, Dr. Edward Brooks, as already stated, has recently canvassed the subject in view of a proposition to establish "territorial high" schools in various parts of the city. The replies to a special inquiry on this subject sent out by Dr. Brooks were cited in the first part of this chapter. His own argument in support of his recommendations is as follows:

The increasing demand for the higher education of the children of the city during the last decade has filled our higher schools to an overflow. To meet this demand, which will continue to increase year by year, additional high-school facilities must be provided in the near future. These facilities should be distributed throughout different sections of the city in order to properly accommodate the public. Our present high schools when established were properly located in the center of the city; but the city has grown away from them to such an extent that it is now inconvenient for pupils in the outer sections of the city to attend them. The time and expense required to reach these schools are so great as to actually prohibit many parents from giving their children a higher education. We need two or more high schools that can be attended without this sacrifice of time and money, and so located as to be easily accessible to pupils residing in the several localities selected.

The necessity of these so-called "territorial schools" is now being generally recognized, but their establishment is a problem not so simple as it may at first seem. Aside from the selection of a proper locality, other questions arise that need consideration. More high schools are needed for both boys and girls; and this immediately presents the question of the uniting or separating of the sexes in the new high schools. Shall we put up two distinct buildings with two distinct principals and faculties, thus doubling the expense; or shall we erect one building in which the boys and girls shall be educated together, with one principal and faculty for such a school?

Another question that presents itself is, shall these new schools give to boys a general education or an education in manual training; or shall the two courses be combined in the same school? So also in respect to the girls—shall the new school afford only a general education or only a commercial education, or shall both these courses be combined? The answer to these questions suggests several distinct plans of organizing these new high schools.

1. If the boys and girls are to be educated separately, there must be of course two distinct buildings, with two distinct school organizations. In the school for boys there should be two courses of instruction, a general course and a manual-training course. The two classes of students could recite three hours a day in the same branches, while during the other two hours one section would be doing manual work while the other would be pursuing special studies of the general course.

In the high school for girls there should be a three years' general course and a three years' commercial course, the two sections reciting together three hours a day, while during the other two hours one section would be taking distinctly business subjects like stenography and typewriting, and the other section advanced studies in the general course. I think also that the graduates of the general course should be eligible for admission to the fourth year of the present high school to complete a fourth year's course when the student desires to do so either for general culture or to enter the normal school.

2. If the board should decide to adopt the principle of coeducation in these new high schools, the problem is greatly simplified, and the expense largely reduced. Then I would recommend three distinct courses of study in each school—a general course for boys and girls, a commercial course for girls, and a manual course for boys. All three classes of pupils could recite in similar branches for about three hours a day, while during the remaining two hours the girls of the commercial course could take typewriting and stenography and the boys of the manual course could take the shop work, while the girls and boys taking the general course could go on with its distinctive branches. Any boys desiring to take the commercial course could enter the regular class in that subject. This undoubtedly would be the most economical arrangement in providing for additional high-school facilities, and in my judgment comes nearest to the most advanced ideals of the age.

I do not think it would be best at present to establish a classical course in any of these high schools, since as a rule those who desire a classical course are looking forward to a collegiate education, which indicates financial circumstances

that would enable their parents to bear the expense of the pupils attending the two high schools already established. The new schools should provide for the general needs of the communities in which they are established, and not for the exceptional demands of the few.

I realize that I am touching upon a mooted question when I advocate coeducation in our high schools; and yet from the experience of many years in the management of a large institution where young men and young women were educated together, reciting daily in the same classes, I do not hesitate to recommend that these new high schools should be open to both boys and girls. The system is a natural one, and when properly conducted is found to be conducive to better discipline and a higher standard of moral thought and feeling. While I believe it is in accordance with a true theory of education, I advocate it in respect to our new high schools on the ground of economy and convenience. It would seem to be a needless and unpardonable waste of money to double the expense in providing facilities for the higher education of the children of the city on account of an old prejudice, now rapidly passing away, against the education of boys and girls together in the school as in the family. What God hath joined together in the family why should we separate in the school? I believe if such a school could be opened as an experiment, with a suitable man as principal, it would be a great success, and demonstrate beyond question the correctness of the system of coeducation in these new high schools. I would therefore strongly recommend to the board of education the establishment at an early date of a new high school in some suitable location of the city for boys and girls, with the three courses of study as suggested above. The success of this school would pave the way for the establishment in a few years of other "territorial" high schools, so that in time we shall have four or five of these high schools distributed throughout the city. (From Supplementary Report to the Board of Public Education on Coeducational High Schools. 1902.)

The most extensive inquiry into the subject of coeducation, as related to public schools, was conducted by a special committee appointed in 1890 by the Boston school committee. Particular interest attached to this action, as the policy of separate high schools had been adopted in Boston and was earnestly advocated by Dr. Philbrick, whose superintendence of the Boston schools[1] forms one of the most important chapters in the history of educational administration in this country. Dr. Philbrick regarded the specialization of the high schools of his city as the climax of an evolutionary progression which had already been attained in the most advanced educating countries.

His position is shown by the following citations from a circular of information published by this office in 1885. The reader should keep in mind the statement by the present superintendent of the Boston schools as to the status of the high schools,[2] and also that of the superintendent of Salem schools,[2] to which Dr. Philbrick refers. In respect to the foreign precedent, it should be remembered also that provision for higher education of women has not yet been developed in the German States, which alone are mentioned by Dr. Philbrick, and consequently their example has really little bearing upon the question before us.

CITY SCHOOL SYSTEMS IN THE UNITED STATES.

[By John D. Philbrick, LL. D., in Circular of Information of the United States Bureau of Education, No. 1, 1885.]

We have seen that in Boston the foundation of the high-school system was begun by a specialization of institutions instead of a specialization of courses within an institution. In harmony with this method a separate classical high school for girls was opened in 1878, although this plan was opposed by the friends of coeducation, who urged as a substitute the admission of girls to the Latin school for boys. In the meantime the first high school for girls, above mentioned, having been set up in advance of public sentiment, had a short life, being abolished under the lead of a very eminent and public-spirited citizen, who represented the aristocratic sentiment, which is always anxious to keep the education of the people within pretty narrow limits. A quarter of a century later the establishment of a city female normal school was immediately followed by the demand of the people for a girls' high school. This demand was met by the makeshift method of reorganizing the normal into a girls' high and normal school, the result

[1] From 1857 to 1874, inclusive, and again from 1876 to 1878. [2] See p. 1221.

being a good high school and a poor normal school. In time the specializing process took the poor, pinched normal department out of this double organization and organized it into a separate school, which soon became vigorous and efficient. We find here also another interesting illustration of the process of specialization in the development of the high-school system by the annexation of adjacent municipalities. The Boston system was by this means increased by the addition of five high schools, mixed both as to sexes and courses; and, besides, the old, endowed Roxbury Latin Grammar School above alluded to was opened to the inhabitants of the whole city as a free classical school for boys.

The annexed mixed schools were allowed to remain mixed as to sex, but their courses were unified in conformity with that of the English high school, the elements of Latin, however, still being permitted in addition, for the local convenience of beginners in the classical course, who must later go to the central Latin schools in order to complete the preparation for college. At the same time an advanced course of two years was added to the original course of three years in the central boys' English high school and in the corresponding school for girls, to which the graduates of the local high schools were admitted, and finally a new high school of the local type has been recently established to accommodate the inhabitants of an outlying district of the city.

The system as it now stands, then, exclusive of the free corporate school above referred to, consists of 6 local mixed schools of the lower order and the 4 central schools of the superior order, a classical and a nonclassical one for each sex.

This central group of four high schools may be regarded as the normal type of high-school organization. It is in harmony with the organization of secondary education in the most advanced educating countries, which educates the sexes in separate schools and provides separate classical and nonclassical schools for boys, of which the representative types are the German gymnasium and the Realschule. Considerations of economy will prevent this specialization in the small cities. In the largest cities, as we have seen, the progress toward this specialization is already considerable, and the history of education justifies the prediction that it will continue to advance in proportion as the inhabitants comprehend what is best in education and demand it for their children.

The ancient and cultured city of Salem is the only city where a fair trial of the specialized and doubly mixed systems has been made. The former was tried first for many years; it was exchanged for the latter twenty-five years ago, to save expense. The result has not been satisfactory, and a movement is now on foot for restoring the specialized system, which is said to meet with no serious opposition, except from the economical point of view.

But the specialization of the high-school system in our large cities is not to stop here. We see already that Baltimore has incorporated into her system an institution for higher education, patterned after the corporate manual training high school at St. Louis. It seems quite probable that high schools of this kind, with such modifications as experience may suggest, will be established in all the principal cities. Such a school will, no doubt, meet the wants of a certain class of pupils, but if adopted it should be in addition to the standard types of classical and nonclassical high schools, and not as a substitute for either of them. And the reasons for establishing a supplementary high school of this kind for boys hold equally good for establishing a corresponding school with appropriate hand work for girls.

* * * * * * *

Free secondary education having now become a fixed fact, attention in the future will naturally be given in larger proportion to the work of perfecting its organization and management, so as to adapt it more completely to the wants of all classes of citizens and render it an instrument of the greatest possible good, accompanied by the least possible evil. In my view, the evil connected with the high school which most loudly calls for a remedy is the harm which it is doing to the health of the girls who attend it. This evil is not of recent origin. It dates back to the time when girls were first admitted to high schools; it is not limited to any particular description of high schools; it is found in both small ones and large ones, in separate schools and mixed schools. Nor is it restricted to any one region or section of the country; wherever there is a high school, there the evil is found, and there the application of the remedy should begin. Of course, the harm inflicted has it degrees. There may be schools under very judicious management of parents' committees, superintendents, principals, and teachers where the injury to the health of girls has been reduced to a minimum. I am not aware, however, that such a school has come under my observation. On the other hand, there is a large number of schools, among which are some of the most noted in the country, where the injury inflicted upon the health of the female pupils is a very serious evil. What I mean is precisely this: That the evil of which I am speaking is gen-

eral in our high schools and that the reform in this respect should be general; not that the evil reaches every individual pupil, but that it affects injuriously some pupils even in the best schools, and a large percentage of the pupils in that large class of schools where as yet hygiene is only a word and not a reality. In justice to the public high schools, it should be said, however, that the evil is not confined to them. It is quite serious, if not more so, in the whole body of thoroughly organized institutions for the higher female education.

The causes of this evil are manifold. The following are some of them: Injudicious application of the marking system; injudicious system of examinations; too many studies; too many home lessons; an injudicious method of teaching, which confounds thoroughness with exhaustiveness; too much pressure to secure punctuality and regularity of attendance; rolls of honor printed in annual reports; competition for honors and medals; too long abstinence from substantial food and nourishing drinks; bad air; cold drafts; too many flights of stairs. These manifold causes suggest the manifold remedies. The remedies can be more easily and effectually applied in separate schools than in mixed. To remedy the evil in question effectually in mixed schools without too great laxity toward the boys is no easy task. Higher female education has come to remain. It is a new element in modern civilization. It is a great boon. It has been attended with a lamentable evil which has largely offset its blessings. Let the remedying of that evil be one of the chief tasks of all earnest promoters of higher female education.

The reports of the special committee on the subject of coeducation, already referred to here, are as follows:

BOSTON SCHOOL DOCUMENT NO. 19, 1890.—MAJORITY AND MINORITY REPORTS OF THE SPECIAL COMMITTEE ON THE SUBJECT OF COEDUCATION OF THE SEXES.

MAJORITY REPORT.

IN SCHOOL COMMITTEE, *September 9, 1890.*

At the regular meeting of the board, March 25 of the present year, on motion of Mr. Winship, it was ordered "that a special committee of three be appointed to consider and report upon the subject of coeducation of the sexes, with special reference to future school buildings."

In compliance with this order we submit the following:

It appears that not until 1790 were girls admitted to our public schools, when they were permitted to enter the grammar schools then established, on an equal footing with boys. A few years prior to 1830 several unsuccessful attempts were made by members of the school committee to separate the sexes. It was not until the latter date that Lemuel Shaw succeeded in influencing the committee to make the departure. The school committee, January 15, 1830, directed a subcommittee "to inquire whether essential improvements may not be introduced by a modification of the present system, or by the adoption of some other." This subcommittee reported, May 11, 1830, through their chairman, Lemuel Shaw.

From this report the following abstracts are taken:

"The last defect which the committee will notice arises from the attendance of children of both sexes on the same masters, at the same houses, and pursuing in all respects the same modes and branches of study.

"The committee recommend that an entire separation be established between the schools designed for children of different sexes. By this management we think some evils and dangers will be avoided, and decisive advantage gained. Under the present system, through the strict attention of the masters, little evil, perhaps, has been experienced.

"It is well understood that until the year 1790 there was no public provision whatever for the education of females in this town. The Latin grammar schools and the public writing schools, being the only schools supported by the public, were designed exclusively for boys. By the system then adopted an English grammar department was added to each of the three public writing schools, and then, for the first time, a provision was made that girls might attend these schools for six months, and no more, in each year. This system continued in operation, with some slight alteration, by enlarging the term for the attendance of girls to eight months in each year, until two years since, when it was determined by the committee that girls should be privileged to attend the whole year.

"The committee have thought that all the girls who now attend the seven schools may all be accommodated in the three largest schoolhouses, the Franklin, Bowdoin, and Hancock, which would be conveniently situated for the purpose, in the southerly, central, and northerly parts of the city, and that the other four, namely, the Adams, Boylston, Mayhew, and Eliot, would conveniently accommodate all the boys."

The following resolution was proposed by Judge Shaw for his committee:

"That the present arrangement of the Eliot, the Hancock, the Mayhew, the Bowdoin, the Adams, the Boylston, and the Franklin schools be changed, and that the system set forth in the foregoing report be substituted therefor."

The main propositions of the report were adopted by the school committee June 30, 1830.

By the regulations adopted by the school committee, February, 1833, it appears that the Eliot and Mayhew schools were exclusively for boys, while the Bowdoin and Hancock schools were used for the instruction of girls only, the other five grammar schools remaining as formerly, for boys and girls.

Thus was rooted in our school system an error which may take years to fully eradicate.

Since then this objectionable departure, this rut, has broadened and deepened, with no obstacles in its way, no influential objection to its sway, until we have 30 normal, high, and grammar schools, or school buildings, in 15 of which boys alone are taught, while in the other 15 buildings girls alone are admitted; and in the buildings intended for boys and girls together there are 74 classes, containing nearly 3,700 scholars, of which 39 classes are formed of boys alone, and the remaining 35 classes of girls.

This gives only about 12,547, or 36 per cent, of our scholars in the schools mentioned who are coeducated.

Thus this city of Boston, that spends relatively more money for the education of her children than any other city of the Union, if not of the world, that prides herself upon her educational facilities, hampers more than any other city the rightful advance of girls and lessens the refining influences in boys by this separation of the sexes in our schools.

The subject is of far weightier importance than a casual or superficial view would give it. It involves the question of the development of the maximum ability of the scholars in moral, intellectual, and physical training. Underlying it is that subtle psychological element which should not be lost sight of, and it is therefore to be hoped that each member will give it grave consideration.

In these modern times of push there is, in certain localities, a great lack of delicate courtesy or chivalry, particularly among young people.

The refining influence of woman is well exemplified by Wendell Phillips's story of the young man in the smoking car, who excused himself for using questionable language by emphasizing the fact, "There are no women here." A like story is attributed to Grant. This check upon questionable utterances and acts is noticeable in all places where boys or young men are in companionship with the opposite sex; and herein lies the greatest good resulting from coeducation. Such constant companionship represses or subdues the rough and gross nature in young men.

It is either right or wrong to have coeducation in our high and grammar schools. There is no middle ground in considering this subject. If a lower quality of scholars attends school in a certain district, that quality applies to the girls as well as to the boys; and if the boys are separated from the girls, still the low quality remains, and is only divided.

If it is right for brothers and sisters to live in the same house and eat at the same table, then it is right that they should attend school together. Let them be brought up separately, and if they meet only clandestinely, great harm is likely to result.

If wedlock is right and proper, then coeducation is right and proper. If men and women are to marry, they should know each other summer and winter before marriage, and the more they know of each other the less likely will divorces result.

The serious objection raised by physicians to coeducation is based upon the delicate organic conditions of girls, but by the introduction of the excellent system of physical culture made in our public schools the weak and delicate girls will become strong, and the objection will ultimately vanish.

At Wellesley College, by its special attention to physical and hygienic culture, over 1,000 young women are required to enter into a thorough course of physical training, and it is represented that these students pride themselves on their excellent physical condition, which they first endeavor to attain before subjecting themselves to serious mental strain.

To gain the most impressive conclusions upon this subject it was decided by your committee that persons interested in education—intellectual, moral, and physical—be invited to give their views. Accordingly circulars were sent to the several masters of our schools, superintendents, pastors, physicians, and others.

The following table gives the names of the several normal, Latin, high, and grammar schools; the number of teachers in each school in favor of or opposed to coeducation; the sex of pupils attending each school; the sex of pupils in the sev-

eral classes, and the average age of the pupils in the first and second classes of the grammar schools:

Schools.	Number of teachers in favor of or opposed to coeducation.				Sex of pupils attending.	Number of classes composed of—			Average age of pupils in the—			
		Teachers.		Masters and teachers undecided.					First class.		Second class.	
	Masters.	In favor.	Opposed.			Boys.	Girls.	Boys and girls.	Boys.	Girls.	Boys.	Girls.
Normal	Yes.	7			Girls							
Latin	No.	3	11		Boys							
Latin (girls)	Yes.	6	10	16	Girls							
Girls' High												
Brighton High	Yes.	2			Boys and girls							
Charlestown High	Yes.	6			do							
Dorchester High	Yes.	5			do							
East Boston High	Yes.	4			do							
English High	No.		21		Boys							
Roxbury High	Yes.	9			Boys and girls							
West Roxbury High	Yes.	3			do							
GRAMMAR SCHOOLS.												
Adams	Yes.	10			Boys and girls			10	15.1	15.4	14.11	14.7
Agassiz	Yes.	5	3		Boys	8			15.1		14.2	
Allston	Yes.	12			Boys and girls	4	4	4	15.2	15.6	14.2	14.4
Andrew	Yes.	12	2		do			14	14.11	15.6	14.7	14.11
Bennett	Yes.	10			do			10	15.6	15.5	15.1	14.6
Bigelow	Yes.	11	3		Boys	14			14.10		14.7	
Bowdoin	Yes.	7	1	1	Girls		9			16		15
Brimmer	Yes.	7	5	2	Boys	14			15.3		14.7	
Bunker Hill	Yes.	14			Boys and girls			14	14.6	15.2	14.3	14.4
Chapman	Yes.	11	1		do	3	3	6	15.10	16	14.11	15.4
Charles Sumner	Yes.	10			do	1	1	9	14.6	15.6	14.5	14.7
Comins		3	5	5	do	5	5	1	14.5	15.3	13.11	14
Dearborn	Yes.	4	5	4	do	4	1	8	14.6	15.1	14.2	14.4
Dillaway	No.	2	10		Girls		12			15		14.1
Dorchester-Everett	Yes.	10			Boys and girls			10	15.3	14.7	14.6	14.7
Dudley	Yes.	11	3		Boys	14			15.3		13.7	
Dwight	No.	9	4		do	13			15.8		15.1	
Eliot	No.	4	14	2	do	20			14.11		14.2	
Emerson	Yes.	8	4	1	Boys and girls	5	3	5	15.1	16	14.7	15.5
Everett	Yes.	4	6	4	Girls		14			15		14.7
Franklin	No.		14		do		14			15.11		14.11
Frothingham	Yes.	12			Boys and girls			12	14.11	15.4	14.8	14.6
Gaston	No.	3	5	4	Girls		12			15.11		14.11
George Putnam	Yes.	5	1	1	Boys and girls			7	14.6	15	13.5	13.9
Gibson	Yes.	8		1	do			9	15.2	15.7	14.4	14.5
Hancock	No.		12		Girls		12			14.10		14
Harris	Yes.	7			Boys and girls			7	14.8	15.2	14.10	15.2
Harvard	Yes.	13			do			13	15	15.6	14.10	14.7
Hillside	No.		7		Girls		7			15.5		14.4
Hugh O'Brien	Yes.	13			Boys and girls	5	5	3	15.5	15.3	14.4	14.5
Hyde	No.	2	11		Girls		13			15.8		14.6
Lawrence	Yes.	7	7	4	Boys	18			14.8		14.1	
Lewis	No.	4	8		Boys and girls	6	6		15.2	15.2	14.3	14.6
Lincoln		4	1	7	Boys	11			14		13	
Lowell	Yes.	11	3		Boys and girls	1	1	12	15.1	15.3	14.2	14.2
Lyman	Yes.	12	1		do			13	15.7	16.2	14.6	14.10
Martin	Yes.	5	5		do	5			14.6	16.1	14.7	14
Mather	Yes.	8	2		do			10	15.4	15.2	14.8	14.6
Minot	Yes.	4	3		do			7	15.9	15.2	14.6	14.1
Mount Vernon	Yes.	5			do			7	15	15	14.10	14.8
Norcross	Yes.		14		Girls		14			15.3		14.8
Phillips	No.	6	6	3	Boys	15			14.11		14.6	
Pierce	Yes.	4	2		Boys and girls			6	15.1		13.8	
Prescott	Yes.	10			do			10	15.6	15.2	14.1	14
Prince	Yes.	10			do			10	15.5	16.2	15	15.7
Quincy	Yes.	2	4	5	Boys	11			14.6		13.9	
Rice	Yes.	11			do	11			15.5		14.5	
Sherwin	Yes.	12			do	12			14.11		14.9	
Shurtleff			14	1	Girls		14			14.4		14.10
Stoughton	Yes.	10			Boys and girls			9	14.11	15.1	14.1	13.7
Thomas N. Hart	No.	1	8		Boys	8			14.10		14.3	
Tileston		2		1	Boys and girls			3	14.7	15.2	13.11	14.2
Warren	Yes.	13			do			13	15.6	15.7	14.11	15
Wells	Yes.	8	2		Girls		10			15.4		14.3
Winthrop	No.		16		do		16			15.4		14.8
Total		421	254	62		208	18	242				

The foregoing table shows:

Masters in favor of coeducation	44
Masters opposed to coeducation	14
Masters undecided or favorable in part	7
	65
Teachers in favor of coeducation	422
Teachers opposed to coeducation	254
Teachers undecided	51
	727

It will be observed by the above that the masters who are opposed to coeducation, with but one exception, have charge of either boys or girls alone, while the exceptional master, having boys and girls, has unmixed classes.

SUMMARY.

	In favor.	Opposed.
Supervisors	3	
Masters	44	14
Teachers	422	254
Presidents of colleges and professors	12	3
Superintendents	18	1
Clergymen	37	9
Physicians	29	10
Total	565	291

Of the 254 teachers opposed to coeducation, 122 are teachers of girls alone and 109 instructors of boys only. They may be considered ex parte in their views, and should be ruled out.

It appears that certain opponents of coeducation have, by an acquired interest in teaching boys or girls alone, warped their minds into the belief that the sexes should be separated, while others, through a lack of knowledge which experience gains, conclude theoretically that coeducation is wrong.

To teach boys alone requires far more concentrated energy, will power, and nerve force or tension, than to teach girls, or boys and girls. The only advantage in having the sexes separated may be to give inferior teachers easy positions in girls' schools. This is not intended to indicate inferior teachers in our schools devoted alone to girls, for the masters of such schools are as anxious as any to gain the best teachers the State affords, but it is a fact that certain masters of mixed schools have separated boys from girls in order to aid inferior teachers.

A very large majority of the opinions gained coincide with the views entertained by a majority of your committee. The committee recommend the passage of the following orders:

1. *Ordered*, That the normal school be so arranged that young men may enter and join the young women in the same course of study.
2. *Ordered*, That the boys in the Latin and English high schools, and the girls in the girls' Latin and high schools, be united in mixed classes as soon as practicable.
3. *Ordered*, That the grammar schools in districts where the boys are taught in different buildings from the girls be arranged for mixed classes as speedily as the necessary changes in the buildings will warrant.
4. *Ordered*, That in the grammar-school buildings where boys and girls attend, but where the boys are taught in separate rooms from the girls, the change be made by having mixed classes.
5. *Ordered*, That all newly erected buildings, and buildings to be erected, be arranged for the coeducation of the sexes.

J. P. C. WINSHIP.
EMILY A. FIFIELD.

MINORITY REPORT.

The undersigned, a minority of the special committee on coeducation, unable to agree with the conclusions or to support the recommendations of the majority of the committee, respectfully submits the following report:

It is not deemed necessary by the minority to traverse the whole subject of coeducation of the sexes. The subject has been so fully and frequently discussed in recent years that the opinion of those interested is undoubtedly already formed. Indeed, as to the wisdom or unwisdom of educating together boys and girls, or

young women and young men, it does not seem probable to the writer that there will ever be any substantial agreement. It is one of those questions about which there will always be wide differences of opinion, according to personal experiences and the conditions of population in different localities.

It is easy to see that in small and homogeneous communities the conditions are entirely different from those obtaining in large, cosmopolitan cities; and looking at the subject from the point of view of the parent, it is obvious that while in certain localities where the population is homogeneous a parent will unhesitatingly send his children to a mixed school, he would be unwilling to do so if he lived in a community where the conditions of population are quite different.

In small towns and villages economic reasons seem to make mixed schools necessary; but in cities the question of expense in maintaining separate schools for the sexes is not an issue, and in such places it would seem to the minority a manifest injustice to compel a parent to send his children to mixed schools, if he strongly objected to doing so. Unless, therefore, it can be shown that there is a principle at stake—that it is unjust and wrong to separate the sexes—expediency would certainly dictate that the wishes of a very large proportion of this community which does not believe in mixed schools should be respected.

For many years it has been the wise policy of this city to maintain separate schools for boys and girls after they have passed the primary-school age, except in the suburban districts, where for financial reasons the local mixed high schools and some of the mixed grammar schools have been retained: but as it is allowed that suburban high-school pupils may attend the large city schools where the sexes are separated, provided the parent so desires, it would seem that our present policy is an eminently fair one, and that it should not be changed, as recommended by the majority of the special committee, unless it can be shown that to separate the sexes is wrong, unjust, and unwise.

Does the report of the majority show this? The statistical evidence of the report seems to the minority of little worth, for the reason that while a very large proportion of those interested in changing an existing state of affairs is always active to accomplish their object, those who are not in favor of a change seldom take the trouble to defend the status quo until they are driven to do so.[1] The minority has made no attempt to collect statistics other than those presented; but he ventures to predict that if such changes as the majority recommend were found to be seriously thought of by this board, a flood of remonstrances would be forthcoming, not from other States and country towns, but from our own educators and from parents of this city, which would make the majority's statistics seem futile indeed.

Large numbers of letters have been received from teachers in favor of mixed schools chiefly on the grounds that it is easier to maintain discipline when boys and girls are together, and second, that the influence of the sexes is mutually salutary. In regard to the first supposed advantage, the minority would reply that a good teacher has no difficulty in maintaining discipline in separate schools, in witness of which statement attention is directed to the central high and Latin schools of this city, in which the sexes are separated. As to the beneficial influence of boys and girls on each other, there is a difference of opinion. That there are certain mutual benefits in the association of the young of opposite sexes, under judicious supervision and under proper conditions, no one can deny; but whether the judicious supervision and the proper conditions are generally obtainable in public schools is another question; furthermore, it remains to be shown whether the supposed advantages of association in schools are not by far overbalanced by certain evils of such association.

A favorite argument of those who favor mixed schools is, that as brothers and sisters are brought up together in the same family, boys and girls should not be separated when they go to school. It seems idle to take time to consider this argument: it is enough to point out that parents who delight in the brotherly and sisterly relations of their own children may naturally prefer to have some choice in their children's associates, and may be unwilling that their sons and daughters should mingle freely in the mixed public schools with children of opposite sex. There are those who take the position that, as marriage is the ultimate destiny of most boys and girls, they ought to be given an opportunity of meeting each other in early life in order to enable them to understand each other better, and thereby to make their choice more intelligently. To all this the writer would reply that the duty of the State is to educate her children in the

[1] There were sent to physicians, who are largely opposed to coeducation, 165 circular letters of inquiry. Out of this number replies were received from only 48; so that the majority report can hardly be said to correctly represent the opinions of the medical profession.

public schools in the branches of common-school education, and not to provide for social intercourse between the sexes, however desirable that may be.

The proper place, in the opinion of the minority, for the young of both sexes to meet and to learn to know each other is in the home and in the smaller circles of social life, under the eyes of judicious parents and with their approbation. The responsibility of the maintenance of proper relations between the sexes, then, rests where it belongs—with the parents and not with the state. If it is argued that whether boys and girls attend the same school or not they are sure to meet and associate more or less out of school hours, the natural reply would be that wise parents control their children out of school and restrict their associations in accordance with their own judgment.

It is stated or implied in the majority report that a certain injustice is done to girls by not allowing them to attend school with boys. The writer fails to see the truth of this implication; so far as his knowledge of our schools goes, the curriculum is the same in all our schools of similar grade, except that girls are taught sewing and cooking, while boys are given lessons in the use of tools. If the implied injustice consists in withholding from girls the stimulating influence of good boys, let us be thankful that they may thereby escape certain evil influences of bad boys.

That the writer may not be thought to overestimate the possibilities for evil in the mixed school, let him state briefly the result of his personal experience. He passed through all the grades of the public schools and was graduated from the high school in a flourishing suburban town, where the schools were second to none in the State, and where the teachers were faithful and judicious. Even in the primary schools, but more especially in grammar and high schools, words and actions came to his notice that no good boy or girl could hear or see without blushing. There were, so far as he knew, no overt acts of positive immorality; but in addition to much foolish flirting and frivolity, there were not infrequent instances of outrageous offense against good manners and morals. It did not appear that any of these offenses could have been prevented by the teachers; but they could not have occurred in schools where the sexes are separated. Passing from this atmosphere it was the writer's happy fortune to enter one of our Boston schools of which we all are proud—the Boston Latin school. In his three years' experience in that school there was a conspicuous absence of anything of a low or immoral nature, and the contrast with his former experiences was as refreshing as it was startling. Can it, then, be wondered at that when some thirteen years ago it was sought to admit girls to this school the writer united with other alumni and did all in his power to avert such a catastrophe? The minority would certainly not imply that the pupils of our prosperous girls' Latin school could possibly be guilty of any impropriety of conduct if sent to the boys' school; but he wishes to express in the strongest way his belief that schools are places in which to educate the young, that all possibilities of harm should be kept out of them, and that there should be in them no sexual distractions.

There are other objections to teaching the young of both sexes in the same schools besides those based on moral considerations; but the minority does not consider it necessary to dwell upon them. Much could be said of the unwisdom, considering the differing aptitudes and mental attributes of boys and girls, of teaching both sexes after the same methods, even if the studies pursued are identical. Much, too, could be said of the unhealthful rivalries between boys and girls, and of the baneful stimulus to delicate girls to overwork their minds at times when they should be allowed to rest. But enough has been said, it is believed, to show why the undersigned can not support the changes proposed by the majority, and to warrant him in recommending to this board that no action be taken in the direction of coeducation.

CHARLES M. GREEN.

By reference to the tabulated summary of replies to the inquiries sent out by the Boston committee, it will be seen that 58 per cent of masters and teachers whose opinions were given favored coeducation, 7 per cent were undecided, and 35 per cent opposed the policy. Of 122 other persons, including ministers, doctors, college presidents, and professors who responded, 81 per cent favored the coeducation policy.

The report of the committee embodied numerous and copious extracts from the replies to their inquiry. In general, these are of similar character to the letters from superintendents cited in the first division of this chapter. A few of the

letters from school officers and teachers replying to the Boston committee are here reproduced, because of their historical bearings, or their value as expert testimony. To these citations are added a few letters from representative persons not connected with the public schools.

Citations from the Boston School Document.

Opinions of superintendents, supervisors, and teachers.

SUPERVISORS.

I was submaster in the Adams school from 1856 to 1864. At that time, as now, both sexes were educated under the same roof, but not in the same classes. I requested the master (Mr. P. W. Bartlett) to allow me to try the experiment of teaching both in my room. Previous to that date (about 1858–59) the boys and girls were mixed in the first class only. My request was granted, and the experiment was so successful that soon it was the common practice in other schools. Of late years I have watched the high schools in the outlying districts, where boys and girls study and recite in the same rooms, and I feel sure that the results are very satisfactory. I am heartily in favor of the coeducation in well-disciplined schools.

R. C. Metcalf.

I believe in coeducation of boys and girls. The mutual influence is refining and strengthening to both. The natural emulation is a healthy stimulus and motive to study and thought. The moral effect is purifying and elevating, making the relations between them less artificial and giving each a true appreciation of the other, leading to juster comparisons of the sexes and more hearty respect and good will on both sides. Coeducation corrects some of the most troublesome incidents of school discipline and throws increased interest into school work; it also develops symmetrically and naturally the social feelings and cultivates courtesy and helpfulness in all the relations of life.

Louisa Parsons Hopkins.

Ann Arbor, Mich., *May 5, 1890.*

In our Western schools—grammar and high schools—we know nothing by experience of separate education of the sexes. Our pupils are all treated exactly alike, have the same course of study, the same teachers, recite in the same classes, have the same questions in examination, and participate in the same public exercises.

This is true up to and through the high school.

In the high school there is this degree of separation: The girls have their own "session rooms," presided over by women; and the boys, their own, presided over by men; but in all school work the sexes mingle.

In the junior and senior classes of the high school the pupils have class organizations, partly literary, partly social.

These class organizations make arrangements for occasional class social entertainments, which are held, by invitation, at the homes of class members. No evil seems to develop from any of these interminglings of the boys and girls, while their general influence upon each other seems to be salutary. Especially is the presence of genteel, cultured girls a great benefit to some of the boys, in restraining, softening, humanizing them.

We believe that boys and girls were intended to be brought up together in families, educated together in schools, and yoked together in the same fields of duty and usefulness in the world.

W. S. Perry, *Superintendent.*

Philadelphia, *April 30, 1890.*

In the Philadelphia public schools the sexes are educated separately, not only in the high schools, but, with few exceptions, in every grade of the elementary schools. Public sentiment is, however, gradually changing on this question. My own conviction is that boys and girls can be taught to better advantage in every way together. Experience shows this to be the case, and coeducation is becoming universal throughout this country.

Jas. MacAlister, *Superintendent.*

CLEVELAND, OHIO, *May ?, 1890.*

Formerly the practice in this city was to separate the sexes in all the grades, from the time of entering the school until the pupil left school, except in instances where the smallness of the school rendered it too expensive to so conduct the schools. Pupils of both sexes were obliged to recite together in the same room in the high school, and in many cases were obliged to be placed in the same general session room, the city having but one high-school building on each side of the river. No bad effects whatever resulted from this coeducation method, but rather the reverse. As rapidly as the old ideas could be overcome, the coeducation of the boys and girls in all the grades—high, grammar, and primary schools—was introduced. For the last fifteen years at least the coeducation plan has been uniformly followed.

I have no hesitation whatever in commending it to all who are interested in the question, either practically or theoretically. No bad results have followed. On the other hand, there is a better tone and higher moral standard among the pupils.

I shall be pleased to receive a copy of the report of your committee, when printed, if the same is for distribution.

L. W. DAY, *Superintendent.*

TEACHERS.

NORMAL AND HIGH SCHOOLS.

NORMAL SCHOOL, *Boston, May 5, 1890.*

I think all the teachers in the normal school agree with me in the opinion that it would improve the training school as such to introduce girls. It would give the normal pupils an opportunity to observe the modes of discipline adapted to both boys and girls in a grammar school. Whether the change is practicable at the present time I am not prepared to say.

SPRINGFIELD, MASS., *April 28, 1890.*

I have always been in favor of such coeducation; and whilst I have had supervision of schools in which the sexes were kept separate, from the primary schools up through the high schools, I have not seen any good reason for changing my views on the subject.

I have observed in schools where the sexes are educated together, as is the case in this city, that they have a mutually beneficial influence upon each other. I have not found any evils of a serious character at all to result from such association in school.

I have further observed in places in which the sexes were separate, that such separation in school had the effect of leading to evils in other unavoidable associations on the street and on social occasions; evils which, but for this artificial separation in school, I believe would not have existed. I believe that what objections there have arisen in certain localities to coeducation are due to evils which are not due so much to the effect of coeducation, as they are due to the fact that there are weak teachers in the schools who have not the power to create either a stimulating, intellectual, or a wholesome moral atmosphere in the school. Wherever the separation of sexes appeared to be a necessity I have found weak teachers and poor schools in general. I believe that they are related as cause and effect.

THOMAS M. BALLIET, *Superintendent.*

I should be in favor of having boys and girls in all grammar schools if there were schools in which the more vicious boys were required to attend. It is a serious question how far it is our duty to assist the vicious by association with the good.

I am pretty well satisfied in my own mind that the discipline of a school is made easier by the presence of both sexes.

LARKIN DUNTON.

BOYS' LATIN SCHOOL, *Boston, June 6, 1890.*

On general principles and under ordinary circumstances I am not opposed to the coeducation of the sexes. I am opposed to it in the Latin school.

Several years ago a protracted and exhaustive hearing was given by the school board on this very question, so far as the Latin school is concerned. A happy solution of the question, as it has always seemed to me, was made by the school board in the establishment of a separate school for girls.

The boys' Latin school is large enough already. The schoolhouse is constructed for boys alone. Some of the work in the Latin school seems better adapted for boys than for girls. I have always had considerable sympathy with the objectors

to the coeducation of the sexes in a classical course of instruction, though I do not consider their reasons as conclusive. Under the present peculiar and favorable condition of the two Latin schools in this city I should consider it unfortunate to have them united.

Three teachers are in favor and eleven are opposed to the coeducation of the sexes. I understand that this expression of the teachers' opinion is in most cases, if not all, confined to coeducation in the Latin school, and not to the question in its general application.

MOSES MERRILL.

GIRLS' HIGH AND LATIN SCHOOLS, *Boston, April 25, 1890.*

To my mind coeducation in secondary schools is largely a question of balancing advantages against disadvantages, and so is to be viewed with favor or disfavor according to the local conditions under which it is tried. In towns and small cities having a substantially homogeneous population coeducation works well in the main, for there the conditions approach in simplicity the conditions of family or neighborhood life. In large cities, however, the case is different. There the population is not homogeneous, the families represented in the school are not known to one another, the numbers brought together in a single school are much larger, and the proportion of coarse natures among the pupils is apt to be somewhat greater. All this tends to make the question of morals and manners a more complicated one, and it is upon morals and manners—in other words, on the formation of character—that the question of mixed or separate classes, as it seems to me, chiefly turns.

Now, evils in the domain of morals, though perhaps they occur no oftener in mixed than in separate schools, are more serious when they do occur there. As such evils can be dealt with more directly, more quietly, and with a nicer adaptation of means to ends in separate than in mixed schools, I am inclined to think that for large cities like Boston the former are to be preferred.

I am confident that in such subjects as physics and civil government boys are more appreciative, more alert, and more responsive than girls, and the latter would unquestionably derive great benefit from association with the boys in the study of these subjects.

In schools established for boys exclusively the teachers seem to feel under the necessity of resorting to artificial means of stimulating their pupils to industry; whereas, in schools established for girls exclusively, artificial pressure is not only not helpful, but is positively injurious. It is difficult for me to believe that the sex which needs spurring and the sex which needs curbing should be trained together.

Miss Shaw and Miss Foster, also three other teachers in our school, express their opinion that girls become intellectually more alert and less passively receptive when associated with boys in the same classes than when taught by themselves. Neither Mr. Thurber nor Mr. Williston makes this observation, and I should not have thought of doing so myself as the result of my personal experience. As the result of my observation, however, I recognize the statement as true. This leads me to say that, other things being equal, I am inclined to think that girls are somewhat more responsive to the teaching of men than to the teaching of women.

JOHN TETLOW.

GIRLS' HIGH SCHOOL, *Boston, April 24, 1890.*

I have had long experience in schools for the separate sexes and also in mixed schools. My opinion is decided that the advantages are, on the whole, on the side of the separation of the sexes in upper schools.

The tastes, the natural tendencies, the ways of receiving the subjects of instruction, the prospects of employment hereafter, all differ in the two sexes, and, whether he is aware of it or not, the teacher's methods take a coloring from his environment and adapt themselves to the circumstances of the case, with wholesome results, so far as this is possible. Many things in high-school teaching take their shape from the conditions as determined by sex. Only as teaching grows mechanical does it come to concern itself less with individual and sexual characteristics. It is a great gain in any school when it can be so organized as to make the classes homogeneous in all the respects that determine the ways and means of instruction. It is an economy not to have to consider the boys and the girls as needing somewhat different, but parallel, treatment in the same classes.

Girls grow more reserved when boys are present, as do boys when girls are present. Something of naturalness has been sacrificed when the sexes are mixed in secondary schools. I am sure that many of the topics which girls choose to write

their compositions about they would never take if they thought their exercises were to be heard by young men. They are tolerably free to write on domestic employments, cooking, sewing, kindergartening, and other such topics—the topics that really interest them. Were boys in the classes, the girls would grow altogether conventional, and write without real personal interest, but only with the aim of avoiding the fate of becoming the objects of a smile.

S. THURBER.

CHARLESTOWN HIGH SCHOOL, *May 5, 1890.*

I am in favor of mixed classes.

My experience covers about twenty-one years in Boston schools, about equally divided between boys' classes and mixed classes.

This experience has convinced me that in mixed classes a better degree of scholarship can be maintained, and that the discipline is better, more wholesome, and higher in tone.

The life and spirit of a well-conducted mixed class is simply delightful to me, and there is the same satisfaction to me in the gentlemanly and lady-like bearing of the pupils to each other that I derive from the society of ladies and gentlemen in the world outside of school.

I believe in mixed classes because I believe in mixed teachers.

I do not subscribe to the sentiment that teachers should all be men.

Some of the best teachers I have ever known are women, and aside from their ability to teach, they exercise a most excellent influence.

I am sure that boys and girls of the age of high-school pupils need the higher lessons of character, of noble sentiment, of unselfish service which women are quite as ready to give in their lives as men.

As I look back over my boy life, I remember with gratitude the great influence of certain women as decided, as energizing, as directing, as that of any men who guided and assisted me: and I like to believe that in youth nature is much the same now that it was then.

J. O. NORRIS.

JOHN A. ANDREW SCHOOL, *May 5, 1890.*

This has been a mixed school from the beginning, but until within a few years the sexes have not been together in the same rooms except in the first class. From time to time the number of mixed classes has been increased, and the results have been such as to lead me to believe that coeducation is better, at least in the grammar schools. It follows the ordinary structure of the family and society, and is the way that three-fourths of all children are educated.

In rural communities, from necessity this has been the custom, and certainly in morals, manners, and intellect the country child is the equal of the city child. It is confirmed by the habits and customs of daily life; they are together at home and out of school, and should be taught together in school. To educate separately is to change the order of nature.

My experience tells me that it is best for the harmonious development of both sexes. In mixed classes each sex exercises a healthy restraint upon the other. Girls admire a manly boy and boys a womanly girl. And "What the child admires, the youth endeavors, and the man acquires." Mean actions, which with either sex alone might be applauded, would be frowned upon in a class of both sexes, and not repeated. Thus the influence of each sex upon the other is healthful. Good discipline comes from evolution, not repression. Self-control is the key to success in school as in life. Coeducation begets self-control.

To state briefly, coeducation is best because it is natural; it gives each sex the same opportunities; it cultivates the best in each; it develops self-control; it gives a more harmonious development.

J. M. DILL.

BUNKER HILL SCHOOL.

It is natural for children to grow up together, and up to a certain age, say about 13 years (or indeed so long as it is thought advisable to teach boys and girls precisely the same subjects), I think mixed classes preferable, especially in schools where there is no great difference in the moral standard of the pupils. But when the time comes in the age of children, as I think it should come, that subjects are taught with some reference to their future employment, I think separate classes are preferable, in order to accomplish more (better results) in the same time.

The committee has already recognized, in part, this difference in the needs of the sexes, by providing a course of sewing and cooking for the girls, and another

one in carpentry, etc., for the boys. I would go somewhat further in this direction. I would make a difference in drawing, working in a less mechanical and more artistic course for girls than for the boys. So in physics and arithmetic. The practical needs of the housekeeper are unlike those of the mechanic and builder, and while general principles should be taught to each, the illustrations and applications should be largely adapted to future requirements.

SAMUEL J. BULLOCK.

LOWELL SCHOOL, *April 22, 1890.*

For fifteen years I was principal of the Comins School, where the sexes were in separate rooms. In this school, seventeen years, we have had mixed classes. My experience leads me to pronounce in favor of mixed classes, for the following reasons:

1. The weak points in the character of the pupils of either sex are corrected by the presence of the other.
2. The character of the boy is refined; that of the girl strengthened.
3. The rudeness of the boy and the frivolity of the girl are restrained, and the manners in both are elevated.
4. There is no good reason why the good effects that flow from the mutual influence of mingling the sexes in the family circle should not be looked for when we imitate nature in the school.
5. There is no longer any doubt of their being able to go on together with the same work.
6. I feel sure that the suspicion which some have, that the character and manners of each may be injuriously affected, is not worthy of a moment's thought.
7. The members of a family going to the same school, having the same master, and being governed by the same discipline, tend to peace and good feeling by all concerned.

DANIEL W. JONES.

We subscribe to the above.

EDWARD P. SHERBURNE.
ELIZA C. FISHER.

WINTHROP SCHOOL, *April 21, 1890.*

I am not in favor of mixed classes. As society is constituted in our cities, there are necessarily many children in our schools who are ignorant of the amenities of life, and others who are wholly indifferent concerning them. It is better that such pupils should be associated in classes with others of their own sex, in order that the improprieties of conduct may not demoralize the opposite.

The citizens in general can have no conception of the manner in which many, many of the children live, whole families crowded together contrary to the laws of decency, so that the gross immoralities of the community become subjects familiar to the sight, and thus those witnessing them lose, in a great degree, the idea of their enormity. Things have transpired in my primary schools, even, that have led me, when possible, to separate the sexes in the upper class. The argument that both sexes are reared together in the family loses its force when the family is made up of hundreds of children from many different homes.

My own experience when my children were in a mixed school greatly strengthened my convictions on the subject.

Teachers for a boys' school, peculiarly adapted to the work, would often be less successful with the other sex, and vice versa. In the proper conduct of a school lies the great success of the instructor. The teacher's ways must be agreeable to the pupils, their ideas must be in harmony in order to accomplish the best results, and I am thoroughly convinced that but very few teachers can be equally adapted to both sexes.

Instruction in sewing and in manual training generally can be better arranged when the school is made up of one sex; and so with physical exercises, boys would enjoy and profit by many movements less suitable for girls.

Young girls should not be subjected to the sight of corporal punishment as inflicted upon boys in mixed schools. I think parents are often deterred from sending daughters (or should be) to the public schools on account of the punishment witnessed there.

The personal preferences of boys and girls for each other, and the intercourse to which its leads, are detrimental to close attention to study.

I spent eight years as usher and submaster in the Mayhew School for Boys, and, therefore, do not speak exclusively from the standpoint of a girls' school.

ROBERT SWAN.

CLERGYMEN.

ROXBURY, *May 30, 1890.*

I have been for many years one of the trustees of Antioch College, in Ohio. The system of the coeducation of the sexes was introduced in that school at its foundation, and has been continued ever since. I do not think that any person acquainted with the college would wish to change it. This seems to me a fair instance for your purpose, because a large part of the students in this institution are connected with a preparatory school, which receives pupils at about the age of those who would attend high schools here.

As is very well known to you, the practice of all the towns in the Commonwealth, excepting Boston, has always been to receive pupils of both sexes whatever was their age. The old country academies thought of no other system, and are all organized on that basis.

I wish somebody would say why the Boston schools were ever organized on any other basis. I have paid a good deal of attention to our daily school education here, and I never knew. This is, however, certain, that Boston is the exception to the policy and habit of the Commonwealth for two hundred and fifty years.

EDWARD EVERETT HALE.

JAMAICA PLAIN, *June 3, 1890.*

In my opinion the "coeducation of boys and girls in high and grammar schools" is a good thing for the boys and not harmful to girls. Most boys have much of the barbaric in them. The presence of and association with girls helps to humanize and civilize them. So far as the mere acquisition of knowledge and intellectual development are concerned, I do not think it makes any difference whether boys and girls are associated or separated.

Yet, of course, the acquisition of knowledge and intellectual development are not the only things for which our schools are maintained. We want our boys to grow up gentlemen. The society and presence of girls is a powerful means to this end.

As regards the attraction which each sex has for the other, which, I take it, is the supposed source of the evil that may arise from the coeducation of the sexes, I think the separation of the sexes has a tendency to lead to the very evils it is supposed to guard against.

As a boy and youth I was in both kinds of schools, and that is my judgment of the two systems.

The male sex, whether young or old, is greatly benefited by association with the female sex, and so society as a whole is benefited. And to be a benefit to the body politic is, I take it, one purpose of the public schools. One of the most public sources of the degradation of oriental countries is the separation of the sexes.

I was three years in the army during our civil war, and could not help noting the baneful effect upon men of separation from the influence of women. There was a marked tendency to retrograde in all that has to do with refinement and the finer elements of our nature.

Thus, you see, I believe in the coeducation of the sexes, for the sake of the boys. I hold that it is in many ways helpful to girls, but not in such marked degree as to boys.

S. N. SHEWMAN,
Rector St. John's Church.

61 CUSHING AVENUE, *Boston, April 29, 1890.*

I am not aware that any institution that has tried coeducation has ever abandoned it. I believe that in every case the results have been favorable.

For ten years I had the superintendence of the schools of a large town, so that I can speak from experience.

There seems to be no more reason for an arbitrary separation of the sexes during school life than during the period before and after it. They are together in the family and mingle in society, not only without harm, but to their mutual advantage. In the nature of things, boys and girls should be trained up together, since they are to live together as men and women, and need to be taught their true relationship. Separate schools for boys and girls are relics of a monastic age, when women were regarded as inferior beings. But in our day it is proved that woman has the capacity for the highest culture and ability to engage successfully in the various affairs of life. The sphere of woman has so enlarged that many avocations that formerly were held exclusively by men are now open to

women, and women are pursuing them with success. Hence women, as well as men, need a broad and high education.

But while coeducation offers equal advantages to both sexes, it does not compel a dead level of uniformity. Eclecticism is now dominant in the higher schools of learning. This elective system affords ample scope for choice of studies to meet the special needs of women.

I am confident that the objection made to coeducation on moral grounds has been proved to be groundless.

The testimony from the schools where coeducation has been practiced is to the effect that not only no harm comes from the mingling of boys and girls in the class room, but that the results are positively good. Personal observation has led me to the conviction that coeducation is better for mind and morals than education of the sexes in schools apart. There is less rowdyism and more earnestness among boys and less unladylike conduct and fewer escapades among girls in mixed than in separate schools. There is danger for the young of both sexes anywhere, but there is nothing gained and much lost by their separation in the class room. There one is both a stimulus and a restraint on the other. Jean Paul Richter says: "To insure modesty I would advise the educating of the sexes together. But I will guarantee nothing where girls are alone, and still less where boys are alone." Coeducation means a development of life into manly and womanly completeness.

R. J. ADAMS, D. D.,
Pastor Stoughton Street Baptist Church.

FIRST BAPTIST CHURCH, COMMONWEALTH AVENUE,
Boston, Mass., April 29, 1890.

I know of no valid reason why coeducation should not be a universal and permanent feature of our common school system. The separation of the sexes is detrimental to both. It belongs to the very essence of free government and a Christian civilization that the sexes should be mutually respectful and mutually helpful (with proper supervision a school may be as innocent as a home), and this they can be only through a proper education together. The world moves forward, not backward. Coeducation is increasing in the higher institutions of learning. The coeducation ought to begin in the grammar school, and continue. Life is a coeducational school.

I did not know that the question of coeducation was any longer debatable, at least as far as regards the earlier stages of education.

PHILIP S. MOXOM.

57 RUTLAND STREET, *Boston, Mass., April 29, 1890.*

I unhesitatingly record myself as in favor of coeducation of the sexes. I have two daughters in attendance upon the Everett School and a young son in the Rutland street primary department. I do not know that coeducation is important so far as the girls are concerned, but believe it to be of incalculable advantage to the boys. And yet I am persuaded it is better even for the girls.

WM. NAST BRODBECK,
Pastor of Tremont Street M. E. Church.

109 COLUMBIA STREET, *Dorchester, May 5, 1890.*

I am a firm believer in coeducation of the sexes in all grades from the kindergarten to the university, also in professional schools. I am unable to understand why in our educational institutions we should adopt a principle of separating the sexes which does not obtain anywhere else in life. It seems to me that beneficial effects only are seen where the sexes are together, as in Cornell University, Ann Arbor, and the Meadville, Pa., Theological School.

GEORGE H. YOUNG,
Pastor New South Church.

CHARLESTOWN, *May 14, 1890.*

I think, on reflection, that the question of coeducation of the sexes in high and grammar schools admits of a variety of answers, according to conditions.

1. Age of pupils: Up to 10 or 12 years of age children may safely and profitably be educated together. Whether in city or country, in bad or good neighborhoods, the benefit outweighs possible danger (always excepting the worst localities).

I would keep the children together in grammar schools as long as the teachers think it best to do so, always seating boys and girls apart, but mixing them in recitations according to scholarship.

2. In bad quarters of a city (where the state of moral and social life is low), when the pupils need much discipline, boys and girls may wisely be wholly separated in schools; also when some more respectable children are in the school.

3. In high schools: (*a*) If a school is quite limited in numbers let the sexes study, recite, come, and go together. High schools generally draw pupils from the better classes of the people. (*b*) In large high schools the two sexes are better apart, each in a school by itself.

Because (1) supervision on so many pupils is more difficult.

(2) With each sex by itself discipline can be better enforced when pupils are numerous, and study will be less interrupted.

(3) Emulation is sufficient when many are together, without the additional stimulus of sex rivalry, which, in a smaller school, keeps up the standard to some extent.

(4) In large schools more danger of the influence of reckless pupils and teachers have less personal influence on individuals.

4. The teachers can tell better than anyone else whether the conditions in any given school are favorable or unfavorable to coeducation. It is a subject on which general conclusions are theoretical rather than practical.

5. Separate college education by all means.

A. S. TWOMBLY,
Pastor Winthrop Church.

ADDENDA.—Sex susceptibility affects students less than many suppose when they are kept hard at work in schools.

Boys and girls are generally shy of each other (except among the lower classes) between 14 and 19 years of age. Youths at that age segregate by sex. The question of coeducation at that period is more concerning its influence on effective study than as a matter of moral and social expediency.

38 DARTMOUTH STREET, *Boston, April 29, 1890.*

My opinion is not favorable to the coeducation of the sexes in our grammar and high schools. Admitting its possible intellectual stimulus, I deprecate its effect upon morals. The objection does not hold with reference to coeducation in our colleges and universities any more than to our primary schools, but only to that class of our youth presumably between the ages of 13 and 17. Of course I concede exceptions to the rule, but, speaking in general terms, observation, and experience would lead me to negative such a proposition as the one suggested.

JAMES M. GRAY,
Rector First Reformed Episcopal Church.

209 W. CANTON STREET,
Boston, Mass., April 30, 1890.

From the time that boys and girls are old enough for the grammar school until they are ready for college they should be kept apart. I was "coeducated" from the time that I began to go to school until I was graduated from Boston University, and I am fully persuaded that free association during the time that I have indicated is fraught with danger to both sexes.

GEORGE A. CRAWFORD,
Pastor Broomfield Street M. E. Church.

SOUTH BOSTON, *April 28, 1890.*

While I can bring forward no new argument, yet I feel that the old ones are sufficient to justify me in condemning coeducation. The argument of propriety is all sufficient in my judgment. There are dangers at an earlier period of life in our grammar schools; how much greater are not such dangers apt to be in high schools? And while I admit that youths may receive a stimulus to study, and also, perchance, a certain refinement, if you will, by coeducation, yet do I perceive also dangers which may more than balance such advantages. What these dangers are parents and educators and others experienced in affairs may easily surmise. In short, I have no difficulty in condemning coeducation, and deem the separation, which now happily exists, the very best.

D. O'CALLAGHAN,
Rector St. Augustine's Church.

72 Alleghany Street, *May 1, 1890.*

The following considerations are of influence with me as against any greater commingling of the sexes:

1. Many of the children come from unregulated homes, and it is questionable how far other children should be compelled to hear and learn from unfortunate remarks and incidents which arise from want of early discipline in every mixed class.

As far as possible children should have the advantages of common school education without risks.

2. The association of boys and girls in the same building, but not in the same classes generally, furnishes the best elements to be derived from some education of boys and girls, brothers and sisters in the same set of companions.

3. Many teachers—perhaps most—have distinct fitness for girls or boys, and do much less satisfactory work with the opposite sex or when they are mingled in the class room.

William R. Campbell,
Highland Congregational Church.

Nonprofessional opinions.

Cambridge, *May 29, 1890.*

I am very strongly in favor of the coeducation of the sexes.

This opinion dates back to my early life, when, as a day schola, in what was then considered the best boarding school near Boston (that of William Wells, in Cambridge), I was struck with the greater decency and refinement of the day scholars, who lived at home and with their sisters, as compared with those who lived only among boys. Afterwards, as usher in another large boarding school (that of Stephen M. Weld, of Jamaica Plain), I noticed just the same superiority. This impression has never passed away from my mind.

Since then, while on the school committee of three different places—Newbury and Worcester, Mass., and Newport, R. I.—I have seen the process of abolishing separate schools and bringing the sexes together; and always with satisfactory results as to discipline, manners, and morals.

I am satisfied that there is in each sex an instinctive desire for the good opinion of the other, and that this is a very powerful aid and stimulus in the hands of the teacher. As a remarkably good teacher, Mr. William Reed, now of Taunton, said to me forty years ago at Newburyport: "I never yet saw a school which I could not manage by the waving of a finger, if I could only have boys and girls together."

This is now generally admitted as to boys; but there is often an impression that what the boys gain the girls lose. Here again I must quote a very able teacher, Mrs. Caroline C. Leighton, sister of the well-known educational authoress, the late Jane Andrews, and as good a teacher. When in Worcester, about 1855, we changed her girls' grammar school into a mixed school, she said soon after: "I was willing that the change should take place, because I thought we owed it to the boys, although I thought it would be bad for the girls. But now I am satisfied that it is for the benefit of both, and has done as much for the girls as for the boys."

When I was on the school committee of Newport, one of our very best grammar-school principals, a woman, took a day to visit Boston grammar schools. After her return she said to me, "I should never wish to teach a public school in Boston. They seem to me perfectly tame and uninteresting, from having one sex only." When I questioned her farther she said: "I rely on my girls to give steadiness and regularity to my school; they are more punctual and get their lessons better. But I rely on the boys to bring outside life into the school, to know what is going on in the world, to illustrate the lessons from what happens in the streets and on the wharves. Neither would be sufficient alone; both are needed for the material of a good school." I thought I had never heard the precise state of the case better put.

Thomas Wentworth Higginson.

Milwaukee, *June 8, 1890.*

In the West there has never been any doubt as to the feasibility or advisability of coeducation. In Wisconsin and Michigan both, this system has been fully in practice, and the University of Wisconsin gives equal privileges to both boys and girls. I have never heard of any difficulty or scandal arising from this intermingling of the sexes at school.

I was educated in such a school myself, and my experience teaches me that there is a certain emulation or desire to stand well in the eyes of the opposite sex, which stimulates the pupils in such a school to greater mental exertion, and makes them more zealous in the pursuit of knowledge. Girls are usually quicker in their perceptions than boys of the same age; consequently boys derive the greatest benefit from this comradeship. Contact with the gentler sex also smooths the rough edges of a boy's manner, and develops the chivalrous side of his character, making him more manly, more honest and straightforward than he would be if accustomed only to the society of boys like himself. There is still a good deal of the savage in man, and this trait is more likely to develop itself when men herd together.

On the contrary, a girl who is brought up in the companionship of boys is more likely when she arrives at womanhood to estimate men at their true worth, and is less likely to become the prey of the first designing adventurer whom she meets.

Your inquiry strikes a Wisconsin man or woman somewhat as would an investigation into the advisability of allowing men and women and boys and girls to occupy the same pews in church. Coeducation has been so thoroughly accepted and so long practiced in the West that we have to speculate as to the probable effects of a return to the old monastic system.

Mrs. D. H. Johnson.

In regard to the coeducation of boys and girls in high and grammar schools, I am entirely in favor of it, believing it to be for the advantage of both sexes to mingle freely in all departments of education.

I have not had a very large personal experience, but have had under my care a boy and a girl who were passing through a coeducative high school. In neither case did I see any evil or disadvantage arising from coeducation; but on the contrary a natural healthy friendship with those of the other sex. I should entirely approve of the principle of coeducation, from the lowest primary school to the highest university or professional school.

Ednah D. Cheney.

II.—OPINIONS OF FOREIGN EXPERTS.

The Chicago exposition and congresses of 1893 brought to this country many foreign experts deputed by their governments to study our school systems. To these critical observers coeducation appeared the most striking feature of our educational systems. They realized also that it arose out of social conditions radically unlike those that exist in the Old World, which differences are in turn strengthened and perpetuated by this policy.

COEDUCATION OF BOYS AND GIRLS.

[From report of Dr. E. Schlee, of the Realgymnasium of Altona, Prussia, delegate to the Educational Congress at Chicago.]

A very common, although not universal, feature of the American public school is the coeducation of the boys and girls, not only in the primary schools (cities) and in the country schools, as is also the case with us, but also in the grammar and high schools of cities. Furthermore, the sexes are not separated in the normal schools (*Lehrer-Seminarien*), in colleges, and even in universities. In Chicago coeducation is the invariable rule; in Boston and New York union and separation are both found. To us it seems strange, at least, to see, if only in photographs, boys and girls not only of 13, but even of 16 years of age, sitting together or standing in mixed rows, going through free gymnastics and exercises with wands. It is to be noticed, however, that they have single desks; also, that generally the teacher is a lady, even for the free gymnastics. All special rooms (i. e., toilet rooms, etc.) and the playground are strictly separate for boys and girls. This coeducation has not been without opposition; especially in Boston where the system has already been twice severely attacked. Ten years ago Dr. Clarke attributed to this the fact, which, however, was elsewhere disputed, that American ladies of the higher class were not very good housekeepers and mothers. The Commissioner of Education[1] obtained reports from 300 cities and town, and these were, on the whole, favorable to mixed schools. He therefore commended this policy,

[1] Gen. John Eaton.

arguing that if we must live together we must be educated for that purpose; to educate the sexes separately is to change the natural order of things.[1]

Later Dr. Philbrick stated that by this means (coeducation) the peculiar form of education best suited to the different sexes was prevented. But the Commissioner responded[2] that Dr. Philbrick had had no experience in mixed schools and that the statistical returns showed only favorable results as far as regards conditions of health. At the same time the good effects upon morals were mentioned, which had resulted from coeducation in Norway and Finland, and reference was made to the unfavorable effects of the monastery education in France.

A schoolman of large experience also personally told the writer that coeducation had a favorable effect on the general behavior, on the bearing of the pupils toward each other, and on the whole discipline. Germany takes in this respect, perhaps, the right medium between France and America, but if one observes how beneficial in general is the comradeship of the children of intimate families one might, where the nature of the studies and where outer circumstances, especially in smaller places, make the union desirable, consider that the American way would be advantageous in our country also.

The discipline, indeed, is not as strict as in Germany. While formerly in America corporal punishment is said to have taken place often enough, it is now everywhere forbidden in the public schools.[3] Also deprivations of liberty seem not to be practiced. Where admonition does not avail temporary exclusion from school by the principal of the school for not more than a month, by the school superintendent as long as a quarter of a year, or expulsion from school is the only means. And yet the American educational method, by reason of the many recitations of the individual scholars, gives abundant cause of disturbance and trouble of which much complaint is made.

In discussing the teaching force of our schools, Dr. Schlee dwelt also upon the spectacle, novel to a foreigner, of the general presence of women side by side with men in various business and professional pursuits. He expressed the opinion that this transfer of women from the domestic circle into careers competitive with men increased "the restlessness, haste, and intense strain in all relations of life."

Prof. Stephan Waetzoldt, of the University of Berlin, chief commissioner of the German educational exhibit at Chicago, says:

"No distinction in the quality, kind, and aim of instruction is made in any of the elementary schools for boys and girls. In the old States the sexes are not, as a rule, instructed together in second schools, but in the Central and Western States they sit together from the primary school to the university, the latter included. This is the system of coeducation, the education common for both sexes so highly commended by Americans. At the congress of education at Chicago this subject was often discussed, and not one disapproving voice was heard. At first I was altogether misunderstood when I explained that our views on the education of girls differ essentially from those of Americans. They see only the advantages of coeducation, believed to refine the boys and strengthen the girls, and we must accept these peculiar conditions just as in domestic life. The intercourse of boys and girls, of adults and children, is altogether different from what it is among us, and I doubt whether it has a moral advantage. Certain it is, however, that the girls on the average are more intelligent than the boys; they go to school longer. In the high school of Chicago the proportion of girls to boys is 3:2. As business and politics take up the men's entire time, the women have become the supporters of the higher intellectual interests and the protectors of intellectuality in domestic life."

Prof. Emil Hausknecht, of Berlin, for several years professor in the National University at Tokyo, says on the subject of coeducation in America:

"As a makeshift, coeducation is better than nothing. As a principle, it entirely ignores the needs of the separate sexes, arising from the differences in the development of boys and girls. Boys and girls from the ages 14 to 18 must be differently

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[1] Hon. Andrew Jencks, superintendent of schools, Pawtucket, R. I., in Circular of Information, No. 2. 1883.

[2] The reference here is to the following observation by Dr. Harris in response to an inquiry from Dr. Voss, of Norway: "With regard to Mr. Philbrick's judgment on the subject of coeducation, I think that he stood almost alone among our ablest writers on education in his opinion. The Boston schools under his charge educated the sexes separately. It may be that his experience in that city had undue influence on his opinion." [Ed.]

[3] Corporal punishment in public schools is forbidden by law in the State of New Jersey, and in many cities by school law or by school boards. The prohibition is far from universal, but public opinion is very generally opposed to this form of punishment. [Ed.]

treated, both in regard to the intellectual and emotional nature. Coeducation is possible, however, in America more than in Germany or elsewhere, because custom and education have given to the girl and the woman greater freedom and determination in their manners and appearance, but also give them strong protection against encroachments and improprieties. Coeducation is possible in America also, because the week has only 5 school days, Saturday being a holiday, and the school day has only 5 lessons, of which one is usually a study hour. Besides, grammar and high schools require much less severe intellectual efforts, and a much more concentrated and simple exertion of the mind than is required in our secondary schools for boys."

THE COEDUCATION OF THE SEXES IN THE UNITED STATES.

[Extract from a report to the minister of the public instruction, France, by Mlle. Marie Dugard, delegate to the Chicago Congresses of 1893.]

Of all the features which characterize American education, perhaps the most striking is the coeducation of young men and young women, whether in the public schools (primary and grammar schools) and in the high schools, or in the colleges, the scientific schools, and universities. At least it is most striking to a French observer, for it reveals to him a state of mind and of habits which is entirely strange to him. The sight of youths of 16 to 18 years, almost men, working, chatting, and enjoying daily comradeship with young ladies, who, by reason of their distinction, elegance, and often a precocious beauty, seem not at all like students, confounds all his ideas. He is astonished that such an ideal should have sprung up in the healthy American mind, and he does not dare to think of the results, so opposed do they seem to his moral sense. How the United States have come to adopt coeducation, a glance at their origin enables one easily to understand.

When the settlers fixed themselves in America, their first concern after having cleared a place, built log houses, and provided for the necessities of the material life, was to organize schools to the end, according to an expression of an ordinance of Massachusetts, "that the knowledge of their fathers might not be buried with them in their tombs;" but as they were too poor to give to every village two school buildings, they opened only mixed schools, where the pupils of the two sexes received the same instruction. This system, which offered real pecuniary advantages without any moral danger—as the children were restrained by the bonds of relation or friendship between their families—was extended, and outlived the causes which had created it. Rich and prosperous cities covered the prairies of the settlers, palaces took the place of the log cabin of the first builder; but, among all these changes, coeducation remained.

Harmless as it is for small communities and for elementary classes, is it so still when transplanted into the new conditions of the modern life and into all orders of instruction? This is a question much agitated in the United States. It would be indeed a mistake to believe that the mixed education is so inwrought into the American customs that it never encounters opposition. In certain communities it is, on the contrary, much criticised, and several cities, especially in the East, have entirely discarded it; others retained it only in the grammar and primary schools, sometimes in the latter only.

The controversy is worth analysis, for it enables us to see the possible results of coeducation and illuminates one of the most important problems of American pedagogy.

"The organization of a being is always in harmony with the functions which nature assigns to it," say the opponents of mixed education. Now the organization of woman differs much from that of man, therefore she has different functions and should not receive the same education. These principles do not involve in them the thought that woman is inferior to man.

"The highest ideal of humanity," wrote an ardent adversary of the mixed school in a book which was formerly considered an authority, rejecting any comparison of inferiority or of superiority between the sexes, "demands that each be perfect after his nature. The lily is not superior to the rose, nor the oak tree superior to the clover; neither is the beauty of the lily the beauty of the oak, nor the purpose of the oak tree the same as that of the clover." It would be a poor horticulturist who would treat them in the same way. And he adds: "If woman subjected to masculine education intended for the development of the male organization can equal man, she ought to surpass him if she receives feminine education designed to develop the organization of woman."

From these general arguments proceeds a long series of objections—physiological, intellectual, and moral—which we will summarize:

Coeducation is injurious to the health of the young girls; less strong than the boys, they can not endure the same work without hurting their organism; and to oblige them to study together is to substitute for the sound emulation, which reigns in the separated schools, a morbid rivalry from which their nerves must suffer. Their excessive pride prevents them from admitting that this régime exhausts them; desirous to equal young men and even to surpass them, they study with great zeal and constantly strain the activity of their brains. The results of this overpressure one can see to-day in the American woman, intellectual, refined, brilliant indeed, praised by Europeans on account of her spirit and grace, but pale, feeble, of a delicate beauty which soon vanishes, and incapable of having a large family. Therein lies an imminent danger for the future of the race, and if this is not remedied there will soon be a race of women capable of being doctors, journalists, advocates, architects, engineers; in one word, everything except wives and mothers.

More than this, the woman, having different functions from the man, has not been endowed with masculine intelligence, and consequently it is not reasonable to impose upon her the studies and methods which are suitable for the masculine mind. "The boys should work as boys and the girls as girls. Mary can master Virgil and Euclid as well as George, but both of them would be weakened and would not attain their legitimate end if they were condemned to the same methods. In all their work women should respect their characteristic organization and remain women and not strive to be men, or they will fail utterly. For the two sexes there exists no exception to the law that their greatest power and their greatest perfection lie in the complete development of their organism."

The difference in the intellectual development of the young people of either sex is also opposed to their common education. Until the age of 16 or 17 years the young man has a mind less developed than the young girl; if he works with her he will be discouraged and give up efforts which do not offer him any success.

From the moral standpoint the consequences of coeducation are still more dangerous. It is a law that if two individuals live together the one who has the strongest personality becomes the model for the other. Educated with boys, the young girl, having a temperament weaker and more supple, copies the manners of the boys and loses her graces, while the boys do not become softer by the feminine association. Finally, it is impossible that between young men and young women, associated every day in the familiarity of classes, there should not be formed some romances, which the American education, it is true, renders inoffensive as far as regards manners, but which will nevertheless have disadvantages.

These objections seem judicious, and in the light of them it seems that coeducation ought to be abandoned, but it is necessary to hear how its partisans defend and justify its continuance.

It must be observed, in the first place, that besides the advantage of conforming to the historical origin of the United States and to the habits of the majority, it has unquestionable advantages; it is economical and permits the use of a part of the school funds for the purchase of books, apparatus, etc.; it conforms to the natural method; that is, to the organization of nature and society; finally, in uniting the minds of the two sexes in the same culture, it gives them common thoughts and tastes, and so prepares for the happiness of family life, where the principal cause of dissensions is the barrier which is raised between the ideas, the sentiments, and the belief of husband and wife.

Taking up the objections of the opponents, the defenders of the policy reply to them by considerations which are not without value.

It is assumed, they say, that woman not having the same nature as man, must not be educated in the same way. That is a poor argument, for in reality the soul has no gender. But let us admit that there exist between the man and the woman great differences on the intellectual side as on the physical; we can not draw from this an argument in favor of separate education, as the resemblances are, in spite of all, more numerous than the oppositions.

If the lily and the rose, following the figure of Dr. Clarke, require different culture, does not their common need of air, of sun, and of dew permit the horticulturist to let them bloom in the same garden? Some maintain that if woman can accomplish much with a masculine education, she would accomplish more with a feminine education. Ought one not to say the contrary, that the more dissimilar the two sexes, the more useful it is to woman to be educated with man, in order to acquire certain virile qualities which she will never possess if she remains shut up in her femininity?

It is asserted that the excessive work and the morbid rivalry of the mixed schools are injurious to the health of young women; but this dangerous emula-

tion, and this overpressure, are not due so much to coeducation as to the general organization of modern instruction.

In the schools where the scholars of the two sexes are separated the programmes are so arranged that the girls study as much as the boys, and it is often seen there that emulation degenerates into unwholesome jealousy. The delicate health of women, of which advantage is taken in this discussion, originates from causes that have nothing at all to do with mixed education. It is caused rather by the enervating dryness of the climate; by the feverish activity and the unhealthful habits of American life, habits from whose debilitating influence the less robust female suffers most, and by the unhealthful dress which custom imposes upon young women and which prevents their taking as much exercise as young men, while it makes work harder for them.

"Women, and even girls at schools," says C. H. Dall, "take their studies in addition to their home cares. If boys are preparing for college, they do not have to take care of the baby, make the beds, or help to serve the meals. A great many girls at the high schools do all this."

To all these causes must be attributed the weak health of the American women, and it is entirely unjust to make coeducation responsible for it.

Resting upon the principle that woman has not the same mission as man, some contend, also, that it is not desirable for her to receive the same instruction. This reason had formerly some weight when woman remained at the fireside, confining her activity to domestic duties and depending upon her father, her brothers, or her husband for the care of her future; but times have changed; in the present state of our social organization many women are obliged to provide for their own needs and often for those of their families. Forced to work for their living like men, it would be unjust to refuse to those whom nature has made more feeble the same means of defense; that is, the same culture, the same knowledge. The opponents of mixed instruction acknowledge entirely this truth; several concede to the women the right to have the same knowledge as man, but they add immediately that as her mind is not the same she must not acquire them in the same way, and from this difference they derive the necessity of separate education—a false conclusion, for there exists often among certain children of the same sex greater mental differences than between young men and young women, taken as a whole, and yet no one thinks on that account of providing a special teacher for them. It is the duty of the professor to use a method flexible enough to accommodate itself to the different intellectual necessities of his pupils.

To this the answer is, that when the young men work with young women whose livelier minds are more capable of assimilation, young men are discouraged. Experience has proved, on the contrary, that the feminine quickness excites the slower intelligence of the boys. If there really have been young men repressed by the success of women, it is certain that the success of a comrade of the same sex would have had the same effect.

There remain the moral objections. According to the testimony of educators, who for a long time have directed mixed schools, young women, far from becoming masculine by the contact with boys, have, on the contrary, greater dignity and reserve, and the young men, in their turn, lose in the society of young girls that roughness of manner and that carelessness in attitude and language which characterize the men educated apart from women. As to the last objection, the gravest of all, we have here the reply of an educator whose words have special authority, because he was partly educated in mixed schools, partly in those open to boys only, and he directed for several years the mixed schools of St. Louis:

"My observations have led me to indorse the statement of Richter: 'To insure modesty I would advise the education of the sexes together, for 2 boys will preserve 12 girls or 2 girls 12 boys innocent amidst winks, jokes, and improprieties, merely by that instinctive sense which is the forerunner of natural modesty. But I will guarantee nothing in a school where girls are alone together, and still less where boys are.' I had noticed that the atmosphere of 'mixed' schools was desexualized, where that of separate schools seemed to have a tendency to develop sexual tension. Again, whatever tendency toward indecency might manifest itself was far more easily checked in 'mixed' schools, by reason of the crossfire of watchfulness which made intrigue far more difficult to keep secret. The brothers and sisters and other relatives and intimate acquaintances of the pupil attended the same school, and every act was scanned from two points of view—the boys being participants in boys' gossip, and the girls being participants in girls' gossip—and the barriers being removed within the precincts of the family, parents could not fail to have a more faithful account of the behavior of their children than when isolated in different schools. Brothers and sisters mutually protect each other

from shame. Besides this, the fact that the chief association between the sexes in 'mixed' schools takes place under the eye of the teacher and in recitation, wherein the contest is purely intellectual and where the manifestation of mere femininity—softness and sentimentalism—would cause the pupil to lose rank as a scholar, and where mere masculinity—roughness and willfulness—would make an unattractive spectacle, leads one to expect that the tendency of coeducation is to elevate the standard of admiration from mere external charms of person to the spiritual graces and gifts which lie deep in the character."

To these judicious considerations must be added certain observations which the opponents of coeducation do not seem to have taken into account, and, first, that the habit of being educated together is for young people of both sexes a better safeguard against love than continued separation. A young girl whose companions are almost exclusively of her own sex becomes romantic and is easily enamored, but one who has been always associated with young men, having experience and maturity, does not yield to extravagant enthusiasm. Moreover, in the love that may spring up in the mixed school there is nothing to alarm the severest moralist, and this because the oversight, as Dr. Harris has shown, is much greater there than anywhere else, and because the young American girl has a profound sense of her dignity, the young man a great respect for the woman, and both together the habit of self-control, there will result only a marriage in which the tenderness is the more enduring because the husband and wife have so long known each other. It would be well if such marriages should happen often.

But will not the preoccupations of such attachments hurt the studies? This is a chimerical fear. As the relations are above all intellectual, a rising love, far from fostering idleness, will inspire more earnest work in order to secure the appreciation of the loved one—daily witness of failure and successes.

To these theoretic arguments in favor of coeducation there is added a final consideration more important than the others: It has triumphed in all the cities of the Middle States and the far West, and even in the East it has a tendency to extend in spite of opposition. Some Americans speak of a reaction, but this triumph in the Western States, numerous and extensive and called to an important part in the future of America, does not justify this prediction. It is not for me, certainly, to judge of this. It would also be presumption for me to pretend to settle the question of the inferiority or the superiority of the mixed schools after having seen the greatest educators of the United States divided as to the subject. Therefore I will offer only in conclusion my impressions.

It did not seem to me that in the mixed schools the hygiene, the work, and the order suffered from the presence of the pupils of another sex, and the appearance of the classes seemed to me even better than in the separate schools. But what disturbs the pedagogical sense is the greater excess of the female sex in the high schools, both among the scholars and among the teachers. The majority of American youth—entering there at the age of 15 or 16 years—two-thirds, even three-fourths, of the pupils in the higher classes, are girls. This disproportion is bad for the young men. If it is good for their manners not to be separated from the women, it is dangerous to their manliness to be always in contact with young girls. Moreover, if the guidance of a female teacher is best for them when they are very young, at about 14 or 15 years, and perhaps younger, they ought to have different control.

It is impossible, at least without seeing it, to realize how painful is the spectacle of a young woman, who has not yet in her tone and attitude the authority which age and long experience give, directing young men from 16 to 18 years of age. Certainly, neither the discipline nor the respect suffer from that, so profound is the deference of the American scholar to his lady teachers, but it is nevertheless true that in this ideal of instruction something is wanting. The female teacher can not secure from the young men all the intellectual work of which they are capable, she can not come into intimate relation with their adolescent minds, nor can she give them a manly development. Thus one whole part of education, the most fruitful and the best, is eliminated, and the occasion is lost forever. It is right to acknowledge that these faults are not inherent to the system of coeducation. They arise from the particular conditions of American life, and in other countries it would doubtless be easy to avoid them. But would coeducation be acclimatized anywhere else? And in France, where it exists already in some departments of instruction, should it be extended to all? This is a question which I shall not consider here.[1]

[1] In the continuation of the report the author considers the conditions under which coeducation is possible, and comes to the conclusion that it is impracticable for France.

M. Jules Steeg, director of the Musée Pédagogique, who had charge of the installation of the educational exhibit of France at the Chicago Exposition, and Dr. Gabriel Compayré, delegate from the minister of public instruction to the educational congresses, have simply noted the fact of coeducation in articles upon America published since their return to France.

The former says:

The girls are educated in America together with the boys. They sit on the same benches, pursue the same lessons and the same exercises without any distinction whatever, for the boys even take part in the sewing exercises and are very proud to exhibit their needlework every year beside that of their female companions. They would be astonished, I was told, if anyone seemed to be surprised at this. I refer here to the first school years. Later some separation takes place in spite of all the theories in the world, and I have seen embroideries made by the girls and works in wood and iron by the boys. (Chicago et l'Exposition. Notes d'un visiteur français. Rev. Pédagogique, June, 1893, p. 487.)

Dr. Compayré, in an article upon the educational congresses, says:

We cast our eyes over the audience—women predominate. The coeducation of the sexes, commenced in the schools, is continued in the congresses. (Rev. Pédagogique, November, 1893, p. 387.)

[Extracts from a report by Anna Bentzen, of Norway, who visited the United States for the purpose of studying the system of coeducation.]

The first school I visited was the Toledo High School. Here, as usual in the West, all public schools are mixed, and even the private schools do not class the boys and girls separately.

* * * * * * *

I noticed that the high school in Toledo (average age of pupils from 15 to 18), and in many other places, presented an overwhelming majority of girls. In many classes I saw from 5 to 6 boys among 40 girls. The question forced itself upon my mind if this condition was due to coeducation. I addressed inquiries to principals and teachers as to the cause of this phenomenon, and I received the answer that practical life has much greater attractions for a lively boy than the school. * * *

Mixed schools are undoubtedly not the only form of schools in the United States, but when one observes the tendency thereto in all places where coeducation formerly found no sympathy, in most of the Southern States (whose history deviates in general from that of the Northern States), one can see how the system has prevailed there also theoretically; practice follows later wherever it is possible. That separate, as well as mixed schools, are found in the cities of the Eastern States, e. g., in Boston, shows simply the possibilities of a large city as to satisfying various views and wants. * * * It is plain that the cause obtains footing more and more, instead of losing it. All school authorities, superintendents and directors, who were so obliging as to enter more thoroughly into the question with me, pronounced themselves unconditionally in favor of the policy, and presidents of colleges and universities expressed themselves in the same terms wherever coeducation had been introduced. In vain they look for intellectual inferiority of women, even in the highest educational institutions.

It is true that fewer women than men go to universities after having finished the high-school studies. However, the percentage is constantly increasing, and, in comparison to the number of men, an equal number of women take their degrees with the highest credit. In the fall of 1890 there were 198 female students at the Wisconsin State University in Madison, and about four times as many men. At Ann Arbor, Mich., there was about the same proportion upon a total of 2,153 students. Coeducation in Wisconsin dates only from 1863, after the university had been in existence for many years (from 1838), and in the beginning it was not coeducational in the exact sense of the word, since the young women were instructed in a so-called normal department. At last, in 1873, all peculiarities in the instruction of women were done away with, and the university was opened to both sexes without any restrictions. The president of Ann Arbor University told me that the first woman student entered the university in 1871, and passed the fiery trial of public criticism and the university examinations with the greatest honors. Her example was soon followed by others, and for the last ten years coeducation at this university, as well as at many others, has been an established feature, and no more comments are made upon the subject, at least none

that are unfavorable. Even the professors, who were most opposed to the new arrangement, confess that experience has conquered their opposition.

In some universities they are from principle opposed to coeducation. Harvard College, near Boston, has established a so-called annex for women students, but refuses stubbornly to give lectures before a mixed audience; for what reasons, the author has not been able to find out. This annex arrangement does not give satisfaction; it savors too much of "second hand," even although the privileges are the same as those bestowed upon Harvard proper. The women students up to this time have shown most interest in the branch of philology, but natural sciences gain more and more attention and original scientific investigations by single individuals have already been undertaken. The law schools are not attended by many women students, but in those of medicine there have been numerous women students for quite a number of years, and now and then some follow even the course of engineering. But the professions whose courses are followed by women in isolated instances only are of little consequence in the question of coeducation. When it is fully established in future, the woman's inclination will prove to be equally as good and safe a guiding star as that of man, and there is no reasonable foundation for the apprehension that she will follow studies not befitting her sex. * * *

In some places I noticed a strict separation of sexes, both in respect to their seating in schoolrooms and their marching in or out, and in most places there are separate playgrounds for boys and girls. One can easily recognize the necessity of the latter upon seeing that the pupils are but little supervised during the recesses. Separate cloakrooms are found everywhere. But as far as I could find out these trifling arrangements were the only ones thought necessary for the sake of order and morals.

One should remember the rough material which American schools receive. Recent immigrants, no matter if from the east or west, and without knowing a word of English, are received in the common schools or high schools. In the meantime there is something in the surrounding air that softens the uncouth nature of the child, and at the same time, as he becomes familiar with the language of his new fatherland, he imbibes the respect for his own worth as a human being and for the rights of his comrades, which is the profoundest principle in an American community. If those from the lowest classes of the community were kept aloof and the two sexes kept separate, would the teacher in such a case be able to bring about such changes? * * *

It must not be imagined that all schools possess a class of clean, well-situated, well-educated children, who might be sent to an exhibition; but although there are schools which use up all the energy of a teacher within a short period of time, destroying her good humor and tempting her to use a cane, we find that such is most often the case in those schools where no coeducation is advocated, and where now, as in some schools in Boston, they are afraid of introducing coeducation because wildness and roughness seem to be their inheritance and possession. * * *

In America young boys and girls associate in a friendly way together from their earliest childhood. They have all opportunities to become acquainted in school. * * *

I had special opportunities in the Western States to observe these natural relations, both in university cities among the students and other young people who were following practical careers. The young girls were strikingly easy and natural in their manners. From a moral standpoint, I discovered only healthy results from the American coeducation. It still remains to examine its effect in a physical aspect. * * *

I have been much impressed in American schools (both in lower and common schools) by the weakly, pale-looking children with bad carriage of the body and much nearsightedness, judging by the distance of the books from the eyes. But I did not receive the impression that the girls looked more delicate, nor do statistics report to this effect. * * *

Both boys and girls suffer from overcrowded classes (being pinned down to the desk for long hours), from bad ventilation and severe drafts, the want of playgrounds, and one-sided mental work. * * *

Finally, I will add a remark on the economical feature of coeducation:

When I consider the equipment of the American high schools, as I saw them in most cities, and then imagine these expensive buildings doubled in order to accommodate each sex separately, there arises a strong doubt in my mind. Would it be possible to furnish these schools with expensive laboratories (not with one, but with three), with excellent microscopes, well-supplied libraries? Hardly in smaller cities where there is at present only one high school; however well the boys' high

school might be equipped. the girls' high school would no doubt leave much for improvement.

III.—CITATIONS FROM DISCUSSIONS RELATIVE TO THE PHYSIOLOGICAL AND HYGIENIC BEARINGS OF HIGHER EDUCATION FOR WOMEN, WITH SPECIAL REFERENCE TO COEDUCATION.

The widespread interest excited in the problem of the higher education of women by the land-grant act of 1862 and the founding of separate colleges for women (Vassar, 1861; Wellesley, 1870, and Smith, 1871) caused every phase of the question to be earnestly canvassed. The physiological and hygienic aspects of the problem were brought into special prominence by Dr. E. Clarke, of Boston, whose book, Sex in Education, was virtually a protest against coeducation. His arguments carried great weight at the time by reason of their scientific tone, and they are still the strongest that are adduced against the policy from the physiological standpoint.

In the opening chapter the author discussed the physiological constitution of woman, and set forth conclusions which he had formed from clinical observation. In the fourth chapter he marshaled the "laws of development," which, he says, "we have found physiology to teach," and his personal conclusions as an argument against coeducation. With respect to the public discussions then in progress, the pith of the book was in this chapter, since it was immediately seized upon as presenting an unanswerable argument against opening to women institutions originally designed for men alone.

The citation from this chapter, given below, is interesting as showing the manner in which Dr. Clarke applied his argument, and also the care with which he avoided open opposition to the general movement for the higher education of women that had already become irresistible. Against Dr. Clarke's position little more could be adduced, at the time, respecting coeducation, than individual convictions. Mr. Thomas Wentworth Higginson, however, considerably lessened the effect of Dr. Clarke's argument by exposing the small basis of fact upon which it rested and pointing out, categorically, the classes of facts which were required in the premises and which, in his opinion, were already attainable. This portion of Mr. Higginson's article, which formed a chapter in Sex and Education, is also reproduced. It should be added that the subsequent investigations by the Collegiate Alumnæ Association were the natural outcome of this call for facts. The data collected related to the health history of 705 graduates from 12 colleges or universities open to women, 9 of the institutions claiming 247 of the graduates being coeducational.

The Massachusetts bureau of statistics and labor, at that time (1885) under the direction of Hon. Carroll D. Wright, undertook the preparation and publication of the material, and it is to be found in full as Part V of the sixteenth annual report of that bureau. The summary of results, which, under the circumstances, must be regarded as entirely impartial, is inserted after the citation from Mr. Higginson.

Two years after this report was published the similar inquiry already noted was undertaken by a committee of women's colleges at Oxford and Cambridge (England). These colleges are indeed not coeducational, but this fact does not lessen the significance of the investigation so far as regards the strain of scholastic work, since the students are prepared for the same examinations as their brothers at Oxford and Cambridge.

The results of this investigation are presented in a pamphlet report, of which the summary is also cited below, together with a single table in which the results of the American and the English investigations are compared.

SEX IN EDUCATION.[1]

[By Dr. Edward H. Clarke.]

Before going further, it is essential to acquire a definite notion of what is meant, or at least of what we mean in this discussion, by the term coeducation. Following its etymology, con educare, it signifies to draw out together, or to unite in education; and this union refers to the time and place rather than to the methods and kinds of education. In this sense any school or college may utilize its buildings, apparatus, and instructors to give appropriate education to the two sexes as well as to different ages of the same sex. This is juxtaposition in education. When the Massachusetts Institute of Technology teaches one class of young men chemistry and another class engineering, in the same building and at the same time, it coeducates those two classes. In this sense it is possible that many advantages might be obtained from the coeducation of the sexes that would more than counterbalance the evils of crowding large numbers of them together. This sort of coeducation does not exclude appropriate classification, nor compel the two sexes to follow the same methods or the same regimen.

Another signification of coeducation, and, as we apprehend, the one in which it is commonly used, includes time, place, government, methods, studies, and regimen. This is identical coeducation. This means that boys and girls shall be taught the same things, and at the same time, in the same place, by the same faculty, with the same methods, and under the same regimen. This admits age and proficiency, but not sex, as a factor in classification. It is against the coeducation of the sexes, in this sense of identical coeducation, that physiology protests; and it is this identity of education, the prominent characteristic of our American school system, that has produced the evils described in the clinical part of this essay, and that threatens to push the degeneration of the female sex still further on. In these pages coeducation of the sexes is used in its common acceptance of identical coeducation.

Let us look for a moment at what identical coeducation is. The law has, or had, a maxim that a man and his wife are one, and that the one is the man. Modern American education has a maxim that boys' schools and girls' schools are one, and that the one is the boys' school. Schools have been arranged, accordingly, to meet the requirements of the masculine organization. Studies have been selected that experience has proved to be appropriate to a boys' intellectual development, and a regimen adopted, while pursuing them, appropriate to his physical development. His school and college life, his methods of study, recitations, exercises, and recreations are ordered upon the supposition that, barring disease or infirmity, punctual attendance upon the hours of recitation and upon all other duties in their season and order may be required of him continuously, in spite of ennui, inclement weather, or fatigue; that there is no week in the month, or day in the week, or hour in the day, when it is a physical necessity to relieve him from standing or from studying, from physical effort or mental labor; that the chapel bell may safely call him to morning prayer from New Year to Christmas with the assurance that if the going does not add to his stock of piety it will not diminish his stock of health; that he may be sent to the gymnasium and the examination hall, to the theaters of physical and intellectual display at any time; in short, that he develops health and strength, blood and nerve, intellect and life, by a regular, uninterrupted, and sustained course of work. And all this is justified both by experience and physiology.

Obedient to the American educational maxim that boys' schools and girls' schools are one, and that the one is the boys' school, the female schools have copied the methods which have grown out of the requirements of the male organization. Schools for girls have been modeled after schools for boys. Were it not for differences of dress and figure it would be impossible, even for an expert after visiting a high school for boys and one for girls, to tell which was arranged for the male and which for the female organization. Our girls' schools, whether public or private, have imposed upon the pupils a boys' regimen, and it is now proposed in some quarters to carry this principle still further by burdening girls after they leave school with a quadrennium of masculine college regimen, and so girls are to learn the alphabet in college as they have learned it in the grammar school, just as boys do. This is grounded upon the supposition that sustained regularity of action and attendance may be as safely required of a girl as of a boy; that there is no physical necessity for periodically relieving her from walking, standing, reciting, or studying; that the chapel bell may call her as well as him to a daily

[1] Pages 121-127.

morning walk, with a standing prayer at the end of it, regardless of the danger that such exercises, by deranging the tides of her organization, may add to her piety at the expense of her blood; that she may work her brain over mathematics, botany, chemistry, German, and the like with equal and sustained force on every day of the month, and so safely divert blood from the reproductive apparatus to the head; in short, that she, like her brother, develops health and strength, blood and nerve, intellect and life, by a regular, uninterrupted, and sustained course of work. All this is not justified, either by experience or physiology. The gardener may plant, if he choose, the lily and the rose, the oak and the vine, within the same inclosure. Let the same soil nourish them, the same air visit them, and the same sunshine warm and cheer them; still he trains each of them with a separate art, warding from each its peculiar dangers, developing within each its peculiar powers, and teaching each to put forth to the utmost its divine and peculiar gifts of strength and beauty. Girls lose health, strength, blood, and nerve by a regimen that ignores the periodical tides and reproductive apparatus of their organization. The mothers and instructors, the homes and schools, of our country's daughters would profit by occasionally reading the old Levitical law. The race has not yet quite outgrown the physiology of Moses.

SEX AND EDUCATION—A REPLY TO DR. EDWARD H. CLARKE'S SEX IN EDUCATION.

[Article by Thomas Wentworth Higginson, pp. 35-44.]

It has been pointed out again and again in the Woman's Journal and elsewhere that there are whole classes of facts to be had bearing most closely on this question which neither Dr. Clarke nor any physiologist opposed to coeducation has yet attempted to obtain. Instead of shrinking from these facts, we are constantly begging for them. Until they are obtained, systematized, and displayed the whole argument of Dr. Clarke has but an insufficient basis of facts. They are such as these:

1. We need facts as to the comparative physiology of American women in different localities. There are highly educated communities and very uneducated communities. Has Dr. Clarke, or any one, compared the health of women in cities and in country towns, in cities with good schools and cities with poor schools, or in highly educated States like Massachusetts and Connecticut, as compared with States where the climate is similar but the school system less thorough? The standard of female education is not very formidably high in Pennsylvania, where they also have an equable climate, no east winds, and most comfortable living, and yet one of Dr. Clarke's severest statements as to female debility (p. 112) comes from Pennsylvania.[1] In country villages I could name, where there are only very poor district schools, kept for less than half the year, the traveller constantly observes among the farmers' daughters cheeks as pale and vitality as deficient as in the best educated metropolis.

2. Again, we need facts as to American-born women of different races. Dr. Clarke says of a century, "that length of time could not transform the sturdy German fräulein and robust English damsel into the fragile American miss" (p. 168). How does he know it could not? I have seen this change very nearly effected in a single generation among the children of English, Irish, French Canadians, and even the Nova Scotians, whom he so praises; and this in families where even reading and writing were rare accomplishments. As far as I can observe, the effect of climate, change of diet, change of living, on all the classes, is almost sure to produce the same result of delicacy, almost of fragility, in the second generation, with or without schooling: and among the boys almost as much as among the girls. A physician in a large manufacturing town once told me that the unhealthiest class of the community, in his opinion, consisted of the sons of Irish parents.

3. We need also the comparative physiology of different social positions. As a rule, the daughters of the wealthy in America, who are sent to private schools, or taught by governesses, are far less severely taxed as to their brains than the daughters of the middle classes who go to the public schools. Is Dr. Clarke prepared to show that those of the former class are decidedly more healthy? If so,

[1] "To-day the American woman is, to speak plainly, physically unfit for her duties as woman, and is, perhaps of all civilized females, the least qualified to undertake those weightier tasks which tax so heavily the nervous system of man. She is not fairly up to what nature asks from her as wife and mother. How will she sustain herself under the pressure of those yet more exacting duties which nowadays she is eager to share with the man?" (Wear and Tear, by S. Weir Mitchell, M. D., of Philadelphia, quoted in 1873.)

this is another point that would have a direct bearing on his argument. My own impression is that he would find it hard to prove this.

4. But there is still a fourth class of facts, only to be obtained by an extensive record of individual instances. Letting go all discriminations of locality, race, and social position, and looking only at individuals under similar conditions, is Dr. Clarke prepared to assert that as a rule it is the hardest students in the school who become invalids? He would say, on a priori grounds, that it must be so. But do facts show it? Looking over families and schools that I have known, I certainly can not say that the young girls who have lost their health were the most studious—quite as often the contrary. I have asked teachers of wide experience, "Have you observed that your best scholars have furnished the larger proportion of invalids?" and they have always said, "No." Yet who that knows the affection with which teachers are apt to follow the later career of their pupils will deny that this evidence has much value. Here is a fourth class of facts which have a direct bearing upon the subject, and the ignoring of which weakens the value of our author's statement.

5. I am struck with the further point that Dr. Clarke seems to have entered on his inquiry in the spirit of an advocate, not of a judge, and to have taken absolutely no account of the physiological benefits of education for women. There certainly are many instances—all teachers have known them—of great benefit to health, in case of girls, under the stimulus given by study. Either Dr. Clarke knows such instances, or he does not. If he knows them, he is bound to state them in such an argument; and, if possible, to arrange and tabulate them, in order to set them against the instances on the other side. If he does not know them, it simply shows that, while the facts of disease impress the physician, the facts of health may elude him.

SUMMARY OF RESULTS OF A SPECIAL INQUIRY INTO THE HEALTH OF FEMALE COLLEGE GRADUATES, BY THE ASSOCIATION OF COLLEGIATE ALUMNÆ.

[Sixteenth Annual Report of the Massachusetts Bureau of Statistics of Labor, pp. 528–532.]

Referring briefly to the results shown by the tables, it appears—

That the graduates are largely of American parentage; that the greater part of them spent their childhood in the country and had a fair amount of outdoor exercise daily.

That 57 per cent began study in a school and 41 per cent at home, the remaining 2 per cent failing to answer; that the average age at which they began study was 5.64 years: at entering college, 18.35 years; at graduating from college, 22.39 years; and that the average present age is 28.58 years.

That during college life the majority studied but moderately; that 44 per cent did not worry over their studies or affairs; that they were generally regular as regards hours for eating and sleeping, took a proper amount of physical exercise daily, and, as regards nearly one-half of them, abstained from exercise wholly or in part during the menstrual period; that, as a rule, they entered society but little, and for the most part had college roommates.

That since graduation all seem to have found congenial occupation, a great many as teachers, while 8 only are occupied with social duties to the exclusion of other occupation.

That about one-fourth have married, and that of the whole number of children borne by them the greater part are living and in good health.

That, for all the various periods of their lives, the health of over three-fourths of the graduates has been either excellent or good; that during college life a slight falling off from excellent or good health is apparent, resulting in an increase in number reporting fair health, while, on the other hand, the number reporting indifferent or poor health is smaller than for any preceding period, and but slightly in excess of the number reporting the same conditions of health for the succeeding period or since graduation.

That over one-half of the graduates are not and have not been troubled with nervousness, and that nearly 25 per cent have had no trouble at any time during the menstrual period.

That about 60 per cent have had some disorder; the more common disorders reported relating to the stomach, liver, bowels, lungs, nervous system, generative organs, neuralgic and rheumatic affections, and, to a certain extent, to the heart and brain.

That the most prevalent cause of disorders is constitutional weakness, the other causes being bad sanitary conditions, intellectual overwork, emotional strain, and physical accident.

That the varying conditions of childhood, as shown in the comparison tables, have had no marked influence for good or evil upon the present health of graduates.

That the present health of graduates seems to have been affected according as their parents have enjoyed either good or poor health, the figures showing 3 per cent increase in the health for those whose parents were both in poor health.

That so far as inherited tendency to disease is concerned, a decline in health has also taken place, as compared with the average good health of all the graduates, those inheriting tendency to disease from either parent showing a decline in health of 3 to 5 per cent, those inheriting tendency to disease from both parents of nearly 20 per cent, while in the case of those who have no hereditary tendency to disease there has been an increase of nearly 3 per cent in good health.

That during college life about 20 per cent show a deterioration in health, 60 per cent no change, and 20 per cent an improvement; that for those who entered college at 16 years of age and under, an increased deterioration in health of between 10 and 11 per cent as compared with those who entered at a later age is observed, and of over 8 per cent as compared with the whole number whose health deteriorated.

That during life there was nearly 2½ per cent less deterioration in health as compared with the deterioration in health reported during working time by the working girls of Boston.

That those who studied moderately show an increase in health of over 3 per cent as compared with average good health during college life for all graduates, while those who studied severely or moderately to severely show a decline of from 5 to 7 per cent as compared with average health during college life.

That, as compared with average good health during college life for all graduates, those who worried over personal affairs, a decline in health of over 10 per cent; those who worried over both studies and affairs, a decline in health of 15 per cent, while those who worried over neither studies nor affairs, show an increase in health of 10 per cent.

That for those graduates who studied severely during college life, as compared with the average good health of all graduates, a decrease in health of 7 per cent at time of entering college is shown; during college life a decrease in health of over 5 per cent, and since graduation of exactly 6 per cent; that if, on the other hand, the health of these graduates at time of entering, during college life, and since graduation are compared with each other, without regard to the health of all the graduates for the three periods, there was a decrease in health during college life of less than 2 per cent, an increase in health since graduation of three-fourths of 1 per cent as compared with health at time of entering college, and of over 2¼ per cent as compared with health during college life; and, finally,

That although the average good health of these graduates who studied severely was considerably less than the average good health of all the graduates for the three periods considered, their health did not suffer material deterioration during college life, and has more than recovered since graduation its normal state at time of entering college.

The facts which we have presented would seem to warrant the assertion, as the legitimate conclusion to be drawn from a careful study of the tables, that the seeking of a college education on the part of women does not in itself necessarily entail a loss of health or serious impairment of the vital forces. Indeed, the tables show this so conclusively that there is little need, were it within our province, for extended discussion of the subject.

The graduates as a body entered college in good health, passed through the course of study prescribed without material change in health, and since graduation, by reason of the effort required to gain a higher education, do not seem to have become unfitted to meet the responsibilities or bear their proportionate share of the burdens of life.

It is true that there has been, and it was to be expected that there would be, a certain deterioration in health on the part of some of the graduates. On the other hand, an almost identical improvement in health for a like number was reported, showing very plainly that we must look elsewhere for the causes of the greater part of this decline in health during college life. If we attempt to trace the cause, we find that this deterioration is largely due, not to the requirements of college life particularly, but to predisposing causes natural to the graduates themselves, born in them as it were, and for which college life or study should not be made responsible. A girl constitutionally weak is always at a disadvantage, and naturally would suffer a deterioration in health, temporary possibly, or even permanent, if, at the most trying period of her life, from 18 to 22 years, she seeks superior education. At the same time we should not fail to emphasize the fact

that fully 30 per cent of the total deterioration in health during college life was from excellent to good only. In the case of those graduates who studied severely even, the facts reported concerning their physical condition do not show that they have suffered materially from the effects of close application, but that they have since graduation returned to the normal condition reported by them at the time of entering college.

In conclusion it is sufficient to say that the female graduates of our colleges and universities do not seem to show, as the result of their college studies and duties, any marked difference in general health from the average health likely to be reported by an equal number of women engaged in other kinds of work, or, in fact, of women generally, without regard to occupation followed.

[From Health Statistics of Women Students of Cambridge and Oxford and of their Sisters, by Mrs. Henry Sidgwick. Page 91.]

Results of the English and American investigations compared.

	Percentage in excellent or good health.			Percentage in fair health.			Percentage in indifferent or poor health (American) and in poor or bad health, or dead (English).		
	American students.	English.		American students.	English.		American students.	English.	
		Students.	Sisters.		Students.	Sisters.		Students.	Sisters.
All students and their sisters.									
Number American 705 English students 566 Sisters 450									
From 3 to 8 years of age	76.74	71.45	64.70	1.84	16.98	14.45	21.42	11.57	20.85
From 8 to 14 years of age	73.33	67.09	63.45	2.98	22.78	22.76	23.69	10.13	13.79
From 14 to 18 years of age	.....	61.97	56.34	.....	27.14	26.95	.....	10.89	16.71
At entering college	78.16	68.20	.....	1.98	22.08	.....	19.86	9.72	.....
During college life, and for sisters from 18 to 21	74.89	63.08	58.45	7.80	23.15	26.44	17.31	10.77	15.11
Present health (English), since graduation (American)	77.87	68.02	59.34	5.11	22.08	27.11	17.02	9.90	13.55
American students who studied severely (number, 263) and English students who read for honors (number, 269).									
At entering college	71.10	74.35	.....	3.04	17.47	.....	25.86	8.18	.....
During college life	69.58	67.66	.....	10.27	22.68	.....	20.15	9.66	.....
Present health	71.86	74.72	.....	9.13	18.96	.....	19.01	6.32	.....

	American students.	English.	
		Students.	Sisters.
Average age at entering college	18.35	21.9	.....
Average age at time of collecting statistics	28.53	28.57	29.55
Number married	196	58	87
Percentage married	27.8	10.25	19.33
Average number of years married	6.7	4.31	18.83
Percentage of those married who have children	66.33	72.41	63.22
Number of children living	232	80	177
Number of children dead	31	9	31
Average age of children	6	3.9	7
Percentage who teach or have taught (in the case of students, only teaching since leaving college is included; English students who left in 1887 are here omitted)	50.21	77.46	37.33

Summing up the results of our investigation, we may, I think, say with confidence that there is nothing in a university education at all especially injurious to the constitution of women, or involving any greater strain than they can ordinarily bear without injury. Women generally pass through it without its affecting their health one way or the other. As was to be expected, however, some

improve in health and some deteriorate, both improvement and deterioration being sometimes the effect of conditions of college life and of circumstances more or less connected with it, though probably more often due to constitutional or other causes for which college life can not be either praised or blamed. The net result of the change is that as large a proportion of the women who have had a university education enjoy good health now as did so at the time they entered college, while the number in poor health, among those who have read for honors, is somewhat reduced. These results confirm those of the similar inquiry previously conducted in America.

As mothers of healthy families we have seen that the students are more satisfactory than their sisters, and so far as we can judge quite up to the average of women.

We have set down as a fact unfavorable to a university education for women, a temporary falling off during college life of about 5 per cent in good health as compared with either health at entering or present health. This, to some extent, depends on illness or other things occurring accidentally during the college course, and to some extent is probably due to the relaxing climate of our universities; but it is also partly caused by overwork and want of attention to well-known laws of health, and to this extent both could and ought to be prevented by reasonable care on the part of students themselves.

That any serious alarm as to the effect of university education on the health of women is groundless is clearly shown by the fact that the net amount of increase in good present health, as compared with health between 14 and 18 years of age, is greater in the case of students than of their sisters.

In 1874 Professor Fairchild, of Oberlin, wrote as follows:

"A breaking down in health does not appear to be more frequent with women than with men. We have not observed a more frequent interruption of study on this account, nor do our statistics show a greater draft upon the vital forces in the case of those who have completed the full college course. Out of 84 who have graduated since 1841, 7 have died, a proportion of 1 in 12. Of 368 young men who have graduated in the same time, 34 are dead, or a little more than 1 in 11. Of these 34 young men 6 fell in the war, and leaving out those the proportion of deaths remains 1 in 13. Taking the whole number of graduates, omitting the theological department, we find the proportion of deaths 1 in 9¼; of ladies 1 in 12, and this in spite of the lower average expectation of life for women, as indicated in life-insurance tables."

The Boston School Document already cited (No. 19, 1890) presented the opinions of 49 physicians of that city, of whom 30 favored coeducation, 2 of the number with some reservations, and 19 opposed the policy. The following citations present substantially the special arguments advanced by this class of professional men:

OPINIONS OF PHYSICIANS.

[From Boston School Document No. 19, 1890.]

16 UNION PARK, *Boston, April 30, 1890.*

I consider the coeducation of boys and girls in grammar and high schools not only permissible, but highly beneficial to both sexes.

First. I consider it of moral importance that the influence of the boy and the girl upon each other should be exercised from early youth, so that each sex would become familiarized with the other's way of thinking, speaking, and feeling.

Second. Such an influence would materially strengthen the health through the intellectual discipline produced, while the physical condition of the girl would necessarily be improved through the association with the boy, because she will be less likely to hurry on nervously with her studies; the intellect of the boy being somewhat slower in its development, the girl will find in the boy's nature a wholesome counterpoise; thus to both boy and girl will be assured a slower and more thorough advance in study, and more time either for physical rest, physical development by culture in plays and games, or outdoor recreation. This latter is sadly lacking in girl's schools, as usually the ambitious pupils and their teachers strive simply for one object, namely, to be equal to or in advance of the boy's schools. The result too often produced is an early ripeness of intellect without a corresponding ripeness of physical conditions.

MARIE E. ZAKRZEWSKA, M. D.

ROXBURY, *April 29, 1890.*

1. My personal experience of coeducation has been favorable. It was the method pursued in the public schools of Brookline, where I was brought up, and in the high schools of which I subsequently taught. I believe it has advantages over the separate system, and in schools representing the well-to-do middle classes of society I see no objections to it.

2. The only considerable argument against it, that girls require at certain periods special exemption from work for physiological reasons, falls through when, even though the sexes are separately educated, yet the standard for both sets of schools is identical, so that no indulgence can be, or at any rate is, granted the girls over what is given to the boys.

3. I am inclined to think that in certain localities of large cities where the social and moral tone is very low, and teachers have no aid from parents in restraining pupils out of school hours, coeducation might be open to some objections on the score of morality.

CHAS. F. WITHINGTON, M. D.

93 MOUNT VERNON STREET, *Boston, May 2, 1890.*

It seems to me there are three general questions to be considered: First, the effect upon the health; second, the effect upon morals and manners; and, third, the effect upon the mental training and development. I am unable to find any conclusive evidence that the morals of either sex are vitiated by coeducation, and I believe that the manners of the boys and young men are improved. It seems the natural way that the two sexes should be educated together, at least so far as the grammar and high schools go. In the family where there are boys and girls, both sexes seem to develop more normally. To be sure one hears of grave moral deflections happening occasionally among school girls or boys; but this does not prove, it seems to me, that the coming together, as they do in mixed schools, is the cause of it; is not the true cause, rather, bad outside influences and the neglect of wholesome home influences?

I have been a teacher in a mixed high school myself (the Cambridge High), and I have talked with others who have been connected with mixed schools in one way or another, and from our experience we can find no evidence of any general lowering of the moral tone, and the single cases which have occurred are not proven to have been the result of coeducation. Looking at it from a purely medical and physiological side, one has to consider this question: Is it prejudicial to the normal development of either sex to bring them together at school at and after the age of puberty? Puberty is a critical time with both sexes, perhaps more so with the girls; then it is that the nervous system has to be especially guarded against overexcitement; then it is that the girls are likely to be morbid, etc. The home influence ought to be the guarding and guiding hand which safely brings the boy and girl through this period, and with tolerable care at home I can not see how the bringing together for the comparatively short time of the school hour will act injuriously on either sex. On the contrary, may it not obviate those morbid tendencies so common to the age of development?

Lastly, there is the question of partial rest once a month for the girls at the menstrual epoch. Is not this an objection to the mixed systems? Will not the girls feel compelled to do the same work at such times as in the intervals, to their injury and suffering? The girls are, as a rule, more ambitious than the boys, and do more work, and can afford to relax a few days each month and still keep up with the boys. Of course, just what should be each girl's plan as to work during these times must be determined by her sensations and feelings, together with wise advice at home, if possible. Here, also, I believe morbid conditions are less likely to arise if, as in a mixed school, less attention is attached to this physiological function.

As to the mental training and development, I believe it makes very little if any difference in the results whether the boys and girls are educated separately or together; this so far as the purely school work is concerned. In addition, however, with coeducation, I believe, as I have mentioned, that the manners of the boys are improved; they learn to be more gentle, and the girls learn some "robuster virtues."

While writing this I have had the opportunity to speak of the matter with Prof. Sedgwick, of the Massachusetts Institute of Technology, and from his experience in mixed grammar and high schools, and in his own department at the institute, he quite emphatically concurs in my opinion.

EDWARD O. OTIS, M. D.

138 BOYLSTON STREET, *Boston, May 15, 1890.*

At the age when the most of the pupils of our high schools—and the same might apply to a certain extent to the grammar schools—are sent there, the natural functions of the adolescent organism are undergoing more complete development, and the person of either sex is passing from the period of childhood toward that of maturity, or at least of perfect development; and certain functions which have lain dormant until this time are awakening into life, and arouse new and unknown sensations and emotions. There is also at that time an increased need of careful and appropriate training, of judicious restraint over the associations and surroundings, both moral and physical, which form the environment of the individual. The boys of our community are at this time more restless than heretofore, and often traits of character of new and sometimes uncontrollable nature are developed. To a certain extent this is also true of the opposite sex.

The high schools take their pupils from various districts of the city, and often from out of the city, and these pupils are thereby removed from the influences which have thus far surrounded them; they are brought into association with other boys or girls whom their parents can not know, and often they are exposed to influences which parents or guardians would strive to protect them from if this were possible. I am in a position to speak from experience, and I think that vast harm is done to many pupils in the high schools from the mingling of boys from so many directions, and I have seen many, many cases of impairment, both of health and character, which are traceable to this cause. This was not long ago illustrated in a most alarming manner among the pupils of Eaton, and I could mention examples in our own city. If, now, the membership of our higher schools were made up of both boys and girls, I can not but think that the absence of knowledge on the parents' part of the associations which might be formed between the individuals of such a homogeneous collection of pupils would operate to the detriment of educational ends, and would not infrequently cause great misfortune. In an institution which I have visited, in which the education of the pupils of 15 to 20 years is carried on in common, I was told by one of the teachers that great trouble is experienced in the regulation of the relations between the pupils, and that often very embarrassing situations are encountered.

For these reasons, and others which I do not think it necessary to mention in this inquiry, I would express the opinion that coeducation of the sexes in our higher schools or in the grammar schools is not, under existing circumstances, either judicious or advisable.

ALBERT H. BLODGETT, M. D.

IV.—CITATIONS RELATING TO COEDUCATION IN COLLEGES AND UNIVERSITIES.

Cornell University, which owes its existence to the combined bounty of the United States Government (by land-grant act of 1862) and of the Hon. Ezra Cornell, was opened in 1868. At the inaugural ceremonies both Mr. Cornell and the president of the new foundation, Mr. Andrew D. White, expressed the hope that the university might speedily offer every advantage necessary for the higher education of young women equally with young men. "Speaking entirely for myself," said Mr. White, "I would say that I am perfectly willing to undertake the experiment as soon as it shall be possible to do so." The mere expression of this hope seems to have been the instigating cause of its realization. The event and its effects are set forth as follows in the History of Higher Education in New York:[1]

Mr. Henry W. Sage, upon the evening of the inaugural day, went quietly to President White and said: "When you are ready to carry out the idea of educating young women as thoroughly as young men I will provide the endowment to enable you to do so." Mr. Sage's purpose strengthened with the growth of the university, and shortly after, all other difficulties being then practically removed, he renewed his offer. A committee, of which President White was chairman, made an exhaustive study of all questions relating to coeducation, visited the leading institutions in which it had been tried, corresponded with eminent educators, and in a report, which reviews at length the whole problem, recommended the accept-

[1] Contributions to American Educational History, edited by Herbert B. Adams, No. 28: History of Higher Education in New York, by Sidney Sherwood, Ph. D. (published by Bureau of Education as Circular of Information No. 3, 1900).

ance of the offer. That offer was of an endowment of $250,000 upon the simple condition that "instruction shall be afforded to young women by the Cornell University as broad and thorough as that now afforded to young men." In April, 1872, the offer was formally accepted by the trustees, and women were admitted to all the privileges of the university.

Probably this action by the trustees conferred no privileges upon women which they might not already have claimed under the charter; but the noble gift of Mr. Sage made it possible to offer such as should come the comforts and conveniences which, however dispensable in the case of men, were absolutely necessary for the care of any considerable number of young women. The Sage College is simply a home for women students, and in no sense an "annex." The women go into all classes with the men, pursue the same studies, hear the same lectures, work in the same laboratories. Mr. Sage simply provided them with a home where, under the care and advice of a lady principal, they are freed from the vexations and embarrassments of the ordinary boarding house.

This fine building was erected and furnished by Mr. Sage at a cost of $150,000, and received from him for its care and management $100,000 more. It was opened for the reception of the women students in the fall of 1875. Eighteen young women applied for entrance to the university the same year (1872–73) that the trustees passed the formal resolution for their admission. From that time the number has steadily increased. In 1872–73 the proportion of women students was 1 in 40; in 1882–83 it was 1 in 8; in 1892–93 it was a little over 1 in 8. The total number in attendance in 1892–93 was 221.

In the report of President Adams for 1890–91 occurs the following passage:

"In former reports I have frequently called attention to the general good standing in their classes of the young women in the university. It is gratifying to know that the average proficiency of this class of students continues to be highly creditable. Indeed, if we were to judge of the comparative rank of the young women from the number of those who are unable to pass the examinations, we should be obliged to infer that their proficiency was considerably greater than that of the young men. Of those dropped from the university or from one class to another for deficiencies in scholarship, the proportion is far less than the proportion of the class as a whole. For obvious reasons this is not a correct means of comparison; but when every modifying circumstance is taken into consideration, we are forced to conclude that the average standing of the classes is made somewhat higher by the presence of women" (pp. 22-23).

In the report of President Schurman for 1897–98 is the following:

"Coeducation is as firmly established and so thoroughly accepted at Cornell University, it is so much a fundamental idea of the institution, that any reasoning in favor of the principle or indication of it drawn from experience could not but seem a wasteful and ridiculous excess of words. There is no call even to discuss the workings of the system, as the presence of women at Cornell on equal terms with men has not created any specific problems for the authorities of the university."

Boston University.—Boston University was opened in 1874 with identical facilities for men and women, and its president, Dr. William F. Warren, has been one of the most earnest and consistent advocates of this policy. The principle upon which the university proceeded is very clearly set forth in the statement of fundamental ideas in the first Yearbook. As regards coeducation the Yearbook says:

A fourth fundamental idea with the organization of Boston University was and is that a university should exist not for one sex merely but equally for the two.

Class schools are very well in their place. Schools for the feeble minded, reform schools; schools for deaf mutes—no one should object to these. So if any class of philanthropists feels called upon to organize special schools for girls or boys constitutionally too delicate to bear the nervous shock of school association with the other sex, let no one oppose. Such institutions may serve to illustrate the tender and gentle charities to which our Christian civilization gives origin. But a university exists for altogether different purposes. It is not instituted for the benefit of a class. It is the highest organ of human society for the conservation, furtherance, and communication of knowledge; for the induction of successive generations into its possession; for the service of mankind in all highest social offices. To artificially restrict the benefits of such an institution to one-half of the community by a discrimination based solely upon a birth distinction is worse than un-American. It is an injury to society as a whole, a loss to the favored class, a wrong to the unfavored.

Boston University, therefore, welcomes to all its advantages young women and young men on precisely the same conditions. It welcomes women not merely to the bench of the pupil, but also to the chair of the professor. It is the first institution in the Commonwealth of Massachusetts to admit the two sexes to common advantages in classical collegiate studies; the first in the world to open the entire circle of post-graduate professional schools to men and women alike. Nor is any fear whatever felt lest the newly enfranchised class prove in the end incapacitated, either intellectually or by physiological constitution, for making a wise and beneficent use of these new-found facilities. Boston Yearbook, 1874, p. 24.

The president of Leland Stanford Junior University on coeducation.—Dr. David Starr Jordan, president of Leland Stanford Junior University, in his Care and Culture of Men, devotes a chapter to the "Higher education of women," in which he discusses the policy of coeducation from the standpoint of the ideal aims of a university.

Higher education [says Dr. Jordan] is not alone a question of preparing great men for great things. It must prepare even little men for greater things than they would otherwise have found possible. And so it is with the education of women. The needs of the times are imperative. The highest product of social evolution is the growth of the civilized home—the home that only a wise, cultivated, and high-minded woman can make. To furnish such women is one of the worthiest functions of higher education. No young woman capable of becoming such should be condemned to anything lower. Even with those who are in appearance too dull or too vacillating to reach any high ideal of wisdom, this may be said, it does no harm to try. A few hundred dollars is not too much to spend on an experiment of such moment. Four of the best years of one's life spent in the company of noble thoughts and high ideals can not fail to leave their impress. To be wise, and at the same time womanly, is to wield a tremendous influence which may be felt for good in the lives of generations to come. It is not forms of government by which men are made or unmade. It is the character and influence of their mothers and their wives. The higher education of women means more for the future than all conceivable legislative reforms. And its influence does not stop with the home. It means higher standards of manhood, greater thoroughness of training, and the coming of better men. Therefore, let us educate our girls as well as our boys. A generous education should be the birthright of every daughter of the Republic as well as of every son.

Shall we give our girls the same education as our boys? Yes, and no [and the author proceeds with an extended discussion of the double proposition as to what is implied in the word "same"]. If we mean by "the same" an equal degree of breadth and thoroughness, an equal fitness for high thinking and wise acting, yes, let it be the same. If we mean this: Shall we reach this end by exactly the same course of studies? then my answer must be no. For the same course of study will not yield the same results with different persons. * * *

The great educational awakening of the last twenty years in America has lain in breaking the bonds [of the old conventional curriculum]. The essence of the new education is individualism.

Herein lies, he argues, the opportunity for adjusting the same institution to both men and women.

An institution which meets the varied needs of varied men can also meet the varied needs of the varied women. The intellectual needs of the two classes are not very different in many important respects. The special or professional needs, so far as they are different, will bring their own satisfaction. Those who have had to do with the higher training of women know that the severest demands can be met by them as well as by men. There is no demand for easy or "goody-goody" courses of study for women, except as this demand has been encouraged by men. In this matter the supply has always preceded the demand.

There is, however, the further question, "Shall women be taught in the same classes as men?" The answer is made from a double standpoint—the individual and the educational. Regarded from the former, the choice reduces to a "matter of taste." On the educational side the discussion continues as follows:

Considerable has been said for and against the union in one institution of technical schools and schools of liberal arts. The technical quality is emphasized by its separation from general culture. But I believe better men are made where

the two are not separated. The culture studies and their students gain from the feeling of reality and utility cultivated by technical work. The technical students gain from association with men and influences of which the aggregate tendency is toward greater breadth of sympathy and a higher point of view.

A woman's college is more or less distinctly a technical school. In most cases its purpose is distinctly stated to be such. It is a school of training for the profession of womanhood. It encourages womanliness of thought as more or less different from the plain thinking which is called manly. The brightest work in women's colleges is often accompanied by a nervous strain, as though its doer were fearful of falling short of some outside standard. The best work of men is natural, is unconscious; the normal result of the contact of the mind with the problem in question.

In this direction, I think, lies the strongest argument for coeducation. This argument is especially cogent in institutions in which the individuality of the student is recognized and respected. In such schools each man, by his relation to action and realities, becomes a teacher of women in these regards, as, in other ways, each cultivated woman is a teacher of men.

In woman's education as planned for women alone the tendency is toward the study of beauty and order. Literature and language take precedence over science. Expression is valued more highly than action. In carrying this to an extreme, the necessary relation of thought to action becomes obscured. The scholarship developed is ineffective, because it is not related to success. The educated woman is likely to master technique rather than art, method rather than substance. She may know a good deal, but she can do nothing. Often her views of life must undergo painful changes before she can find her place in the world.

In schools for men alone, the reverse condition often obtains. The sense of reality obscures the elements of beauty and fitness. It is of great advantage to both men and women to meet on a plane of equality in education. Women are brought into contact with men who can do things—men in whom the sense of reality is strong, and who have definite views in life. This influence affects them for good. It turns them away from sentimentalism. It is opposed to the unwholesome state of mind called "monogamic marriage." It gives tone to their religious thoughts and impulses. Above all, it tends to encourage action as governed by ideals, as opposed to that resting on caprice. It gives them better standards of what is possible and impossible when the responsibility for action is thrown upon them.

In like manner, the association with wise, sane, and healthy women has its value for young men. This value has never been fully realized even by the strongest advocates of coeducation. It raises their ideal of womanhood, and the highest manhood must be associated with such an ideal. This fact shows itself in many ways; but to point out its existence must suffice for the present paper.

University of Rochester.—For the first fifty years of its life the University of Rochester was a college for young men. In 1900 the trustees admitted women to the classes "on the same terms and conditions as men," subscriptions to the amount of $50,000 having been obtained by a committee of Rochester women to secure this end. All the opportunities and privileges of instruction in class room, lecture, and laboratory are open to the women equally with the men. It is the purpose of the college to maintain for young men all the advantages which were offered them prior to 1900, while extending its ministries to a new class of students, for whom it will aim to secure the fullest opportunity for self-development in connection with the educational privileges they share in common with the men. (Dr. Edward M. Moore, president; Catalogue 1901–2, p. 4.)

Northwestern University.—The following table, showing the growth of the attendance in the College of Liberal Arts for the last ten years, shows also the relative attendance of women for the same period:

College year.	Number of men.	Number of women.	Per cent of women.	Post graduates.	Under graduates.	Total.
1900-1901	247	296	46	44	597	643
1899-1900	308	306	[1]50	42	572	614
1898-1899	321	254	44	38	537	575
1897-1898	354	233	[1]40	36	551	587
1896-1897	313	208	[1]40	23	498	521
1895-1896	350	224	39	27	547	574
1894-1895	338	193	36	33	498	531
1893-1894	318	189	37	20	487	507
1892-1893	321	191	37	31	481	512
1891-1892	253	143	36	13	378	396

[1] Nearly.

For the first half of this period the ratio of the attendance of women appears to have been 37 per cent. For the last five years it is nearly 44 per cent. In the last year a decline is observed, a fall from 49 to 46 per cent.

The history of other like institutions does not support the belief that this ratio will continue to decline. There is reason to believe rather that it will increase. There are general conditions that favor this belief. There is, for example, the lack in the Western States of institutions of higher education designed for women exclusively. But Northwestern University is conspicuous for the special advantages which it offers to this class of its patrons. It has adhered to the policy announced at its organization, to spend no money and encourage no gifts to build dormitories for young men. But it adds building to building for young women. In this practice of liberality it also takes note of individual taste and financial necessity, and offers to young women a choice of residence adapted to the requirements of either. It may be claimed that this hospitality toward the class of students benefited rests on just grounds of reason. Yet it can not be doubted that it is a discrimination that tells on the relative attendance and helps to account for the ratio in the foregoing table.

At the opening of the next academic year, in September, the university will be in possession of a new building, the gift of a friend whose name has become eminent throughout the land for his benefactions to education. The generous addition that this building will make to the present accommodation for women revives a question of policy that may deserve notice in this report. It is the question whether the enrollment of young women might not be wisely limited to the capacity of the buildings supplied for their residence, and which it has been thought that a wholesome regard for their well-being requires. The limitation would relieve some of the various difficulties that at present perplex administration. But to those who look with concern on the tendencies shown in the statistics, it may commend itself also as promising some practical relief. (Acting President Dr. Daniel Bonbright, Annual Report 1901, p. 5.)

Chicago University—Plans suggested for increasing the advantages of university life for women students.—During the present quarter the women of the university, officers, students, and wives of members of the faculty, have organized a women's union. The purpose of the union is to unite the women of the university for the promotion of their common interests.

It is hoped that at no distant time a clubhouse for women, in connection with a new women's gymnasium, may be erected. Such a clubhouse would furnish the appropriate headquarters for the women's union. Temporary quarters will be assigned the union next year in the building now occupied by the school of education.

The problems which are connected with the life of women in a university located in a great city are numerous and complicated. The experience of our nearly ten years of work has furnished an important contribution toward the testimony in favor of coeducation. Not a few members of our faculties, unfamiliar with the advantages of coeducation, came to the university prejudiced against it. A large majority of these have become ardent advocates of the coeducational policy. An extended statement might be made of the arguments and considerations drawn from our own experience, which speak unmistakably in favor of the successful working of the system. That coeducation is a permanent feature of higher education, not only in the West, but also, within a few years, in Eastern sections, no one can doubt, and there are few to-day who, with an actual knowledge of the facts, would have it otherwise. It is the simple and natural method of conducting educational work, and the benefits are equally great to men and women.

But it should be remembered that no apparent progress has been made during twenty years in adjusting the application of the general principles of coeducation to special situations. It may also be said that no very definite forward steps have been taken in securing a development of the principles and practice in coeducation along higher lines. As a strong believer in coeducation, convinced by an experience which has included work in connection with typical institutions of three kinds—those open only to men, those open only to women, and those open to both men and women—I am confident that in the future important progress is to be made in this department of educational thought and practice. It is hardly possible to suppose that the full significance of coeducation has yet been appreciated, or that its most complete form has yet been attained. The direction in which such forward steps may lead us can not, of course, be accurately predicted, but they will certainly include (1) a closer definition of the term itself; (2) a larger elective privilege on the part of women as to the extent to which they shall or shall not mingle with men; (3) a similar larger election on the part of men; (4) a larger possibility for the cultivation of what has properly been termed the feeling of

corporate existence in the institution concerned on the part of both men and women; (5) a larger opportunity for cultivating the life which is peculiarly woman's life, and, on the other hand, the life which is peculiarly man's life. Certain limitations have already clearly fixed themselves. It is not deemed proper that men and women should take physical exercise together in the gymnasium. It has never been proposed that they should occupy the same halls or dormitories. It is possible that experience will call attention to other limitations. It is enough, perhaps, to say that while coeducation is unquestionably to be recognized as a permanent element in American higher education, its exact nature and the limitations which attend it will, for a long time, furnish excellent subjects for consideration and experiment. It is important that our own university, situated in the heart of a great city, drawing its students from almost every State, enrolling almost as many women as men, should be one of the institutions which shall undertake to make contribution to the present knowledge and experience on the subject of coeducation. (Report, February, 1902.)

Graduate department of Yale University open to women.—The plan proposed for the opening of the courses of the study in the graduate department which lead to the degree of doctor of philosophy to graduates of all colleges and universities, without distinction of sex, was mentioned in the last annual report. This plan was brought before the entire body of professors connected with these courses, and was fully considered and discussed by them in the earlier part of the year. It was presented to the consideration of the members of the corporation at their meeting held in the month of March, and was favorably received by them, and, with unimportant modifications, adopted. The action by which these privileges were offered to graduates of the colleges for young women was everywhere appreciated very highly, as was made manifest both by the favorable comments of the public journals and by the assurances which came from these colleges and their officers and teachers.

At the beginning of the new academic year twenty-three young women connected themselves with this department of university. They represent all the leading colleges which have been established especially for the education of women, and also some of the most prominent institutions in which young women and young men are educated together. Two of them received fellowships, and three other scholarships, according to the provisions made by the corporation, which were stated in the last report. All of them are pursuing, with much energy and success, the various branches of study to which they have devoted themselves. (Report of the president for 1892, pages 30, 31.)

Citations Relative to Annexed Colleges.

Conditions preceding the establishment of Barnard College, an annex to Columbia University, New York.

[Dr. F. A. P. Barnard, president Columbia College. Report of 1879.]

Expediency of receiving young women as students.—The condition of the college is now such as to justify the suggestion of the question whether its advantages should not be open to young women as well as to young men. This question has been brought to the attention of the trustees heretofore by outside parties, and the reception which it met has been such as to indicate that the minds of the board are not favorably prepossessed in regard to it. There has been hitherto, however, no room for considering it upon its merits; for whether regarded favorably or not, so long as the college was confined within recent narrow accommodations the measure has been impracticable. Not that the admission of young women requires any considerable provision of space greater than that which is necessary for young men only, but that, in arriving at and leaving the building, they need their separate retiring rooms and cloak rooms, and no apartments could be found in the old building suitable for this purpose. That difficulty no longer exists. The measure has become practicable. There can be no harm in inquiring whether it is not also expedient.

Many considerations suggest themselves which make in its favor. In the first place, there can be no doubt that among many of our most judicious thinkers, and possibly with even a majority, there exists at this time a profound conviction that, in the interests of society, the mental culture of women should be not inferior in character to that of men. The condemnation of that kind of female education which in past years has been too prevalent, in which the useful has been made subordinate to the ornamental, and what are called accomplishments have taken the place of solid acquisitions, is all but universal. The demand has been

made and its reasonableness has been generally conceded, that the same educational advantages should be offered to young women which young men enjoy. But when the question is raised as to how that demand shall be met, there is no longer found to prevail the same unanimity.

One obvious method is to improve the female schools. Of such institutions there are, and have always been, a sufficient number; but the fault of most of these is that they furnish the merely superficial and ornamental education of which complaint is made. Such can not be improved except by reconstruction, for their instructors can not rise above their own level, and their proper level is indicated by the teaching they have been accustomed to give.

Another method is to create colleges for young women identical in form with the existing colleges for young men, embracing in the scheme of instruction the same subjects in the same order, and conferring at the end of the course the same academic degrees. Examples of this kind of institution are seen at Vassar College, in this State, and at Rutgers Female College, in this city. The objection to these is that they can not, or, at least, in general, will not, give instruction of equal value, though it may be the same in name with that furnished to young men in the long-established and well-endowed colleges of highest repute in the country, and that it is unjust to young women, when admitting their right to liberal education, to deny them access to the best.

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Now it appears that at Cornell University, during the years which preceded the admission of young women, the losses during the year averaged 26 per cent, or more than a quarter of the entire number of the matriculates, per annum, while for the seven years that have passed since that date the losses have averaged only 16 per cent per annum. During this latter period the standard of attainment for admission has been twice raised, and the term examinations have been made steadily more and more rigorous. Either of these causes might have been supposed likely to increase the proportion of losses, yet no such effect has followed from both of them together. It has been added in a statement by an officer of the university recently printed that "these seven years have witnessed a marked improvement in the quality of the whole institution," and further, a very noteworthy fact, that during the entire period "no young woman has been dropped from the rolls through failure of examination." So far as the experience of this institution is concerned, the evidence is quite conclusive that the admission of young women as students into college classes has the effect to raise rather than to depress the standard of scholarship,

Another objection to the plan is found in the assumption that the course of study prescribed in colleges is too severe to be attempted without danger to the delicate constitutions of young women. This proposition has been elaborately maintained by an eminent authority, whose views have had a wide circulation, and have, to some extent, impressed the public mind. So far as these views are founded on *a priori* consideration, they are mere opinions, to which the opinions of other authorities no less weighty may be opposed. So far as they are founded on observation of injurious results presumed to have followed from overtasking the physical powers by excess of study, it would be easy to demonstrate by similar examples that the course of college study is too severe for young men as well.

But this argument, if it proves anything, proves too much. It is not the kind of study which harms, if study harms at all, either young women or young men, it is the quantity; and certainly, valueless as the teaching in many young women's "finishing schools" may be, it is usually heaped up upon its victims to an extent not inferior to that which the college course requires. It is inconceivable that the exercise of the mind upon the solution of an algebraic problem, or the interpretation of a passage in Homer, can be more exhausting than a similar exercise over the French irregular verbs, or even so much so as the confinement of hours daily in bending wearily over the drawing table or drumming on an ill-tuned piano. The argument of the objector, however, begs the whole question by assuming that this is really the case, while his opponent might reply that if he has proved anything he has simply proved that young women ought not to be educated at all.

Of course no one will contend that excess of study can not but be injurious to the young of either sex. If young women in college commit this error they will suffer for it, and so will young men. We see examples of this kind occasionally in the youth of our own college, but however we may regret these, we do not consider it advisable to discourage young men from entering college on that account. Could it be proved that the studies taught in college offer to young women a more dangerous temptation to excess than those which form the substance of the more ornamental education they have been heretofore accustomed

to receive, the fact might suggest the propriety of greater vigilance to arrest this tendency, but it certainly could not justify us in cutting them off from these so fascinating studies altogether.

There is one consideration bearing on the plan in question which is positively favorable, and is not without importance. The presence of young women in colleges is distinctly conducive to good order. Nothing is more certain than that the complete isolation of young men in masses from all society except their own tends to the formation of habits of rudeness, and to disregard of the ordinary proprieties of life. No degree of good breeding, no influence of social refinement in the family circle, can effectually secure a youth against this danger. It is this which explains the frequent participation of young men in college in acts which in other situations they could not be induced to countenance, and would even regard as reprehensible. Any circumstance, whatever it may be, which destroys this isolation, and subjects the youth to the wholesome influences which protect his moral tone in the ordinary environment of society, can not but be beneficial. Such is the effect of the presence of women in college. On this point the undersigned is able to speak with the authority which belongs to knowledge experimentally acquired. As an officer of the University of Alabama, it was his custom for years to invite the attendance on his lectures of classes of young women from a neighboring female seminary, and others resident in the town of Tuscaloosa. The advantageous effect of this upon the manners of the young men was a subject of common observation, and the results were so satisfactory that the example was followed by other officers of the same institution, so that scarcely a day passed without the presence of young women in one or another of the college classes. These were not matriculated students, it is true, and they did not directly mingle with the young men, but this circumstance tended rather to diminish than to increase the influence which their presence exerted, and yet this influence was very decided.

The elder Silliman, during the entire period of his distinguished career as a professor of chemistry, geology, and mineralogy in Yale College, was accustomed every year to admit to his lecture courses classes of young women from the schools of New Haven. In that institution the undersigned had an opportunity to observe, as a student, the effect of this practice, similar to that which he afterwards created for himself in Alabama as a teacher. The results in both instances, so far as they went, were good; and they went far enough to make it evident that if the presence of young women in college, instead of being occasional, should be constant, they would be better.

In more than half the colleges of the United States young women are admitted on the same terms as young men, and attend the same instructors in the same lecture halls at the same hours. The usage is more general in the Western than in the Eastern States. But we have two conspicuous examples, the Cornell and the Syracuse universities, in our own State, and there is one in Massachusetts, the Boston University, and one in Connecticut, the Wesleyan. Yale College admits young women to her school of the fine arts. In the Michigan University, which, in numbers and in standing, ranks among the leading educational institutions of the country, out of a total of more than 400 in the school of letters and science, between 70 and 80 are young women. The colleges of the country, excluding those under the control of the Roman Catholic Church, are, according to the latest enumeration, 355 in number; of these 183 are open to students of both sexes.

In many of these colleges the students are permanently resident, separate buildings being provided for the female students. The Sage College at the Cornell University, founded by the liberal friend of education whose name it bears, is a splendid edifice erected for this purpose. In others, as at Syracuse, the students of both sexes, with few exceptions, attend at the college only during the day, and out of class hours reside at home or in private families. This arrangement relieves the instructors of responsibility for general supervision and leaves no room for the occurrence of troublesome questions of discipline.

As to the practicability of adopting this plan in our college, no question will be raised; but doubts may be entertained as to its expediency. It would be difficult, nevertheless, to suggest any reason which will bear very close examination why it should not be adopted. The admission of young women into the classes would not, in any manner, interfere with and embarrass the processes of instruction as they are now conducted. No modification of the arrangements of the class rooms would be necessary. So many more units would simply be added to the number and so many more names to the class roll. In every scholastic exercise the young women would be regarded as the young men are regarded—merely as students.

It can not be denied that there is, in some minds, a feeling of aversion to this

proposition which does not seek to defend itself by reasons, but inclines those who entertain it to dismiss the subject without argument. This is probably owing principally to the fact that the admission of young women into colleges is an innovation upon immemorial usage. The spirit of conservatism never fails to rise up against novelties, no matter how cogent the arguments by which they may be recommended. That it is this spirit mainly which opposes the opening of colleges to women, rather than anything inherently objectionable in the proposition itself, is made quite evident by the fact that no such opposition manifests itself to the association of students of both sexes in the academies and high schools with which the country abounds, many of which profess to teach the same subjects as the colleges, to the same extent, and to pupils of similar ages, differing chiefly in the fact that they have not a determinate course of four years, and do not confer degrees in arts.

The opposition to the proposal which has its source in the feeling here referred to is no doubt the most serious of the difficulties in the way of its adoption, simply because feeling is not controlled by judgment, but remains often unchanged after the understanding is convinced. Objections are, however, sometimes made to the plan which appeals to the reason. Thus, there are those who hold that the average female intellect is inferior in native capacity to that of the stronger sex, and hence infer that the association of the sexes in the same classes will have a tendency to depress the standard of scholarship. It is unnecessary here to go into the general argument upon this point, for it is not in the effort to master those elementary facts of knowledge or principles of science which form the material and the instrument of early mental training that the relative ultimate strength of different minds can be tested. There is in some intellects a quality of activity, of quickness of perception, and readiness of combination which, within given limits of time, is more than a compensation for more slowly moving power. And this is a quality which observation has proved to be peculiarly characteristic of the female mind. Similar observation, moreover, has pretty well established that, as a rule, girls are more diligent in study than boys, a fact which has an important influence on the record of their scholarship.

The experience of institutions where this point has been practically tested proves, moreover, that the presence of young women as members of college classes tends to a result directly the reverse of that which the objection supposes, and has the effect to raise rather than to depress the average scholarship of the classes to which they belong. In regard to this matter, the results derived from a comparison of the record made in Cornell University during the years preceding and the years following the opening at that institution of the Sage College for women, which have been kindly furnished to the undersigned by Vice-President Russel, are exceedingly interesting as well as instructive.

In order to understand the significance of these it is necessary to bear in mind that in every college a larger or smaller proportion of the matriculates of a given year usually drop off before the close for a variety of reasons, among which are failure of health, failure of means, the disciplinary acts of the faculty, and loss of position in consequence of defective scholarship. All these causes, except the last, are pretty uniform in their operation; and, with the same exception, the effect of all of them united is never very considerable. The variations, then, in the total magnitudes of the losses, when successive years are compared with each other, must be mainly due to the operation of the cause last mentioned, the varying numbers who fail from deficient scholarship.

But it is still objected that though the association of young women with young men in college may be beneficial to the ruder sex, it is likely to be otherwise to the gentler. The delicacy and the reserve which constitute in so high a degree the charm of the female character are liable, it is said, to be worn off in the unceremonious intercourse of academic life, and the girl who enters college a modestly shrinking maiden is likely to come out a romping hoiden or a self-asserting dogmatist. Those who make this objection argue rather from assumed premises than from any facts of observation. It is sufficient to say that the experience of the high schools of the country fails to furnish ground for this impression, and that no such results have been observed in any of the numerous colleges in which the experiment has for years been tried.

There is another and final objection less frequently urged in these discussions than those above enumerated, yet probably often in the minds of those who do not urge it, which is founded on the supposed disturbing influence which sentimental causes may exercise over the spirit of study. If young people of both sexes are associated in the same institution, and thus permitted to meet frequently and familiarly, their thoughts, it is imagined, will be likely to be more

constantly occupied with each other than with their books. An appeal might here again be made to experience to show that this danger is exaggerated. And it might be said with justice that the comparative freedom of school intercourse tends far less to excite the imaginations of impressible youth, and clothe for them the objects of their possible admiration with unreal charms, than do the more constrained and less frequent opportunities of mutual converse afforded in general society.

But, however that may be, the argument is inapplicable to the circumstances of our particular case. Here no opportunities for intimate intercommunication exist at all. The students attend only during a limited number of hours daily, and during their attendance they are constantly in class and occupied either in listening to instruction or in the performance of their own scholastic duties. No common halls of assembly exist, in which they may gather either before the exercises of the day commence or after they are over. From their retiring rooms, which will be entirely cut off from every other part of the building, the young women will pass directly to the lecture room, and at the close of their daily tasks will retire in the same way. Throughout the entire duration of the college course they will be resident in their own homes and surrounded by every protecting safeguard that parental solicitude can provide. If it is really desirable that the educational advantages offered to young women should be equal to those which young men have been so long permitted to enjoy, it would seem to be neither reasonable nor right that they should be excluded from the institutions where such advantages exist. If it is not desirable, of course the argument falls to the ground.

The measure here under consideration, should it meet with approval, would not probably be productive of any immediate visible effect. Few young women would be likely to present themselves as candidates for admission within the next few years, because there are few in this community who are likely to have given attention to the studies required as preparatory to the college course. But after that period, in a great city like this, a very considerable attendance might be anticipated, and thus our college would enter upon a new and important field of usefulness.

Whatever may be the fate of the present suggestion, the undersigned can not permit himself to doubt that the time will yet come when the propriety and the wisdom of this measure will be fully recognized; and as he believes that Columbia College is destined in the coming centuries to become so comprehensive in the scope of her teaching as to be able to furnish to inquirers after truth the instruction they may desire in whatever branch of human knowledge, he believes also that she will become so catholic in her liberality as to open widely her doors to all inquirers without distinction either of class or sex.

STATUS OF WOMEN STUDENTS AT COLUMBIA COLLEGE.

[Report of Acting President of Columbia College, New York, N. Y., 1889, p. 16; also Barnard College Circular of Information, 1889-90, p. 4.]

The collegiate course for women.—This course, established in 1883, to meet an apparent public demand for the higher and better education of young women, has not in its present form proved successful. The college provided examinations, but required that preparation to be made elsewhere. The women students desired instruction rather than examination. Accordingly, after an experience of five years, it has been decided by the trustees to discontinue the collegiate course for women in its present form, and to approve the establishment of an associate but separate school, under the name of Barnard College, in which the instruction shall or may be given by the professors of the college under certain regulations and restrictions. This course will therefore be discontinued at the close of the present year, except for those who have already completed a part of the prescribed studies.

In accordance with this division funds were raised for the equipment and maintenance of a college for women.

The name, Barnard College, was adopted in grateful recognition of the faith and energy with which the late president of Columbia College, Dr. F. A. P. Barnard, for many years supported and promoted the cause of the higher education of women.

This connection of Barnard College with Columbia College was officially recognized by the trustees of Columbia College in March, 1889.

[Report of the President of Columbia University for 1900, pp. 5-6.]

Present status of Barnard College.—The year under review has been a year of exceptionally large fruition. Three or four things have been accomplished that are certain to exercise great influence upon the future: but when these things are considered in detail, they are seen to be only the natural culmination of movements which have been in progress, more or less consciously, for a number of years. New agreements have been made with Barnard College and with Teachers' College by which both of these corporations, while retaining their separate existence, have become in fact as completely a part of the educational system of the university as though the work that they are doing were being carried on under the university charter. It is convincing evidence of the flexibility and virtue of the organization that has been developed by the trustees during the last ten years that the university can thus assimilate the work of institutions like these, not only without embarrassment either to itself or to them, but, on the contrary, with distinct advantage to all the corporations concerned, and without depriving any one of them of its independent life.

Incidentally these agreements determine the relation of the university to the higher education of women and to the professional training of teachers in a way that can not be otherwise than satisfactory to those who have these interests at heart. Barnard College becomes a separate college for women, having its own faculty, which controls the instruction leading to the degree of bachelor of arts. This degree is conferred by the university upon the women who graduate from Barnard College in the same way and upon the same conditions as it is conferred by the university upon the men who graduate from Columbia College. The relation of Barnard College to the university council, and, through it, to the educational policy of the university, is in substance the same as the relation of Columbia College. On the other hand, women who have taken the first degree will hereafter become candidates for the degrees of master of arts and doctor of philosophy as students of the university itself instead of, as heretofore, as graduate students of Barnard College.

[Report of the President of Columbia University, 1901, pp. 7-8.]

As was pointed out last year, the women graduate students, who formerly registered as students of Barnard College, register now as students of the university. In my last report I called attention to the fact that an officer known as the adviser of women graduate students, had been appointed to be of such personal service to these students as circumstances might call for. The experience of the year has justified the appointment as a step in the right direction; but it has been thought wise to substitute for this officer, with the cooperation of the Woman's Graduate Club, a paid secretary of the Woman's Graduate Club. The problem is to bring the university into the most helpful touch with those whom it is desired to serve. On the educational side, the women need no different officers from the men, and the various deans are fully equipped to give them all the advice and information they require. On the personal side, also, few of them feel the need of special assistance, except in emergencies. But, on the other hand, it is important that the university should be equipped to deal adequately with emergencies; and it is believed that the usefulness of a competent and tactful lady to the women graduate students may often be of great value in many ways, especially to those who find themselves in a strange city and away from home. Something was undoubtedly accomplished along these lines during the year just closed; but it is thought that the secretary of the Woman's Graduate Club will be able to come into more natural relations with such students than any officer can. I am glad to be able to report the election by the club, upon the nomination of the president of the university, of Mrs. Frank G. Bryson as its secretary for the next academic year. Mrs. Bryson is a graduate of Barnard College in the class of 1894, and she has since been a graduate student in the university. By experience, therefore, as well as by reason of her personality, she is believed to be well equipped for the duties she is about to undertake.

[Report of the Acting Dean of Barnard College, 1900, pp. 281-282.]

The past year has witnessed what the friends of Barnard may flatter themselves is a final and altogether beneficent adjustment of the relations between the women's college and the university.

The creation of a separate faculty consisting of those professors in the university who give instruction at Barnard permits a far more satisfactory system of admin-

istration than has hitherto been possible. The responsibility no longer falls upon the dean alone, but is shared by the several standing committees of the faculty, which consider and act upon questions relating to the curriculum, scheme of attendance, award of scholarships, honors, etc., and all applications for admission to the institution now pass through the hands of the Barnard committee on admissions.

RADCLIFFE COLLEGE, UNDER THE AUSPICES OF HARVARD UNIVERSITY.

[From the Harvard Graduates' Magazine, March, 1894, pp. 339-342.]

On December 6, 1893, the board of overseers of Harvard College, by a unanimous vote, gave its consent to an arrangement to be made between the university and the Society for the Collegiate Instruction of Women. That arrangement had been approved by the president and fellows, and was set forth in certain votes which had been passed by the society and submitted to the president and fellows, and which were as follows:

"*Voted*, That it is desirable to change the name of this corporation (The Society for the Collegiate Instruction of Women) to Radcliffe College, and that proper legal steps be taken to effect that change.

"*Voted*, That it is desirable that this corporation give degrees in arts and sciences, and that a committee of three persons be appointed by the president to take steps to obtain from the legislature the necessary power.

"*Voted*, That the president and fellows of Harvard College be, and hereby are, made and appointed the visitors to this corporation, and are hereby vested with all visitorial power and authority as fully as if the same had been originally conferred upon the said president and fellows by the charter or articles of association of this corporation. This vote shall take effect upon an acceptance by the said president and fellows of the powers herein conferred, but with the provision that said president and fellows at any time may abandon and surrender or limit such powers upon notice to this corporation.

"*Voted*, That no instructor or examiner of this corporation shall be appointed, employed, or retained without the approval of the visitors of this corporation, manifested in such way as said visitors may prescribe.

"*Voted*, That in case the president and fellows of Harvard College accept the powers conferred by the foregoing vote the said president and fellows be requested to empower the president of Harvard University to countersign the diplomas of this corporation and to affix the seal of Harvard University to said diplomas."

By the arrangement embodied in these votes and now accepted and approved by the governing boards of the university, Harvard assumes definite and official relations with the work which has been prosecuted for some time in Cambridge under the popular name of the Harvard Annex. (Pp. 329–330.) * * *

In this year, 1894, the annex enters into a declared connection with the university. It has become plain to everyone that the institution had passed its phase of private experiment, and was entitled to some formal recognition by the university.

What shape this should take was a question with many difficulties, for the university scheme had no place ready for the newcomer. Two or three main points were gradually developed by discussion.

In the first place, of course, no one wanted to incorporate the annex bodily into the university and mingle its students with the young men. It was plain that the young women must be separately cared for, and that their household concerns and domestic economy must be in the hands of a board composed, at least in part, of women. Furthermore, the president and fellows of Harvard College were unwilling to add to their administrative work, already excessively heavy, by taking charge of the property or attending to the executive details of another enterprise, and they preferred for general convenience to commit to a distinct body the management of an undertaking which was to be detached, in many respects, from the present organization of the university.

It resulted from these considerations that the college for women should have a separate organization, formally independent, and distinguished by its own title. Such a separation does not preclude any relation which the university may wish to establish between itself and the new college, nor prevent changes in that relation whenever they may be found desirable. A college on this footing may hereafter stand toward the university in a position closely analogous to that held by a college in an English university.

What should be the nature of the connection between the two bodies was the next question and the chief one. The university was entirely ready to assume the

control of the work of teaching, the most vital matter for the women's college, and to establish, formally and officially, what had hitherto been informally permitted as a private arrangement, that the instructors of the women's college should be those already actually in the university, or specially approved by it, and that the standards and examinations should be identical in the two. It was not easy to express or define this arrangement by a comprehensive phrase. It finally took the shape of a visitorial power, to be assumed by the university over the new college. This power is, of course, but vaguely described in the word visitorial, but it is nevertheless, in fact, most substantial, and with the understanding which has been established by fifteen years of experience it is effectual and insures a close union in essential matters. In this view the vagueness of the term is, and was meant to be favorable to the growth of whatever further connection may hereafter be developed.

Some anxiety has been expressed by eager advocates of women's education because the university has not made a formal contract, nor specified in what way it will exercise its powers, nor enumerated the privileges it will give to women, nor even fixed the time for which it will abide by the new arrangement, which, on the contrary, is expressly made terminable at its pleasure. But the want of definite articles of agreement is by no means a ground of apprehension to those who know the history of the annex and appreciate how fully it is already a part of the university through adoption by the faculty, which is for this purpose the university. No one who understands university methods, and especially the character, traditions, and policy of Harvard College will be disturbed by the fear that she will abandon a work to which she has set her hand or allow it to languish. The very want of precision and limitation in the terms of the arrangement indicate a union, not a contract, and is an assurance of intimacy and identical interests in the one essential matter of education. The change from a private cooperative plan of individual professors to an officially determined connection with the university is a vital change for the annex and practically fixes it as a part of the university, whether in the present form or some other.

The question of university degree remained, and this was met in the only way now practicable. The graduates of the annex have always had a not unreasonable feeling of deprivation in that their thorough and systematic work, fulfilling the highest standard of college work in the country, was not marked by any degree or title, while the same work brought to men the distinction of a Harvard degree. The annex certificate did represent, to those who were well informed, the fact of education, but the symbol is also valuable, and is even of material value, for high employment as teachers is more readily offered to those who have a college degree.

The corporation of Harvard College, however, was not prepared to offer to women the university degree of bachelor of arts, and it must be admitted that there is reason for caution before taking a step so important and so irrevocable. Such a degree would probably at once attract a large number of women, and it is not clear how the scheme could stand a sudden accession of large numbers. To make anything like an impartial sharing of the resources of the university would cripple the present work for men even if no law or principle forbade such an application of the funds and property now devoted to the education of men alone. Nor is it clear that the opinion of the graduates and friends of the university is yet so settled as to justify this departure from the established constitution of the university.

In view of these and other considerations, the corporation of the university declared itself unwilling to offer its A. B. degree. It was, however, willing to give to the young women a formal certificate, establishing their position at even grade with the Harvard bachelor of arts by graduation from the college which Harvard University is to supervise. The degree, therefore, is to be that of the new college, but countersigned by the president of the university and bearing the university seal. Exactly what shall be the form of that degree has not been determined, but it is not likely to be less explicit than the certificate now used, as given above, in stating that the recipient has accomplished the full measure of undergraduate work which entitles a student of the university to its bachelor's degree. If experience of the new arrangement with the women's college shall hereafter justify any further recognition of its graduates, the university is likely to be ready to advance along the path on which it has now entered.

The matter of graduate instruction for women has not been made the subject of any definite arrangement, for the reasons given above, namely, that this is now complicated, for the university, with question of laboratory accommodation and the readiness of individual professors to arrange classes at once for women. Such classes are now made up in special cases, and difficulties in this direction are sure

to decrease with the adjustments which grow with experience, especially if money is furnished for a better provision of apparatus. It is expected that the opportunities for graduate work will be much extended under the care of the university, and to this extension the opinions of many members of the university faculty are known to be favorable.

The plan embodying the main features stated above was informally submitted by the president of the university to the faculty, and was heartily assented to by them, and this assent secured the continuance of that indispensable support upon which the annex has hitherto relied. It is this arrangement which, embodied in the votes of the society as given above, is now approved by both the governing boards of the university.

It now remains only to obtain an act of the legislature changing the name of the society, and giving it the power to confer degrees, and to enter into the proposed connection with the university. The society being already incorporated, no charter is sought. The act proposed does not fix any unalterable relations between the women's college and the university, but merely authorizes the former "to confer at any time upon the president and fellows of Harvard College such power of visitation, and of direction and control over its management, as the said corporation may deem it wise to confer and the said the president and fellows may consent to assume." This will leave it open for the university to adopt hereafter any arrangement it may choose and to change the plan as experience may show to be desirable.

The last scholastic year, 1900–1901, was made memorable in the history of Radcliffe College by the erection of a fine dormitory building with accommodations for 25 pupils.

As to the growth in attendance Dr. Eliot says in his report for 1900–1901:

The number of students in Radcliffe College increases slowly, but with reasonable steadiness. In 1901 116 candidates were admitted as freshmen, against 93 in 1900. Sixty-one graduate students registered during the year, 47 of whom were from other colleges.

THE SYSTEM OF "COORDINATE EDUCATION."

[Dr. C. F. Thwing, president of Western Reserve University, in The College Woman, pp. 124–131.]

Coordinate education represents a college for men as a part of a university and a college for women as a part of a university; each college complete in itself, each able to exist without the other, but both under one general administration, both dwelling in one scholastic atmosphere, both united in loyalty to the same ideals and joined in pursuit of these ideals by similar methods. Coordinate education is not coeducation, for the men and women do not recite in the same classes. Coordinate education is not separate education, for the teachers of the college for men usually teach also in the college for women, and the teachers of the college for women usually teach also in the college for men; the libraries are shared in common, and the administration of the two is identical. Coordinate education is not the annex system, for each college is able to live without the other's aid; neither is subordinate, each is coordinate. Coordinate education is as economical as coeducation, in case the number of students is sufficient to require two teachers in the chief studies. If the students are not thus numerous, the teacher is obliged to double his hours of work or the college to hire two teachers; either method is expensive. Coordination develops the masculine part of the boy or the feminine part of the girl as does separate education, for in the ordinary relations the two sets of students are distinct. It also does not promote the monastic type, for the endeavor is made to put the social relations of young men and young women on the basis of humanity. Both were human beings before they were students and will be human beings longer. Coordination is sufficiently close to coeducation to discipline the element of force which women whose life is to be more or less public should have. Coordination under this condition promotes a very sane health and healthfulness; it eliminates nervousness. Coordination promotes a high and broad scholarship; it offers no occasion for unwise squeamishness; its conditions are fine and delicate. It does not tempt to love giving or love receiving any more than humanity itself. It is a method more easy to administer than the coeducational. The students are not brought into relations so intimate that even wisest parents can ask questions of anxiety. The method allows and invites that natural and happy association of college men and women which wisest parents and col-

lege officers approve. The method also promotes a university spirit which the woman's college, as usually constituted and circumstanced, is not able to foster.

There is one consideration in favor of the coordinate system deserving special mention. The strength of a college lies largely in the strength of its teaching force. The simple truth is that it is far easier to secure first rate teachers for the college for women as a part of a university than for the independent college for women. It would be less difficult to secure the best teachers for Radcliffe College if it were an integral part of Harvard University than for the same college holding no relation to our oldest university.

The coordinate method is that which would prevail at Cambridge in case Radcliffe College were an integral part of Harvard University, having a faculty of its own and having the same president and corporation which the university itself has. The coordinate method is that which prevails in the College for Women of Western Reserve University in Cleveland.

The battle for the higher education of women is an old, old battle. The contest has raged mainly about the point of coeducation. This point was in the beginning more evident, more tangible, more real; for women wanted a college education. Colleges for men existed. It seemed more natural to open these colleges to women than to establish colleges for them. The battle for woman's education has been fought out on a preamble. The contest has been over a method, but over a method for the sake of an end. In this condition it has been easy for everyone interested in the college education of women to choose his side and his weapons. But it can be said no longer that questioning of the wisdom of the method carries along with itself doubt as to the excellence of the end. One can now decline to affirm that coeducation is the best method without laying himself open to the imputation of disbelieving in a college training for young women. The question of method need no longer be mixed up with the rightfulness of the end. The contest is closed. Women have secured a recognition of their right to have the best training which the colleges of the United States or England can provide. * * *

It is probable that for an indefinite period there will exist in the United States those three methods, the coeducational, the separate, and the coordinate. Each of them ought to exist; each of them has value; each of them possesses peculiar advantages for the needs of certain women; each of them also possesses peculiar disadvantages for the conditions and prospects of certain women. The choice of either method is largely a matter of taste. The question of method, too, is only one of several important questions in giving or withholding one's approval of a college. The question of the richness and fullness of curricula and the question of the personality of teachers are at least equally important.

What has been said respecting method applies to undergraduate work. Such objections as certain scholars and administrators hold against coeducation do not apply with equal force to graduate as to undergraduate students. The definiteness of aims, the increased earnestness, and the more mature character which belong to the greater age of graduate students may entirely or largely remove difficulties which are found in the way of men and women mingling in the undergraduate department. The faculty of Yale University knows very well that to admit women to its graduate school is quite unlike opening the doors of Yale College to girls of the age of 18.

EXPERIENCE OF COEDUCATION AT BROWN UNIVERSITY, PROVIDENCE, R. I.

[Annual Report of the President, June 29, 1893.]

The educational privileges which the corporation at its meeting last June extended to women have been very welcome. Ten women have been pursuing studies in the graduate department the entire year, and the number of regular candidates for undergraduate examinations has been 39. All those who passed the freshman examinations last year are continuing their studies. Of the regular candidates for this year's freshman examinations there are 14. The remainder of the young women making up the 39 are not at present candidates for any degree, though several of them will become such. The scholarship of all is remarkably high, averaging a good percentage, better than that of our men students. The considerable number of women candidates for undergraduate examinations has induced some gentlemen in the faculty to institute means for a systematic preparation for these examinations. Classes are formed in all the branches elected, and they are instructed by the same men who have charge of the corresponding classes inside the university. There has thus sprung into existence a woman's college, technically and legally under the university only so far as its examinations are concerned,

yet in effect a department of the university, so closely connected are examinations with the instruction therefor. * * *

While this establishment makes no drain whatever upon the university's financial resources, it adds greatly to its popularity and favor with the community. From present prospects another year will find no fewer than 100 women pursuing studies in connection with the university, either as full members of it, viz, in the graduate department, or as candidates for undergraduate examinations. Applications for registration begin to come in from a distance. In view of the rapid progress which this enterprise is making, I can not but request for it the most attentive consideration of this board and other friends of higher education. * * * The woman's department of the university requires and must soon have an ample, permanent home of its own, a well-endowed and commodious women's college, presided over by an accomplished lady principal. Not less than half a million dollars is needed for this purpose. The college must be part and parcel of the university, giving women students the full university status, and at the same time so furnished, endowed, and equipped as to offer them every facility for education, physical and social as well as intellectual, now within the reach of male students. It may be confidently asserted that no other expenditure of half a million dollars could possibly advance the higher life of Rhode Island society in coming time so much as the erection of such a college.

The following letter brings to date the account of the system pursued at Brown:

Commissioner W. T. HARRIS.
Bureau of Education, Washington, D. C.

MY DEAR DR. HARRIS: In regard to your inquiry regarding the statement that "students in several universities, including Brown, are manifesting their dislike to coeducation in ways that are more annoying than chivalrous," I beg leave to say that we do not consider that we have coeducation at Brown. We call our system "coordinate" education. Our women's college is in its financial management, its class-room work, and in its social life, wholly separate from the other departments of the university. The men and women do not recite in the same class room, except in very advanced classes, where the number of students is so small that duplication of the work is out of the question. In graduate work the separation is maintained. We are not conscious of any "annoyance" of women by men or vice versa. When the women's college was first founded there was doubtless objection to its founding among the undergraduate men, but that objection has dwindled from year to year until I doubt if it is in existence to-day.

Sincerely, yours,

W. H. P. FAUNCE.

V.—THE AMERICAN WOMAN FROM A GERMAN STANDPOINT.

In his book entitled American Traits Prof. Hugo Münsterberg devotes a chapter to the American woman considered from a German point of view.

The educational status of woman in America occupies a large space in this consideration; and while the views advanced are not professedly related to the policy of coeducation, they are logically so related, and therefore may very properly be considered in this connection.

In order to emphasize his view, the general importance of which is hardly a matter of question, Professor Münsterberg has purposely, it seems, exaggerated the tendencies which, in his judgment, are discoverable in our system and has forecast possible evil results should it ever be carried to the extreme imagined. Fortunately, as the author also foresees, no such extreme condition is to be anticipated.

The presentation necessarily loses much when separated from its full context, but the passages here cited will serve at least to draw attention to considerations which are both important and interesting.

The German standpoint, which Professor Münsterberg maintains throughout the discussion, is stated by him as follows:

The efforts of this new Germany in the interests of the woman have taken four different forms, four tendencies, which naturally hang together, but externally

are sometimes even antagonistic. The first movement, which applies to the largest number of individuals, is that which tends to soften the hardships of the female wage-earner, especially among the laborers; the second seeks to raise the character of the general education of girls in the higher classes; the third endeavors to open new sources of income to the better-educated women of narrow circumstances, and the fourth has as its aim the clearing of the way for women of special talent, that they may live out their genius for the good of humanity. I have said that these impulses move partly in opposite directions; to widen the horizon of the women of the higher classes and to prepare them for professional work means to draw them away from the hearth, while all the efforts in behalf of the women in the mills and shops tend to bring them again to the hearth of the home. The one group gave too much time to the mere household, in its narrowest sense; the other group had too little time for this. The progress in all four directions is almost a rapid one; the legislation in the interest and for the protection of working women is a model for the world; and—to point to the top of the pyramid—the conservative universities have opened wide their doors. Last winter 431 women were admitted to the University of Berlin alone.

These four tendencies, which ought to remain clearly separated in every discussion, as the usual mixing of them brings confusion, have nevertheless a single background of principles. One of these, which sounds, of course, utterly commonplace, is that it must remain the central function of the woman to be wife and mother; and the other is that public life and culture, including politics, public morality, science, art, higher education, industry, commerce, law, literature, the newspaper, and the church, are produced, formed, and stamped by men. * * * Every tendency that strikes against those two fundamental principles of German conviction has been paralyzed by the spirit of the country. It may be said, without exaggeration, that all the efforts toward the solution of the woman question in Germany strengthen and reenforce the family idea. The only exceptions to this are the liberal provisions for the highest development of women of unusual talent; but genius must always be treated as an exception, and such exceptions have existed at all times. The few who take the doctor's degree and who feel the mission for productive work in scholarship can thus be set aside in the discussion, while the situation as a whole suggests most clearly the irregularity of such a vocation and does not push the average woman into such a path. * * *

In both respects—in relation to the home and in relation to the standards of public culture—the movements in the interest of women have in America exactly the opposite tendency from those in Germany; even the same facts have, under the different social conditions, an absolutely different meaning. The whole situation here militates against the home and against the masculine control of higher culture, and seems to me, therefore, antagonistic to the health of the nation. I shall consider first the influence on the home. * * *

Of course I will not warm up the old-fashioned argument, which is repeated so often in Europe, that the higher learning makes a girl awkward and ill mannered, and that the man will never be drawn to such a bluestocking. I take for granted that no American girl loses in attractiveness by passing through a college or through other forms of the higher and the highest education. But we have only to look at the case from the other side, and we shall find ourselves at once at the true source of the calamity. The woman has not become less attractive as regards marriage; but has not marriage become less attractive to the woman? And long before the freshman year did not the outer influences begin to impel in that direction? Does it not begin in every country school where the girls sit on the same bench with the boys and discover, a long, long time too early, how stupid those boys are? Coeducation, on the whole unknown in Germany, has many desirable features; it strengthens the girls; it refines the boys; it creates a comradeship between the two sexes which decreases sexual tension in the years of development; but these factors make, at the same time, for an indifference toward the other sex, toward a disillusionism, which must show in the end. The average German girl thinks, I am sorry to say, that she will marry anyone who will not make her unhappy; the ideal German girl thinks that she will marry only the man who will certainly make her happy; the ideal American girl thinks that she can marry only the man without whom she will be unhappy, and the average American girl approaches this standpoint with an alarming rapidity. Now, is not the last a much more ideal point of view? Does it not indicate a much nobler type of woman—the one who will have no marriage but the most ideal one—as compared with the other, who in a romantic desire for marriage takes the first man who asks her? But in this connection I do not wish to approve or to criticise; we may post-

pone that until we have gathered a few more facts and motives. Coeducation is only one; a whole corona of motives surrounds it.

Coeducation means only equality; but the so-called higher education for girls means, under the conditions of the American life of to-day, decidedly not the equality, but the superiority of women. In Germany even the best educated woman—with the exception once more of the few rare and ambitious scholars—feels her education inferior to that of the young man of the same set, and thus inferior to the mental training of her probable husband. The foundations of his knowledge lie deeper, and the whole structure is built up in a more systematic way. This is true of every one who has passed through a gymnasium, and how much more is it true of those who have gone through the university! Law, medicine, divinity, engineering, and the academic studies of the prospective teacher are in Germany all based essentially upon a scholarly training, and are thus, first of all, factors of general education—powers to widen the horizon of the intellect. All this is less true in America; the lawyer, the physician, the teacher, the engineer, obtain excellent preparation for the profession, but in a lower degree his studies continue his general culture and education, and the elective system allows him to anticipate the professional training even in college. And, on the other side, as for the business man who may have gone through college with a general education in view—how much, or better, how little of his culture can be kept alive? Commerce and industry, finance and politics absorb him, and the beautiful college time becomes a dream; the intellectual energies, the factors of general culture, becomes rusty from disuse; while she, the fortunate college girl, remains in that atmosphere of mental interests and inspiration, where the power she has gained remains fresh through contact with books. The men read newspapers, and, after a while, just when the time for marriage approaches, she is his superior, through and through, in intellectual refinement and spiritual standards. And all this we claim in the case of the man who has had a college education; but the probability is very great that he has not had even that. The result is a marriage in which the woman looks down upon the culture of her husband; and, as the girl instinctively feels that it is torture to be the wife of a man whom she does not respect, she hesitates, and waits, and shrinks before the thought of entering upon a union that has so few charms.

And can we overlook another side of the delightful college time? No noise of the bustling world disturbed the peace of the college campus; no social distinctions influenced the ideal balance of moral and intellectual and æsthetic energies; it was an artificial world in which our young friends lived during the most beautiful years of their life. Can we be surprised that they instinctively desire to live on in this peculiar setting of the stage, with all its Bengal lights and its self-centered interests? They feel almost unconsciously that all this changes when they marry, when they are mistresses of a household—a situation which perhaps means narrowness and social limitation. They feel that it would be like an awakening from a lofty dream. There is no need to awake; the life in the artificial setting of remote ideals can be continued if they attach themselves, not to a husband and children but to clubs and committees, to higher institutions and charity work, to art and literature; if they remain thus in a world where everything is so much more ideal than in that ungainly one in which children may have the whooping cough.

Of course all these are not motives that prohibit marriage; they may not even, in any individual case, work as conscious considerations; they are only subconscious energies, which show their effects merely if you consider the large groups; they are the little forces, the accumulation of which pushes the balance of motives perhaps so little that they remain unnoticed by the girl who is undecided whether to accept him; and yet they are efficient.

The college studies do not merely widen the horizon; they give to many a student a concrete scholarly interest, and that is, of course, still truer of the professional training. The woman who studies medicine or natural science, music or painting, perhaps even law or divinity, can we affront her with the suggestion, which would be an insult to the man, that all her work is so superficial that she will not care for its continuation as soon as she undertakes the duties of a married woman? Or ought we to imply that she is so conceited as to believe that she is able to do what no man would dare hope for himself; that is, to combine the professional duties of the man with the not less complex duties of the woman? She knows that the intensity of her special interest must suffer; that her work must become a superficial side interest; that she has for it but rare leisure hours; and no one can blame her, however much she may love her own home, for loving still more the fascinating work for which she was trained.

All these tendencies are now psychologically reenforced by other factors which have nothing to do with the higher education as such, but are characteristic of the situation of the woman in general. * * *

The American system injures the national organism, not only because it antagonizes the family life, and thus diminishes the chances for the future bearers of the national civilization, but it has, secondly, the tendency to feminize the whole higher culture and thus to injure the national civilization itself.

If I speak of public life here, I do not mean politics in the technical sense. The arguments for and against the participation of women in politics, the reasons for and against woman suffrage, are certainly of a peculiar kind; I have often listened to both sides in these discussions, and have always, as long as one side was pleading its cause, felt strongly in favor of the other side. If I am, on the whole, opposed to woman suffrage, it is because it belongs to those factors which we have discussed; it would help to draw the interests of individual women away from domestic life. But I do not think that it would have a serious bearing on that point which we have now to consider, the effemination of public life; politics would certainly be influenced as to its character if woman suffrage existed everywhere; it would, in some ways, probably suffer through hysterical sentimentality, illogical impulses, and the lack of consistent obedience to abstract law; but it would probably be, on the other hand, in many respects ennobled and moralized, softened and elevated. There would be, on the whole, no serious disadvantage to be feared for political life itself, because the men would always remain the backbone of the political parties. Politics in America so immediately and directly penetrates man's whole welfare, his commerce and industry, his income and his expenses, his rights and his duty, that there is no danger that he would ever allow the political life to pass from his hands into those of the woman; a real effeminizing of political life is thus no probable danger. * * *

The public life that I have in mind is the public expression of the ideal energies, the striving for truth and beauty, for morality and religion, for education and social reform, and their embodiment, not in the home, but in the public consciousness. In Germany no one of these functions of public life is without the support and ennobling influence of active women, but decidedly the real bulk of the work is done by men; they alone give to it character and direction, and their controling influence gives to this whole manifoldness of national aims its strenuousness and unity; to carry these into the millions of homes and to make them living factors in the family is the great task of the women there. Here, on the other hand, the women are the real supporters of the ideal endeavors; in not a few fields their influence is the decisive one; in all fields this influence is felt, and the whole system tends ever more and more to push the men out and the women in. Theater managers claim that 85 per cent of their patrons are women. No one can doubt that the same percentage would hold for those who attend art exhibitions, and even for those who read magazines and literary works in general, and we might as well continue with the same somewhat arbitrary figure. Can we deny that there are about 85 per cent of women among those who attend public lectures or who go to concerts, among those who look after public charities and the work of the churches? I do not remember ever to have been in a German art exhibition where at least half of those present were not men, but I do remember art exhibitions in Boston, New York, and Chicago where according to my actual count the men in the hall were less than 5 per cent of those present. As a matter of course the patron determines the direction which the development will take. As the political reader is more responsible for the yellow press than is the editor, so all the nonpolitical functions of public life must slowly take, under these conditions, the stamp of the feminine taste and type, which must have again the further effect of repelling man from it more and more. The result is an effemination of the higher culture, which is antagonistic to the development of a really representative national civilization, and which is not less unsound and one sided than the opposite extreme of certain oriental nations where the whole culture is man's work and the woman a slave in the harem.

The woman, and sometimes even the indolent man who wants to get rid of the responsibility of something he does not care about, says simply that this is all right. As the facts show—they argue—that the woman is not inferior in intellectual and æsthetic energies, not inferior in earnestness and enthusiasm, why not intrust her with the national culture, why not give her full charge of art and literature, education and science, morality and religion?—man has a sufficient number of other things to do. But it is simply not true, and can not be made true by any dialectics, that the minds of man and woman are equal, and can be

substituted the one for the other, without changing the entire character of the mental product. It is not true that men and women can do the same work in every line. Earnestness certainly the women have. However large the number of those who may meet their public duties in a spirit of sport or amusement or ennui, the majority take these duties seriously, and the college-girl especially comes home with a large amount of earnestness in the cause of reform and of the higher functions of the national life. The only misfortune is that earnestness alone is not physical energy, that good will is not force, that devotion is not power. But her lack of physical power and strength would be less dangerous to the undertaking if her intellectual ability were equal to that of the man. But here the social psychologist can feel no shadow of a doubt that neither coeducation nor the equality of opportunities has done anything to eliminate those characteristic features of the female mind which are well known the world over, and which it is our blessing not to have lost. The laws of nature are stronger than the theories of men.

To express the matter in a psychological formula, on which the observations of all times and all nations have agreed: In the female mind the contents of consciousness have the tendency to fuse into a unity, while they remain separated in the man's mind. Both tendencies have their merits and their defects; but, above all, they are different, and make women superior in some functions and man superior in some others. The immediate outcome of that feminine mental type is woman's tact and æsthetic feeling, her instinctive insight, her enthusiasm, her sympathy, her natural wisdom and morality; but, on the other side, also, her lack of clearness and logical consistency, her tendency to hasty generalization, her mixing of principles, her undervaluation of the abstract and of the absent, her lack of deliberation, her readiness to follow her feelings and emotions. Even these defects can beautify the private life, can make our social surroundings attractive, and soften and complete the strenuous, earnest, and consistent public activity of the man; but they do not give the power to meet these public duties without man's harder logic. If the whole national civilization should receive the feminine stamp it would become powerless and without decisive influence on the world's progress.

The evidences of the effemination of American scholarship adduced by Professor Münsterberg are, in general terms, the excess of the receptive, uncritical attitude of mind above the spirit of research and inquiry, the monopoly of primary teaching by women, and their "overwhelming majority" in the teaching corps of the high schools.

Professor Münsterberg closes his discussion of this question as follows:

Under the ordinary conditions, the material opening and settling of a country move parallel with the development of the inner culture, and the man is thus able to meet the requirements of this twofold public task. He gives his energies to the material and political necessities so long as the metal and spiritual culture is low, and in proportion as he is freed from the rudimentary needs that pertain to the support of the nation he turns to the inner culture, that of education and art, and so on, while the woman, at every stage, cares for the private life of the family. In America this normal course was changed, because the material opening of the country, the unfolding of its natural resources, coincided with the possession of a most complex inner culture brought over from Europe ready-made, not grown of the soil. Hence a new division of labor had to be discovered to meet those material exigencies which demanded man's full energy, and man's side function, the work of the higher culture also. This side function had to be assumed by the woman; she had to care for the inner culture of the nation, that the arms of the man might be free for the more immediate work, the settling of the continent, the political organization, and the development of the national wealth. This was, under these unusual conditions, the only way of preserving and fostering the high European culture. If women had not temporarily taken this function from man, it would have been wholly lost in the wear and tear of the commercial and political adolescence of the nation. It was, then, the special mission of the American woman to become the bearer of the higher, inherited culture of the nation by the artificial development of an intellectual superiority over the man.

But if this be true, it is clear that such vicarious functioning must cease as soon as those two peculiar conditions should arise which manifestly exist at the present time. The first of these conditions is that this female superiority should reach a point where it begins to effeminate the higher culture, and where it becomes

antagonistic to family life: thus positively injuring the organism of the race. The other condition is that the material establishment of the country should have attained its completion; the ground mastered, the sources of national wealth sufficiently developed to allow room for man's effort in other directions. No doubt this condition also is fulfilled to-day; the West is opened; the whole continent is economically subjugated; a net of transportation covers the whole land; wealth abounds in a sufficient number of families, down to the second and third generations, to insure the building up of a leisure class; and the time has come when the American man can take his share, like the European, in the spiritual culture of his country. If the American man will but turn his real energies to the world of spiritual goods, then the two great evils which we have discussed will both be cured by the one remedy, and at one time, while the woman will not in any respect be the loser. If man takes the part that belongs to him in the higher culture, this, instead of being emasculated, will show that perfect blending of human energies in which the strength of the man will be softened by pure womanhood, and, at the same time, the woman, who will feel the greater strength in the man of equal culture, will shrink no longer from marriage, and will feel attracted by that truer companionship in which the real labor is divided; the public function given to the man, the domestic function to the daughter and sister, to the wife and mother. That is the state at which we aim in Germany. Much has still to be done there to give to the average German woman the thorough education of the American, but that will soon come. In any case, even the best training of the woman must support in Germany the family idea, and the man will continue to be the mainstay of the ideal culture. We Germans feel sure that this will not be endangered, even if we fully imitate the splendid college life of American girls. Therefore, no one can suggest that woman's education in this country ought to take any steps backward; all the glorious opportunities must remain open, and only one practical change must come in response to the urgent needs of our period—the American man must raise his level of general culture. In short, the woman's question is in this country, as ultimately perhaps everywhere, the man's question. Reform the man, and all the difficulties disappear.

The force of Professor Münsterberg's discussion is modified by an examination of the facts relative to the number of women who attend colleges. The following estimates, based chiefly upon statistics for Massachusetts, where the ratio of such attendance is presumably large, have recently been made by the Commissioner of Education:

In each 1,000 inhabitants in Massachusetts. 15.2, says Dr. Harris, are in high schools or academies, and 4.2 are in colleges and institutions of like grade. This makes about 20 in the thousand or two persons in each hundred. The number of the population in Massachusetts who have received a full secondary education (that is, four years in the high school or academy) is only 1 in 25, and the number who have graduated from college is only 1 in 1,000. The number of boys who have graduated from the high school is about the same as the number of girls. At the present rate the girls are a little more numerous. The number of both sexes who have graduated from colleges or indeed attended college for any period of time is less than 1 in 1,000 of the population of the United States. Taking the present rates of attendance, of this number less than one-fourth are women.

Only 1 woman in 500 is a graduate of a college in Massachusetts, and only 1 woman in 20 is a graduate of a high school.

NOTES ON COEDUCATION IN FOREIGN COUNTRIES.

GREAT BRITAIN AND IRELAND.

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 the schools for the French children 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.

University privileges for women.—At Oxford women are admitted by courtesy to the lectures of about 160 professors, readers, and lecturers in the university, and they have also been permitted to attend lectures in all the colleges save one. They are also admitted to the examinations for B. A., but are not eligible to the university degrees. Substantially the same arrangements have been adopted at Cambridge. Women are admitted on the same terms as men to Durham University and are eligible to all the degrees excepting those in divinity. Victoria University grants degrees to women on the same terms as men. In the University of Wales women have the same privileges as men.

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 1895 it was resolved to admit women to certain honor examinations of the undergraduate course as an experiment for three years (1896–1898).

The following table shows the attendance of women upon universities and university colleges in 1899:

Women's colleges and departments, 1899–1900.

Colleges.	Women students.	Colleges.	Women students.
Girton	110	Owens College	121
Newnham	165	Yorkshire	130
Bedford	[1]180	Alexandra Hall (Aberystwyth)	181
Queen's College	[1]290	Aberdare Hall (Cardiff)	57
University College (woman's department)	200	Bangor	90
King's College (woman's department)	704	Glasgow	333
Lady Margaret (Oxford)	50	Edinburgh	[2]320
Somerville (Oxford)	76	St. Andrews	110
St. Hilda's (Oxford)	25	Aberdeen	108
		Alexandria College (Dublin)	369

[1] About 40 resident.

[2] Not including medical students, as at Glasgow.

FRANCE.

In France separate schools for boys and girls are preferred even in the elementary grades. Every commune having 500 or more inhabitants is, indeed, obliged by law to provide a separate school for girls. In communes whose popu-

lation is less than 500 mixed schools are found. According to official statistics for 1897, there were enrolled in the public schools having both boys and girls 692,548 pupils (377,797 boys and 314,751 girls) and in private mixed schools 34,988 (12,652 boys and 22,336 girls). The total enrollment in mixed elementary schools was therefore 727,536, or about 13 per cent of all elementary pupils. The secondary schools are always separate schools; that is, distinctively for boys only or for girls only.

Women are admitted to all the French universities on the same terms as men and the same degrees are conferred upon them. The number of women students registered in the universities January 15, 1898, was 871 on a grand total of 28,782. The distribution of the women students, by faculties, was as follows: Law, 5; medicine, 469; sciences, 80; letters, 262; pharmacy, 55.

Of the total number of women students 579 were French and 292 foreigners. In the scholastic year 1897–98 the number of university degrees obtained by women was 72, viz: In letters, bachelor, 25, licentiate, 3; in medicine 16 doctorates were conferred and 8 inferior diplomas; in science, 1 bachelor's degree and 15 licentiates; in law, 1 licentiate; in pharmacy, 3 diplomas.[1]

GERMANY.

Separate education is the preferred policy in 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.

In secondary schools separate education is the universal rule. An increasing number of universities permit women to attend some of the courses of lectures by special permission, as explained very fully in the appended citations from an article by Mrs. Martha King Genthe.

In the winter session of 1898–99 414 women were in attendance upon the 10 Prussian universities, as against 117 in 1895–96.

The following tabular statement, taken from the first volume of special reports

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[1] The following account of an association of women students (Association des Étudiantes de Paris) illustrates the growing interest in measures for promoting the social welfare of women students in the French metropolis:

"It is pleasant to learn that success has waited on the efforts of the few public-spirited women, supported by at least one member of the Sorbonne, who founded L'Association des Étudiantes de Paris just two and a half years ago. The early meetings were held in the Rue de Savoie, a room being lent for the purpose by the union that aims at promoting social education. Now a permanent and commodious center has been secured in the Hôtel des Sociétés, and on the occasion of the inauguration here the presence of university professors and a deputation from the great association of men students familiarly known as 'L'A' bore witness to the standing the venture has won for itself in the academic life of the Latin Quarter. The object, as stated in the statutes, is twofold: First, to bring together students of the different faculties and certain schools in order to create ties of friendship and solidarity; second, to encourage students in their work by assuring moral support and material help. Members are required to be matriculated students of some one faculty or students at the National Academy of Fine Arts, the National Academy of Decorative Arts, or the training colleges near Paris—Sèvres and Fontenay-aux-Roses—the one for secondary and the other for primary teachers. Candidates for admission must be introduced by two members, and no minors are enrolled without the express permission of parents or guardians. Rules bearing on the club-room side of the scheme are of a more restrictive character than those generally adopted on this side of the Channel, but club life is, it will be remembered, far less familiar to the French woman than to the English woman. The rooms remain open from 10 in the morning till 10 at night. The annual subscription is 10 francs. The association now numbers some 50 members, of whom not a few are foreigners, chiefly, we believe, of Russian nationality." (Journal of Education (London), June, 1901, p. 376.)

issued by the English education department, summarizes in a convenient form the principal facts with respect to the admission of women to foreign universities:

SUMMARY.

	Number of universities to which the inquiries were addressed.	Number of universities about which information has been received.	Number of universities at which no (or unimportant) distinctions are made between men and women students.	Number of universities at which women students are admitted by courtesy or special permission to some lectures and examinations.	Number of universities at which women students are admitted by courtesy or special permission to some lectures only.	Number of universities to which women students are not admitted at all.
England	5	5	3	2		
Wales	1	1	1			
Scotland	4	4	4			
Ireland	3	3	1	1		1
Canada	2	5	5			
Australasia	5	5	5			
India	5	5	5			
France	16	16	16			
Belgium	5	5	4			1
Holland	4	4	4			
Denmark	1	1	1			
Norway	1	1	1			
Sweden	2	2	2			
Germany	20	20		2	14	5
Austria	7	6			6	
Switzerland	6	5	4	1		
Italy	20	13	[1]13			
Spain	9	3	[2]3			
Portugal	1					
Greece	1	1	1			
Roumania	2	2	2			
Russia, with Finland	9	4	1			[3]3
Japan	1					
Total	130	111	76	6	20	10

[1] The same rule applies to the other Italian universities.

[2] In one case the position of women students seems to be more strongly differentiated than in the other two.

[3] In one of these cases women are admitted to certain medical classes.

WOMEN AT THE GERMAN UNIVERSITIES.

The status of women with respect to the German universities is discussed by Mrs. Martha King Genthe in an article published in the Forum for April, 1902. Mrs. Genthe writes from personal experience, and her judicial treatment of the subject is valuable to the American reader, who is too apt to consider it from the very different standpoint of American policy. The principal facts relative to the opportunities now open to women for university study in Germany, as set forth by Mrs. Genthe, are cited below. In order to understand their bearings it is necessary to keep in mind the distinctive characteristics of German universities and their relation to the preparatory schools. Without following our author through the detailed consideration of this part of her subject, we quote here only her statement as to the special character of university studies in Germany and the requirements for admission to the university:

In the German conception of the university stress is laid almost exclusively upon the word "scientific," which in this connection always refers to pure science. The applied sciences are provided for in special institutions, such as the "Technische Hochschule," coordinate in rank with the university, or the "Handelshochschule," the "Bergakademie," the "Forstakademie," and others. A regular professional training is not given at the university except in what are called the learned professions—those of the clergyman, the lawyer, the physician, and the professor in the "higher" (secondary) schools. * * *

This extreme accentuation of the scientific tendencies of the German university has also excluded from it, in the course of time, all that concerns undergraduate work. Undergraduate studies are pursued in the "Gymnasium," a secondary school with a nine years' course, which may be defined as a combination of the American high school and the undergraduate work of the American college, excepting, of course, Harvard and its equals. * * *

The final examination of all these institutions [secondary schools preparatory to the university], which is very severe, is called "Maturitäts-Examen;" and as far as the amount of knowledge is concerned, it may be compared, mutatis mutandis, to the B. A. of the average American college. Thus the German system makes the division between secondary and university instruction at the end, the American at the beginning, of the college period. A German who wants his son to acquire a thorough mental culture before entering business will send him not to the university, but to the gymnasium or one of its equivalents. Thus, in any comparison with the German university we must take into consideration the graduate work only of the institution which bears the same name in America.

As women were not admitted to the German gymnasia it was necessary, as soon as the prospect of admission to the universities was open to them, that provision should be made to prepare them for the opportunity. This has been done by private efforts, in respect to which Mrs. Genthe says:

In all cities of importance the professors of the gymnasium or the university will deliver, every winter, series of lectures for women, by means of which many an industrious student has been able to prepare herself even for university work. The associations of women teachers generally organize such courses in order to keep up with the progress of science; and students outside the association, if interested in the subjects of the lectures, may attend them on payment of a contribution to the expenses. Some of these courses have developed into a kind of regular school work, as in the case of the "Victoria Lyceum" in Berlin and the "Lyceum für Damen" in Leipzig, which may be very strongly recommended, in preference to the university lectures, to foreigners who wish to do some advanced work in German, in order to get a thorough knowledge of the language, without contemplating advanced scientific study. It has also been the custom for the more ambitious girls, after completing their course at the high school for girls, to enter a normal school, or engage in kindergarten work, or take a course at a teachers' college and acquire a diploma there, just for the sake of learning and without any intention of teaching.

Of course, these studies could never equal the regular discipline of the gymnasium; and many women earnestly desired better opportunities, especially those who went later to the university, and saw how much better the young men were prepared for their work. But as long as such students were few, the curriculum of the old gymnasium, with its excessive devotion to the dead languages, did not seem very desirable for girls in general. With the beginning of a more urgent demand for the admission of women to university privileges, the question of the gymnasia for girls, as will be seen presently, was also quickly taken up. At present an animated discussion is proceeding in Germany as to whether the old high schools for girls or the gymnasia plan is the better for the general education of women. It will probably end in a reform of the girls' high schools through the influence of "gymnasial" points of view. For those intending to study, numerous regular gymnasia have been already founded. Accordingly, the lack of opportunity for sufficient preparation will no longer stand in the way of German women desirous of higher education. After years of hardship and conflict, the last decade has brought just such a change of conditions as comes when, after a slowly lingering spring, a few days of sunshine and warm showers call forth all the fragrance and beauty of nature. Those of us who have taken part in the struggle are tempted to exclaim, with Ulrich von Hutten, the chevalier of the Reformation: "Die Geister erwachen, es ist eine Lust zu leben."

I know of a few cases in which girls have been allowed to take part in the courses of the boys' gymnasium in small towns where there has been no prospect of the foundation of a gymnasium for girls—an instructive instance of how history always follows the same laws under similar circumstances.

With respect to the actual admission of women to the German universities, Mrs. Genthe says:

The first proposal, when the claims of women to a university education could be no longer overlooked, was that a separate university should be established for

them. But universities are not founded as easily as elementary and high schools, and nobody could predict whether such an institution would pay its way. The German is never very hasty in making innovations, and in education especially he thinks a certain steadiness of progress the only wholesome condition for developing all the good that may result. So, in order that a trial might be made, there was no other course open than to admit to the studies pursued by men students those women who could not be dissuaded from their strange purpose; and so almost imperceptibly coeducation stole into the long-defended stronghold of masculine intelligence.

In the period to which reference has just been made—about ten or twenty years ago—it was not the fault of the German women if their representatives at the universities were but few, nor was it due to any narrow-mindedness on the part of their fathers or professors if the few courageous pioneers had not an easy time. On the contrary, the comparatively few women who made the attempt and succeeded in it in spite of their inferior preparatory education, rank, in the estimation of the other sex at least, as high as dozens of those who now find the doors of the temple of science open before them and simply walk in.

A careful observer will even judge that it was well that the reform should have developed thus gradually, instead of every concession being made fully and immediately. For those women who were not intellectually fit for the work, or who sought in it nothing but an interesting amusement or an opportunity of acquiring glory for their own little selves—types which will always appear when new interests begin to occupy people's minds, as long as access to the new openings is easy—were soon frightened away from the task, and left behind those only who were properly fitted for it. The chaff was separated from the wheat. It has often been said by the opponents of women's studies that of 100 who make the attempt perhaps not more than 25 reach the goal. That is not an argument against the higher education of women, but rather in its favor; for it proves that the danger of an overproduction of women graduates and of their rivalry with men who have to support families is only imaginary.

Besides, the cause of progress gains enormously when only the best of its advocates are left to plead for it, and this not by speeches and public meetings, but by the work they achieve and by their own personalities. Such an advocacy accomplishes more than the best organized propaganda. Only a few months ago a German university which has been especially opposed to coeducation was thrown open to women because a woman student there had done such admirable work that the professor with whom she had studied was anxious to obtain for his own laboratory the reputation gained by her discoveries. Accordingly, he did all he could to obtain from the faculty permission for her to be admitted to the Ph. D. examination, which she passed with credit. This method of overcoming the objections of the university authorities does honor to the sex. * * *

The first successful attempts to obtain for women access to the lecture rooms of German universities were made by the "Allgemeine deutsche Frauenverein," which was especially assisted by the activity of the female teachers. The German woman teacher was constantly feeling herself at a disadvantage in comparison with her male colleagues, who are the majority in Germany, since she had access to normal schools only, while they might choose between the normal school and the university. The normal school diploma entitles a man to undertake elementary and grammar grade work only. For higher grades he must have studied at a university also, and for gymnasium teaching he must have passed through the complete gymnasium-university curriculum. The women's normal schools of Germany have a higher standard than the men's. They are, so to speak, a combination of normal school and teachers' college; and it depends upon the courses chosen and the diploma received whether a student leaves the institution as an elementary or a high school teacher. In the case of the high schools a candidate for a post would have to compete against university graduates, mostly doctors of philosophy; and so her right to undertake higher teaching would be in most cases merely nominal.

Many complaints were made against this system, especially as it compelled the girls, in those years when they most needed to be under a woman's care, to work almost exclusively with men. For this reason the Teachers' Association of Göttingen tried to interest some of the professors of the university of that town in the question, and induced them in 1892 to deliver special courses of lectures, the "Wissenschaftliche Fortbildungskurse für Lehrerinnen," by means of which, for a period of two years, women teachers of high schools were enabled to receive a regular university training. The enterprise proved successful. A constantly increasing number of teachers attended the courses, and more and more professors took part in them. Gradually the latter found it a waste of time to give the

same lectures twice, so many of them simply invited the women students to attend their regular lectures. The Prussian minister Von Bosse adopted the idea, and established a state examination for these women—the so-called Oberlehrerinnen-Examen, for which continuous study for at least two years was required. About the same time the first German woman teacher succeeded in taking her Ph. D. degree at Heidelberg.

The difficulty in the extension of the privileges of women students now lies principally in the independent position of the German universities and their professors. These universities, although they are all controlled by the State, are absolutely free as far as concerns their internal affairs, such as teaching, organization, degrees, etc. Every German university represents a small republic within the State, where no sovereign or minister can enforce his will against the objections of the senate. The Government may propose changes, but the university may refuse them as often as it pleases. The slightest encroachment in this line has always been met by unanimous opposition. Even the almighty German policeman can not meddle with university affairs—science is free in Germany. Therefore, in the matter of the woman student, as well as in all other matters, everything depends upon the opinion of the faculty, sometimes even upon that of a single professor, and it appears as if the position of women in the universities will not be regulated by uniform principles until the last professor in the last university has been convinced of their rights and abilities.

As a rule the opposition is no longer very strong. American women, who, being strangers, have generally been allowed a little more liberty than the natives—for whom the professor would feel too great a responsibility—have done useful pioneer work in this respect by accustoming the professors to see women's faces in their audiences. Now and then one meets an exception in the person of a man who replies to a woman asking admission to his lectures by saying that his lecture room is not a marriage agency, or who assures his colleagues that he would rather resign than consent to the conferment of a degree upon a woman. But such men are beginning to form a very small minority, and every woman who honorably gains her degree is adding more weight to the right side of the scale. A woman can now obtain practically everything at a good German university—lectures, laboratory and seminar work, books, sometimes even students' special prices for tickets to theaters and concerts. Above all, she will receive the kindest assistance from the professors whenever she is found to be a serious worker.

One thing only she can not get—matriculation. She formally ranks simply as a "hearer" by special permission, although practically everybody will treat her as a regular student. It is a university law that only the "Maturität" certificate of a gymnasium or corresponding institution may open the way to academic citizenship on the part of native Germans; no entrance examination being allowed as an alternative. Even the most generously disposed professor can not change this law; and surely no true German, man or woman, would ever plead for a change in this respect, as it would lower the standard of the German university. On the contrary, the "Allgemeine deutsche Frauenverein," seeing that the universities were beginning to be interested in the education of women, has founded gymnasia for girls which, partly as a supplement to the work of the high schools for girls, partly as institutions exactly parallel to the boys' gymnasia, will enable the female student of the future to acquire her "Maturität" so that she need rank no longer as a second-rate student, even formally.

The consequences of this wise step have been quickly seen. The last year of the nineteenth century brought from the Grand Duke of Baden, who is perpetual "Rektor" (President) of the universities of his country, a decree allowing women presenting a "Maturität" certificate to be matriculated like other students. Thus the universities of Heidelberg and Freiburg have been really transformed into coeducational institutions; and the increasing number of their women students has shown the timeliness of this concession. The other universities, most of which now confer degrees upon women, in spite of their not being matriculated, are sure to follow this example in the not distant future. Practically everything has now been accomplished. Even the medical State examination has been opened to women; and the fact that most of the female candidates pass it with great credit has won for them more and more sympathy from their examiners as well as from their fellow-students. "The young women excel our young men," one of the foremost professors of Heidelberg said to me, in a tone of high appreciation.

A field in which much still remains to be done is that of providing for the material welfare of German women students. While in past centuries hundreds and hundreds of donations were made for the benefit of the young men at the universities, it is not quite twenty years since there was opened the first opportu-

nity to make such contributions in aid of women. The old *stipendia* (fellowships) are prohibited by their charters from being shared by women. This is all the more deplorable because women generally have to pursue their studies under more stringent financial limitations than men.

Not only is there among the students a large number of girls with small means, because the daughters of well-to-do families are not often willing to give up the comfort of a pleasant home for the lonely cell of the true scholar, but the expense of living in a strange city is considerably greater for a young woman than for a man. A respectable girl must live in a respectable house, with a respectable family, and must have her meals at a respectable place. Such lodgings are always more expensive than the modest room which her male fellow-student may hire at a shopkeeper's or a shoemaker's, without suffering in general estimation for it. Few women, again, are fortunate enough to be able to earn their living while studying hard for a doctor's degree.

There are, however, some funds for the benefit of female students. The "Allgemeine deutsche Frauenverein" has a few bursaries to bestow on medical students, and the "Allgemeine deutsche Lehrerinnenverein" awards some to members who prepare for the "Oberlehrerinnen-Examen." But the competition for these stipendia is very keen, and most of them are allotted several years in advance. Very recently an association has been founded in Berlin which, although bearing the interminable name of "Verein zur Gewährung zinsfreier Darlehen an studierende Frauen," merits the cooperation of everybody interested in the education of women. The funds of this association are used for helping women students over periods of financial difficulty—especially when money is lacking to pay the high examination fees—by lending them the sum which they need, without interest, and for an indefinite time, to be paid back at an annual rate of 5 per cent when they have completed their studies and are earning their living.

As to the position of a young woman in a German university Mrs. Genthe says:

The personal life of a girl student in Germany is not a very easy one. She is a new phenomenon in the halls of the university; no social code has yet been established to regulate her own behavior or her treatment by others; and she does not seem as yet to have fully made good her right to be here. She has now to make her position permanent, and much either for success or for failure will depend upon the tact and personality of each member of the first set of girl students. As a rule, the young German is not accustomed to meet, outside of the traditional forms of society, a lady who is not his relative. He has been taught how to treat her as a cavalier only, and sometimes feels rather awkward in the position of comrade. He realizes that gallantry is out of place in the laboratory, and yet he is not quite sure whether she will not expect it here as she would in a drawing-room. Hence she will generally have to make her fellow-students what she wants them to be.

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CHAPTER XXIX.

THE PRESENT EDUCATIONAL MOVEMENT IN THE PHILIPPINE ISLANDS.

[By Fred W. Atkinson, general superintendent of public instruction in the Philippines.]

Contents.—I. Introduction.—II. Military government.—III. Beginnings of the present work.—IV. The present organization.—V. Work done up to date under the present organization.—VI. Conditions of the problem.—VII. American teachers.—VIII. Filipino teachers.—IX. Filipino children.—X. Text-books and supplies; course of study.—XI. School finances.—XII. Night schools.—XIII. Vacation normal school.—XIV. Permanent normal school.—XV. Special schools: Normal, nautical, and trade schools of the Philippine Islands.—XVI. Special work.—XVII. Industrial education.—XVIII. School buildings.—XIX. Holidays, vacations, school sessions.—XX. Legislation: Necessary additional enactments.—XXI. Present plans for future development.—XXII. Education of Filipinos in the United States.—XXIII. Relation of educational work to that of other departments.—XXIV. Educational policy.—XXV. Educational outlook.

I.—INTRODUCTION.

Before the American occupation of the Philippine Islands there was a plan of education under the Spanish rule which, if carried out properly, would have been productive of substantial results in training the Filipinos.[1] The system included the establishment throughout the archipelago of schools for primary instruction, as ordered in the royal decree of December 20, 1863, and also the founding of higher schools for secondary instruction, special schools, normal institutions, and colleges. The growth of this system, however, was hardly a normal one, in which the primary and secondary schools were first thoroughly established and the higher institutions and colleges founded later to receive the graduates of the elementary schools; for as early as 1611, twenty-five years before the beginning of our oldest university—Harvard—the University of Santo Tomás was founded; and other colleges were likewise established long before there was even a plan for a general system of primary and seconday instruction. With these higher institutions in existence so much earlier than the great majority of lower schools—their necessary predecessors—satisfactory results were impossible. The natural, and indeed, the real tendency was to deny the masses even a good elementary education and to center efforts upon the few who were hurried to the college or university. The result of this policy has been that a few persons have stood out prominently as educated Filipinos, while the great mass of the people have either not been educated at all or only up to a certain point, namely, the acquisition of the mechanical processes of reading and writing. It is needless to say that these higher institutions did not have a standard equal to that of our colleges of to-day, yet they offered comparatively advanced courses which could have been pursued advantageously if the children in general could have secured the necessary preparation in primary and secondary schools.

The early work of the Jesuits in training the Filipinos was commendable, and along right lines in furnishing a common school education. It would have been productive of permanently good results if this order had not been supplanted by the local padres, under whose direction the common branches suffered through lack of attention.

[1] For full information concerning early education in the Philippines see Vols. I and II of the Report of the First Philippine Commission, and also the Report of the United States Commissioner of Education for 1897-98, together with such histories in Philippine matters as Foreman's Historical Information, *passim*.

A system of education was established in the Philippines by the royal decree, mentioned above, under date December 20, 1863, which, in brief, provided for the establishment of a normal school in Manila for training teachers, and of separate primary schools for both males and females in the various towns. Instruction was to be free to those unable to pay. The schools were classified as:

(1) Entrance (Entrada).
(2) Promotion (Ascenso).
(3) Second class finishing schools (Término de segunda clase).
(4) First class finishing schools (Término de primera clase).

The subjects taught in the primary schools comprised:

(1) Christian doctrine and principles of morality and sacred history suitable for children.
(2) Reading.
(3) Writing.
(4) Practical instruction in Spanish, including grammar and orthography.
(5) Principles of arithmetic, comprising the four fundamental operations, common fractions, decimal fractions, and instruction in the metric system, with its equivalents in ordinary weights and measures.
(6) Instruction in general geography and Spanish history.
(7) Instruction in practical agriculture as applied to the products of the country.
(8) Rules of deportment.
(9) Vocal music.

Religious instruction was first in the thought of those who had the schools in charge. In fact in many districts such was the only instruction given, and this was imparted in the local native dialect. The following quotations taken from the first Philippine Commissioners' Report show how slightly this curriculum was followed by the native teachers:

Ability to read and write a little of the local native language was comparatively common. * * * Instruction in geography was extremely superficial. * * * The only history ever taught was that of Spain, and that under conventional censorship. The history of other nations was a closed book to the average Filipino. * * * Vocal music was not taught, and the institution in practical agriculture was a sorry farce. * * * Girls were not given instruction in geography, history, or agriculture, but in place of these subjects were supposed to receive instruction in employments suitable to their sex.

The Spanish regulations provided that there should be one male and one female primary school-teacher for each 5,000 inhabitants. It is clearly shown in the Report of the Philippine Commission that even this inadequate provision was never carried out. "Taking the entire population at 8,000,000, we find that there is but one teacher to each 4,179 inhabitants." There were no schoolhouses, no modern furniture, and until the Americans came there were no good text-books. The schools were held in residences of the teachers or in buildings rented by the municipalities and used by the principals as dwellings. In some of the schools there were wooden benches and tables, but it was not at all unusual to find a school without any seats for the pupils.

Very little of the instruction in the schools outside a certain few towns was in Spanish, since the majority of the teachers did not understand this language. Under the Spanish régime no adequate provision was made for the training of teachers; for, although included in this decree of 1863, the plan was not carried out. In the larger towns the four elementary arithmetical processes were attempted, and in a few towns the geography was used as a reading book. The girls were taught embroidery and needlework. From the start the schools were entirely under the supervision of the religious orders, and there was no organized department of public instruction.

The little school instruction the average Filipino has had has not tended to broaden his intelligence, and has hardly developed independent thought and action. One could observe in the schools a tendency on the part of the pupils to give back like phonographs what they had heard or read and memorized without seeming to have thought for themselves. As a rule, they possess unusual mechanical skill, and they excel in writing and drawing. The Spaniards made very little use of this peculiar capacity.

When the Spaniards came here we have it on good authority that the Philippine Islanders could read and write their own languages. At the present time, after three hundred years, the mass of the people have been taught so mechanically that they can hardly do more than this. The Spanish minister for the colonies in a report made on December 5, 1870, points out that by the process of absorption by the religious orders education became concentrated in their hands. He says, "While every acknowledgment should be made of their services in earlier times, their narrow exclusively religious system of education and their imperviousness to modern or external ideas and influences, which every day become more and more evident, rendered secularization of instruction necessary."

It may be said here that in the average provincial school at first a kind of religious primer has been read in the native language, and later Christian doctrine has been taught. The text-books found in the schools were crude and embraced a considerable amount of religious instruction. The pupils were obliged tediously to learn by heart the exact words of the text-book. The teacher, with book in his hand, heard one pupil at a time; the others at the same time studied aloud, doing their best, it would seem, to drown out the voices of the teacher and the pupil reciting. The teacher asked only the questions that were written down in the book. To the visitor it would seem as if instruction, as carried on by the native teachers, was tediously mechanical, noisy, and hardly effective or economical. The teachers did not have fixed daily programmes, and so the school hours were not well distributed. On the average those who attended schools did so from their seventh to their tenth year. The teachers were classified according to the importance of the towns where they served. Compensation was so inadequate that the teacher's calling had come to be looked down upon. There were no courses for those engaged in teaching. As far as I am able to judge there was no professional enthusiasm. Appointments were governed too much by the terms of service of the teacher, while the quality of this service was not considered at all. It is asserted by practical parties that in 1897 there were in these islands 2,167 public schools. In judging the effectiveness of these schools it must be remembered that a school under the Spanish régime was a strictly sectarian ungraded school, with no prescribed courses and no definite standards for each year, under the charge of duly certified, but hardly professionally trained or progressive teachers, and housed in unsuitable and unsanitary buildings.

The act of 1863 provided for schools for girls, but this provision, together with others of the same act, never became a reality. Up to the year 1870, a significant fact in the history of education of any people, boys alone were considered; and not until then were definite steps taken toward educating girls.

In all this work there was lacking a centralized system; there was no body of information. Manila and Mindanao were subcenters, but independent of each other, and in no close connection with their respective fields.

Hence, under Spanish rule, the work of education lacked system, wanted completeness, and in great part lay dormant. A hopeful beginning in the right direction was taken under the Jesuitic rule, but, as has been said, it was short lived; all soon relapsed into the previous condition of incompleteness and insufficiency. And thus matters remained until the awakening and, indeed, renascence, which, although late, promises to be complete.

Education to-day as a science, as we know, has received the greatest contributions from the Anglo-Saxon, Teutonic, Romance (except Spanish), and Slavic elements: and in the life of these different peoples there came an awakening at a certain crisis which was in the nature of a revolution in the field of education, and which resulted in renewed effort, additional vigor, broader interpretation, and new ideas. And the outcome of all this is the present system known to us. Such a renascence took place early after the Angles and the Saxons combined: again, much later, when Germany became in a measure united after the peace of Westphalia: similarly, in the reconstruction period after our own civil war: and, again, after the Franco-Prussian struggle in 1870. This brief reference serves, perhaps, to illustrate my point: The history of education in any country, represented graphically, would show certain sudden departures from previous conditions, and these momentary changes would be found to coincide with events of great political import. Spain experienced such at various times, but, in my opinion, it remained for the Spanish-American war to bring about a thorough awakening to present needs and a new interest in matters educational in the Philippine Islands.

II.—MILITARY GOVERNMENT.

The transitional period from the old Spanish methods to the present American school system was that of the military government, under which educational matters received unexpectedly careful attention and experienced the first influences of the system working at the present time. Naturally these influences were weak and the Spanish system, particularly the text-books of that system, remained in large part. Yet the step from past to present methods can be traced in this interval of military rule; some American text-books were introduced and soldiers were detailed to teach in various towns. There originated a general conviction that English should be taught directly without the medium of Spanish and immediately; recommendations for trained teachers of English were made; the children, in fact, were given an introduction to the English language, and the people in part acquainted with the idea of American schools.

General Otis was very much interested in education, and it was his desire that the army officers open up as many schools as possible. He selected and ordered the text-books in use during this time. Several of the district commanders appointed officers to act as superintendents of schools. Among these were many chaplains. In a few instances these attempts at supervision of schools were successful. Capt. John G. Ballance, who had charge of schools in northern Luzon, worked with enthusiasm and intelligence. As a result 120 schools were opened and pretty well equipped with stationery and supplies. He found it a difficult matter to get teachers for English instruction, and soldiers were detailed for that purpose.

In the island of Cebu there was considerable activity in school matters, Colonel McClernand himself paying personal attention to the subject of education. The same fact was true in the island of Mindanao, General Kobbé giving a great deal of attention to the establishment of schools.

In general it may be said that education throughout the islands was in a chaotic condition. The schools that had been established were poor. There was no attempt at gradation of pupils, and the work, lacking proper supervision, was aimless. The reports on schools by the district commanders were incomplete, six out of the fifteen not making any report. According to these reports about 1,000 schools were in operation during the military rule. Where these schools were reopened the equipment was entirely inadequate, consisting ordinarily of old books used in Spanish times. Up to September 1, 1900, approximately $41,000 were expended for stationery and text-books ordered by the military governor, most of which latter were in Spanish. A considerable portion of this amount was used in Manila alone. The following is a complete list of supplies furnished to the

schools through commanding officers, together with a statement of their distribution:

Books received from various sources.

	Ordered from United States.	Ordered, not received.	Received from United States.	Received from Spanish Government.	Total received.
Spanish Arithmetics				1,714	1,714
Charts, sets				240	240
Divino Pastor				17,320	17,320
Higiénica				3,140	3,140
Manual de infancia				7,485	7,485
Sistema Métrica				8,326	8,326
Multiplication charts				115	115
Arithmetic tables				7,000	7,000
Lecciones de Lenguaje	24,583	2,583	22,000		22,000
Leyte's English	2,000		2,000		2,000
Baldwin's First Reader	53,500		53,500		53,500
Baldwin's Second Reader	7,000	7,000			
Spanish Readers	5,500		5,500		5,500
United States History, Spanish	13,500		13,500		13,500
Wentworth's Spanish Arithmetic	15,000		15,000		15,000
Frye's Spanish Geography	13,500	10,000	3,500		3,500
Charts, Carnifex	500	500			
Charts, McGuffey's	500	500			
Chart primers	36,000	36,000			
Cuaderno de lectura				75,000	75,000
Catechisms				22,000	22,000
Manual de infancia				4,648	4,648

Supplies received from various sources.

	Ordered from United States.	Ordered, not received.	Received from United States.	Received from Spanish Government.	Total received.
Chalk, boxes				2,598	2,598
Ink powder, do				4,130	4,130
Pens, gross				1,255	1,255
Penholders				24,985	24,985
Writing paper, packages				3,807	3,807
Blank paper, do				2,000	2,000
Slates	24,000	17,520	6,480		6,480
Pencils, lead	57,600	48,384	9,216		9,216
Pencils, slate	60,000	20,000	40,000		40,000
Copy books	108,000	48,000	60,000		60,000
Tracing books	12,000	12,000			
Drawing books	60,000	60,000			
Drawing cards	12,000	12,000			
Blotting paper, quires	50	50			
Erasers, blackboard	1,200	1,200			
Penholders	14,400	14,400			
Pens	72,000	72,000			
Liquid slating, gallons	60	60			
Ink, pints	600	600			
Flags, storm	300	300			
Flag halyards	300	300			

Distribution of schoolbooks.

Departments.	Northern Luzon.	Southern Luzon.	Visayas.	Mindanao and Jolo.	City of Manila.	Total.
Arithmetics, Spanish	3,481	441	55	400	2,523	6,900
Arithmetic tables	1,632	623	1,400	366		4,021
Charts, multiplication	36	8	20	7		71
Divino Pastor	7,561	1,903	2,760	1,052	1,670	14,946
Geographies, Spanish	316	134	288	45	2,000	2,783
Lecciones de Lenguaje	4,062	1,249	267	154	2,647	8,379
Métrica Sistema	2,237	781	1,600	650	34	5,302
Readers, English, First	8,821	1,951	7,197	1,142	4,142	23,257
Spanish Readers	549	453			3,635	4,637
Hygienes	2,043	298	300	300	53	2,994
Leyte's English	17	38		100	1,645	1,800
Cuaderno de Lectura	1,671	500				2,171

Distribution of school supplies.

Departments.	Northern Luzon.	Southern Luzon.	Visayas.	Mindanao and Jolo.	City of Manila.	Total.
Chalk.....boxes..	557	209	268	139	62	1,235
Copy books, American.....	9,349	960	7,492	1,096	4,000	22,897
Copy paper, Spanish.....packages..	998	451	158	1,081	73	2,761
Ink powder.....do....	1,094	1,222	185	706	405	3,622
Paper, blank.....do....	1,045	478	561	223	573	2,880
Pens.....gross..	598	206	71	83	267	1,225
Penholders.....	9,280	3,146	2,240	3,025	5,930	23,621
Pencils, lead.....	2,530	816	1,728	624	1,488	7,167
Pencils, slate.....	3,700	800	5,000	1,200	2,200	12,900
Slates.....	1,219	717	1,240	310	1,028	4,514
Flags, storm.....	97	36	80	36	.....	249
Flag halyards.....	97	36	80	36	.....	249

Includes part of those sent by Superintendent Anderson.

Outside of Manila very little was done in the way of English instruction. The commanding officers were unanimous in urging such, and in asking for English teachers, and frequently detailed soldiers for such work. To give one instance, Brigadier-General Young asked for 75 English teachers for the First district, Department of Northern Luzon. Similarly, other commanding officers saw the need for teachers, and asked that these be sent, as one of the chief aids in solving the problem on their hands. To use the words of General MacArthur in recommending that a large amount of money be expended for school purposes: "This appropriation is recommended primarily and exclusively as an adjunct to military operations calculated to pacify the people, and to procure and expedite the restoration of tranquillity throughout the archipelago." Many of the officers were early convinced of the superior value of the teacher to the soldier in certain parts of the field, and felt that the work of the latter was, although of course necessary, merely preliminary to that of the former. The natives were reported as eager to learn English, and the use of Spanish or the dialects was generally deprecated by officers reporting. They felt that teaching through the medium of Spanish was not only not a necessity but an impediment. Buildings of some sort were generally reported to be available but, except in a few cases, were said to be unsuitable. Throughout the islands the practice prevailed largely of allowing the principal and his family to live in the school building—a condition of affairs condemned by those reporting it. Often it was reported that the natives could do nothing for themselves, but yet in many cases they showed their willingness to provide schoolhouses. The salaries reported were low, but higher than those stated in the table in the report of the First Philippine Commission. Probably $12 Mexican per month for women and $20 Mexican per month for men would be a fair average. Books and stationery and English teachers had to be furnished by the Government. It was early evident that financial aid would have to be furnished to certain localities too poor to pay even the small salaries of the native teachers, until the land tax should become available.

The Manila schools were at first under the charge of Chaplain W. D. McKinnon, United States Army, who transferred his duties to Mr. George P. Anderson on June 1, 1899. Seven schools were organized about September 1, 1898. Spanish methods were continued, each school having one teacher in English. After June, 1899, there were 39 schools, with enrollment of 3,742. Besides public-school supervision the superintendent had oversight of the Ateneo and the high normal school, in both of which the instruction was by Jesuit priests; also, the girls' municipal school, under the direction of a religious sisterhood. All these institutions received allotments of insular funds.

The following statistics relate to the year ending June 30, 1900, for the city of Manila:

Filipino teachers	86
Jesuit professors	28
Dominican sisters	11
English teachers	24
Total	149

Daily attendance (average), 4,500.

Last year the city schools were increased in number, and the attendance was largely increased. A normal school was established, disconnected from religious supervision, and the Ateneo and Jesuits' normal school no longer received a subsidy from the insular treasury. By an act of the Philippine Commission, instruction in religion of any kind or creed was prohibited in public schools, and the removal of all religious emblems and pictures was required; but it was provided that priests and ministers could give instruction for one-half hour, outside official hours, three times a week, to those pupils who desired it.

The superintendent of city schools pointed out the very great lack of suitable buildings and urged that they be erected. Five night schools were established as an experiment, and were so successful that additional ones were organized shortly afterwards under the civil government. The school attendance during this period in the city of Manila reached 5,123.

Capt. Albert Todd, who was in temporary charge of public instruction under the military government, from whose report were obtained the salient facts of the educational situation under the American military rule, ends his report with the following recommendations:

(1) That a comprehensive modern school system for the teaching of elementary English be inaugurated at the earliest possible moment, and that attendance be made compulsory wherever practicable.

(2) That industrial schools for manual training be established as soon as fair knowledge of English has been acquired.

(3) That all of the schools under government control be conducted in the English language so far as in any way practicable, and that the use of Spanish or the dialects be only for a period of transition.

(4) That English teachers well trained in primary instruction be brought over from the United States in sufficient numbers to take charge of the schools of the larger towns at least.

(5) That a well-equipped normal school be established for instructing natives to become teachers of English.

(6) That in the larger towns, a portion, at least, of the schoolhouses be modern structures, plainly but well and properly equipped.

(7) That the schools supported by the government be absolutely divorced from the church. If the natives desire schools in which religious instruction is to be given, that they furnish the entire support for the same from private sources, but attendance at these latter schools shall not excuse the children from attendance at the public schools where English is taught. In addition, the parochial church schools, if such are maintained, shall be required to be equal in character of general instruction to the public schools.

Some of the comments of individual officers reporting were helpful and suggestive. Gen. J. H. Smith, in command of the department of the Visayas, said:

Education in the islands, to my idea, ought to be free so far as cost is involved, and compulsory so far as attendance is concerned. Education, to be of any value in securing advancement of the Filipino race, must be brought within the reach of the laboring classes and the poor. In many of the towns of Negros, at the

request of the superintendent of public instruction, soldiers have been detailed as instructors in English. Some of them succeeded fairly well, but to make substantial advancement teachers of experience are required.

Col. E. Rice, in command of the island of Panay, has been much interested in education. He reported that 210 schools had been established. "There are 10,803 pupils in attendance, but the number of children of school age in these towns is over 24,361." This showed that education should be compulsory. It may be said in passing that considerably less than one-half of the children of school age in these islands were attending even the very unsatisfactory schools that existed at the time. Colonel Rice reported:

Apparently there are sufficient teachers of all subjects save that of English; that is, sufficient for the rudimentary education which up to this time has been deemed all-sufficient. A higher grade for teachers, however, should be required later on. * * * The people, save among a very limited few, have very little idea of what education consists, and no idea as to the adoption of the methods to obtain it. After their long experience with ways that are dark and devious, well-built and well-equipped schools will be a benison to them. Appropriation for schools is recommended in order to place them in certain places where conditions prevailing will not admit of schools being established by local authorities therein. * * * Model school buildings thoroughly equipped with books, pictures, maps, globes, etc., which have so long been denied them, will have an influence not securable by force of arms. The school buildings should be models, both in interior and exterior, the stamp of Americanism on each town.

First Lieutenant Hixon, of Balanga, made a wise recommendation:

That the schoolhouses, convents, churches, and other such buildings occupied partly or wholly by the military forces be vacated and turned over to the people for their proper use at the earliest practicable moment. Such action would go far toward restoring the people's confidence in the good intentions of the United States and counteracting the bad effects of rumors circulated by vicious persons with design to make it appear that our Government desires to deprive the Filipinos of their churches and schools.

Captain Echols made a decided contribution to the subject of the qualifications of teachers of English. He says:

To teach English to the natives a knowledge of Spanish or Tagalog is not necessary. I at one time had charge of 4,000 American Indians, with six Government boarding schools. Not a child could speak a word of English on entering the schools, and in three months from entrance these children could speak it fairly well, and this was accomplished by teachers utterly unfamiliar with any one of the numerous Indian dialects.

As to the need of education and the intelligence of the children, the following statement of First Lieut. Russell G. Langdon represented the opinion of the majority of officers:

It would seem that the problem of amalgamation of the natives of the islands as American citizens can best be solved by promptly and properly taking hold of the work of educating the young. After close observation of the children of this town and elsewhere around here, I am of the opinion that the children between the ages of 6 and 16 are very bright and apt at acquiring languages, even though their intellectual faculties may become comparatively inferior as they become adults.

III.—BEGINNINGS OF THE PRESENT WORK.

Immediately upon his arrival in the islands the general superintendent began a study of the educational situation in Manila and vicinity. By personal observation and consultation and correspondence with army officers, presidentes, and others in a position to know, he endeavored to learn the exact situation and the general opinion as to the educational policy to be pursued. As he met a great diversity of opinions, owing in many cases, he feels sure, to the different social conditions existing in the archipelago, and as he had formulated in his own mind the educational problems to be solved, he came to believe that on some matters

judgment must be suspended until he himself should make trips of inspection throughout the islands; and, furthermore, he learned to recognize a new force in the familiar axiom about going slowly.

On September 1, 1900, he assumed the duties of general superintendent of education and acted at the same time as superintendent of the Manila schools. During the early months in his present position he gave the larger part of his time to the schools of Manila, visiting them frequently and making a study of the Spanish methods then still in vogue.

Shortly after entering upon his present duties, under date of November 1, 1900, he submitted to the commission the following on the educational outlook at the time, with certain definite recommendations:

A modified American public school system.—A well directed system of education will prove one of the most forceful agencies for elevating the Philippines materially, socially, and morally, and preparing them for self-government. Every effort should be made to adapt public school provisions to the conditions existing in the different islands. According to American standards the ideal school is a nonsectarian graded school with a prescribed course and definite standards for each year, under charge of trained teachers, and housed in suitable buildings, but modifications of this ideal must be made to bring the means of instruction within the reach of the entire child population. In the larger towns there must be six grades or classes. In some of the smaller towns schools will have to be organized under conditions which will preclude an immediate compliance with the standard to be set for the larger towns. It may be necessary in the sparsely settled portions of the country for teachers to journey from barrio to barrio, as is now done in Norway and Sweden. Common schools should be established everywhere, and, as a minimum standard, every child should be taught the reading and writing of the English language and arithmetic. It is to be hoped that at the same time many of the children will have acquired a good knowledge of the history of these islands, Spain, and the United States, a knowledge of geography, a fair acquaintance with nature, a training in hygiene and in the use of their hands. Educational practice is going to be greatly different from that common to American education. Those old time-honored lessons called "object lessons," which have been abolished altogether from the school course of many of our American towns, should be introduced into the Philippine schools, later to be superseded by a series of lessons known under various names, such as manual work, illustrated lessons, conversational lessons, constructive lessons, and kindergarten. Parallel with the text-books which tell about things should be the teaching from the things themselves. Work in nature study should be used to counteract the bookish tendency noticeable in the schools.

School organization.—The peculiar conditions existing here demand a centralized control of the public-school system. There should be careful State supervision of all public schools. Insular or provincial superintendents will be needed to assist the general superintendent. Town and city systems of superintendents will hardly be possible for some time. District superintendents, corresponding to our county system of supervisors, are needed at first. In the centralized system of school organization, which is best fitted for the archipelago, the general superintendent will find the district superintendency a most efficient channel in reaching the people of these islands and an opportunity for learning the needs of the various parts of the archipelago. The duties of these men would be to see that schools are established and proper buildings constructed, to regulate courses of study, to inspect schools regularly, to pass upon the qualifications of teachers, and to collect and transmit school statistics to the central school authorities. It is essential to the highest success of the school system that these assistant school superintendents shall be first-class men, and that they shall possess business ability as well as professional skill. Owing to the great diversity of conditions, deputy superintendents of skill, adaptability, and experience are needed. I have the honor to recommend that there be secured an assistant superintendent for each of the fifteen departments.

Local advisory boards.—The best way to insure the success of the schools throughout the archipelago is to enlist in every possible way the interest of local authorities. There should be a visiting and advisory committee appointed in every town, at present by the commanding officer and later by the provincial superintendent of public instruction, after consulting the municipal authorities. This visiting and advisory board should be charged with the duty of the general

supervision of the schools and the obligation of reporting monthly to the department superintendent their condition and the attendance of the pupils. It should advise the central authority as to the location of schools. Of course, at first local control may be impossible in some places, in others it may be highly developed. This, at least, is true—local effort should be stimulated.

Language basis of instruction.—It is hardly practicable to make native languages the basis of education, for it would necessitate the setting of a large corps of translators at work, putting not merely school primers but large numbers of books of every sort into all of the principal dialects. Most of the commanding officers in their reports state that "no instruction in native dialects is advisable," and also that there is no need of perpetuating the Spanish, for only a small proportion of the native population understands much Spanish. English is desired by the natives, and undoubtedly it should be the language basis of public-school work, but it should be introduced gradually, and no active steps should be made to exterminate any dialect. It is desirable that teachers sent out into the provinces should learn the dialects of the people with whom they are associated. The text-books which are now in stock have been selected largely on the principle that what is suitable for Manila is all right for other portions of the archipelago. Spanish editions of Wentworth's Arithmetic, Barnes' History of the United States, and Fry's Geography have been ordered in large quantities. These text-books in Spanish, which were ordered by the Military Department of Education, and are now being distributed to the schools, are unsuitable, as they tend to perpetuate the Spanish language and to delay the introduction of English as a basis of instruction. This supply is rapidly being exhausted, and I have the honor to recommend that very soon English arithmetics, histories, and geographies be ordered. It may be that some Spanish will have to be used at first, but there seems no good reason why it should be made the basis of instruction. It will be found, I believe, as time goes on that the best plan is to introduce gradually the English language all over the islands, and at the same time, so as to keep alive a proper sentiment, side by side with it, introduce as much as possible of our own literature into the native languages. If English is to be taught, a large corps of teachers is needed. Soldiers have been detailed, but some of the officers write that they have no competent soldiers to detail. I have the honor to recommend that some general law be made providing for English instruction throughout the islands. Manila should not receive the lion's share of the general appropriation. It should be possible for the general superintendent of education to furnish English instructors upon the requisition of any commanding officer.

Compulsory education.—Primary instruction should be obligatory for all children between the ages of 6 and 12 years. Parents who fail to conform should be compelled to do so by fines. This will be hard to carry out for some time yet, but in the larger cities great effort should be made to enforce such attendance laws. It will always be extremely difficult in some places, owing to the sparse and isolated population.

Religious instruction.—I have already had the honor to submit to the Commission, in a letter dated August 30, 1900, a consideration of the subject of religious instruction. In this letter I recommended that the schools supported on public funds should be nonsectarian.

Support of schools.—In the main the schools of a community should be supported by local taxation. Where this is not possible at first, appropriations should be made from the general treasury. For some time text-books, stationery, and teachers of English should be furnished to all of the municipalities. Financial aid should be in proportion to the number of pupils and their average attendance. In furnishing means of instruction the more prominent towns should be considered first, and the benefits extended as experience is gained where supervision can be exercised. The ultimate aim should be that each village shall support its own schools. The general government will always have to contribute to the maintenance of schools in localities where public sentiment and the poverty of the people would prevent their establishment under other conditions, and in localities that are frequently impoverished by the fact that their wealth flows into larger population centers to support nonresident proprietors. I believe decidedly that local taxation is necessary to maintain a proper public sentiment in the schools. I believe also that 25 per cent of the entire local taxation of the municipality should be devoted to public instruction. The procedure of our own States may be of interest. New Jersey raises a State tax for education amounting to $5 per head for each person in the State between 5 and 18 years; Pennsylvania, through its legislature, must raise at least $1,000,000, but it actually appropriates $5,500,000; Indiana raises 11 cents, and Kentucky 22 cents on each $100 of taxable property, and Michigan 10 cents.

School equipment.—I have already made recommendations concerning the need and wisdom of providing modern school buildings. There is great need also of school desks and school apparatus. At present, very little supervision of pupils' work is possible. The teacher can not pass behind the seats and see the pupils' work. Manual training in an elementary way should be introduced into the lowest grades; some of the so-called kindergarten methods are suitable for the children here, but no manual occupations can be carried on with the present school furniture. The economy of the teacher's time is one of the chief advantages of modern seats and desks. From the standpoint of health alone, provision in each schoolroom should be made for a desk and a suitable seat. At present, the little ones have to sit on benches without backs, and write on narrow desks. Such attitudes as they must assume are injurious to their healthy physical development, and lead to incorrect positions of the body, head, hand, and eye. To furnish a concrete instance of what the American graded school is, model school furniture should be purchased and model methods of teaching and school discipline, with the strict following of the programmes and systematic gradation of pupils, introduced.

Normal schools.—Here in Manila at the beginning of the next school year a normal school, founded upon the American plan, should be opened. Connected with this institution there should be an elementary school. This elementary school should serve as a practice school for the more advanced normal students, and in its material equipment and its teaching force it should be a model school. It should be possible for the students to enter this normal school from the provinces as well as from Manila. It may be necessary to arrange for a preparatory department where instruction in English may be given. Later, at some four or five strategic educational points, other normal schools will be needed. Possibly certain cities, in order to secure one, will donate some part of the cost of establishment.

Military school.—There is now a flourishing nautical school. In time military schools should be established.

Agricultural school.—That the Filipinos may be taught those things for which they have a capacity, i. e., industrial and mechanical pursuits, there should be established throughout the Philippine Islands schools of agriculture. It will be necessary to send to our agricultural colleges for instructors. These must be men who will study the agricultural conditions here, and teach practically the best means of cultivating and improving the products peculiar to this archipelago. These instructors should follow the plan of work of Hampton and Tuskegee. Especially should it be possible for students to pay their way through.

Trade schools.—Besides the schools of agriculture, there should be trade and commercial schools. Blacksmithing, tinsmithing, carpentering, cabinetmaking, painting, etc., should all be taught. In these establishments practical work should be done, and at the same time opportunity should be furnished the students to support themselves by their work. Work could be taken in from outside and done under competent supervision. Native and Japanese teachers could probably be found among the workmen now engaged at the depot quartermaster's to assist in this work. Americans would be needed as heads of these schools.

Destitute and criminal children.—Eventually orphanages, reform schools, schools for the deaf and dumb and blind, supported by public funds, should be established.

Examinations for teachers.—A form of examination for teachers will be introduced as soon as the schools are established on a firm basis. That many of the native teachers are not qualified to teach can hardly be doubted, but every one should be allowed to demonstrate his ability in the schoolroom itself, his removal being an important matter.

Certain principles have been touched upon in outlining the educational system for the Philippine Islands. They are:

First. The system should be a centralized one. There should be a general superintendent of education and as many assistant superintendents as there are departments.

Second. There should be a system of local advisory boards.

Third. Text-books, charts, maps and globes, stationery, and English teachers should be furnished to municipalities by the general government.

Fourth. As far as possible, the school buildings and native teachers should be supported by local taxation. For a time, some system of financial aid by the government should be inaugurated in the districts.

Fifth. All schools supported by public funds should be free and nonsectarian.

Sixth. Emphasis must be placed upon the elementary education of the masses.

Seventh. The education must be of a practical utilitarian character. What is attempted in the way of instruction must be done thoroughly, and the aim must

be in part to see that children acquire in school considerable skill in using their hands and their heads in earning a livelihood.

Eighth. Normal, agricultural, commercial, technical, and special schools must receive early attention.

Ninth. Native teachers must be paid more, and in every way possible teaching must be made a desirable calling. Native teachers in office must be taught a broader and more thorough conception of education. To this end teachers' courses, books, etc., must be provided. Teachers must be examined, certified, and classified.

Tenth. Modern school buildings must be constructed and equipped with modern school furniture and modern school apparatus. The immediate needs are:

1. Text-books in English.
2. Teachers in English.
3. Assistant superintendents.
4. School buildings.
5. Some temporary system of financial aid.
6. One normal school, one agricultural school, one manual-training school, one commercial school, each to serve as a pattern for other schools to be established later.

In conclusion, the present educational system needs to be modernized and secularized. There should be a gradual extension of a modified American school system throughout the whole archipelago. We should not be content until the entire archipelago is provided with an efficient system of public schools, organized as far as possible on the American plan and conducted in accordance with American methods.

Immediately after making these recommendations he was directed by the Commission to submit them in the form of a bill, and accordingly drafted the following:

AN ACT establishing a system of education in the Philippine Islands and appropriating one million five hundred and sixty thousand dollars ($1,560,000), in the money of the United States, for the maintenance thereof in the year 1901.

SECTION 1. The general superintendent of education shall exercise a general supervision over all schools and a more special direction over schools supported by public funds.

SEC. 2. District superintendents shall be appointed to assist the general superintendent of education.

SEC. 3. The general superintendent of education is hereby given authority to appoint, subject to the approval of the military governor, the said district superintendents authorized in section 2 of this act, one for each of the eighteen existing military districts of the archipelago where supervision is practicable.

SEC. 4. A district superintendent of schools shall receive an annual salary of not less than two thousand dollars ($2,000) and not more than two thousand and five hundred dollars ($2,500) and his necessary traveling expenses while in the discharge of his official duties. The exact salary of the various district superintendents shall be fixed by the general superintendent of education in accordance with the importance of their respective districts, subject to the limitations hereinbefore specified.

SEC. 5. The sum of forty thousand dollars ($40,000), in the money of the United States, is hereby appropriated to pay the salaries of the district superintendents for the year 1901.

SEC. 6. In the establishment of civil government in the municipalities of these islands provision shall be made in each case for a local advisory school board.

SEC. 7. The presidente shall be ex officio a member and chairman of said school board, which shall consist of the presidente and not less than four and not more than eight members. The district superintendent shall appoint for a term of two years all the other members of said school board, and prior to appointment of any district superintendent, or in event of a vacancy in the office thereof, the duty of the appointment of the aforesaid member of said board shall devolve upon the district commander, or such other officer as he may detail for this duty. On the occasion of their first appointment the term of office of one-half the members of said board shall be one year.

SEC. 8. The members of said school board may be removed at any time by the district superintendent, subject to the approval of the district commander and the general superintendent of education.

SEC. 9. It shall be the duty of said school board to visit from time to time all schools supported by the municipality; to report bimonthly to the general superintendent of education their condition and the attendance of the pupils; to distribute to the schools text-books and other supplies; to decide and make suggestions

concerning such matters as may be referred to it by the department of education, and to do all in its power to advance the interests of education in the municipality to which it belongs.

SEC. 10. The English language shall be made, gradually, the basis of all public-school instruction. To this end provision shall be made by law for English instruction in all schools supported by public funds.

SEC. 11. As far as practicable, soldiers shall be detailed as instructors of English until such time as they may be replaced by trained teachers.

SEC. 12. Authority is hereby given to the general superintendent of education to secure three hundred (300) trained teachers from the United States, at monthly salaries of not less than seventy-five dollars ($75) nor more than one hundred dollars ($100), in the money of the United States, the exact salary of each individual teacher to be fixed by the general superintendent of education in accordance with the importance of the position held, subject to the limitations hereinbefore specified. The necessary traveling expenses of said teachers from their homes to Manila shall be paid by the Government.

SEC. 13. The sum of three hundred thousand dollars ($300,000), in the money of the United States, is hereby appropriated to cover the cost of English instruction, outside of Manila, for the year 1901.

SEC. 14. The sum of one hundred thousand dollars ($100,000), in the money of the United States, is hereby appropriated for the purchase of English text-books and other school supplies, to cover the period from January 1 to July 1, 1901.

SEC. 15. In the establishment of civil government in the municipalities provision shall be made for the enactment and enforcement of school-attendance regulations.

SEC. 16. Beginning with January 1, 1901, the following shall become a law for the city of Manila:

All boys and girls between the ages of six and twelve years, inclusive, must attend school, either public or private, during the official school year. Parents or guardians failing to send their children to school in compliance with this section will be liable to a fine of not less than two dollars ($2) Mexican, and not more than five dollars ($5) Mexican.

SEC. 17. The subjects for study for the elementary schools may embrace reading, language, writing, arithmetic, geography, history, hygiene, gymnastics, music, drawing, sewing, and nature studies.

SEC. 18. No religious denomination shall have the right to teach its particular faith in schools partly or wholly supported by public funds.

SEC. 19. A system of financial aid by the government shall be established for the maintenance of schools in municipalities where there is satisfactory evidence that their poverty would otherwise prevent the establishment of schools.

SEC. 20. Application for the aid authorized in the next preceding section of this act must be made through military channels. The following data, based upon the personal inspection of some army officer, shall be furnished:

Estimated population of the municipality; estimated children of school age, viz, six to twelve years, inclusive; number enrolled at time of inspection; average attendance at time of inspection; itemized account of expenses, to include salaries of teachers, rents, and other incidental expenses; amount of internal revenue paid into the general treasury; amount raised by general subscription for educational purposes.

SEC. 21. The sum of fifty thousand dollars ($50,000), in the money of the United States, is hereby appropriated for the year 1901 and assigned to the department of education for allotment, subject to the approval of the military governor, to towns shown to be in need of aid, with the proviso that it shall be used solely for the salaries of native teachers.

SEC. 22. The sum of five hundred thousand dollars ($500,000), in the money of the United States, is hereby appropriated for the year 1901, to be expended, subject to the approval of the military governor, in the construction of school buildings.

SEC. 23. The sum of five hundred thousand dollars ($500,000), in the money of the United States, is hereby appropriated for the year 1901, to be expended, subject to the approval of the military governor, in the purchase of school furniture.

SEC. 24. Provision shall be made for the training of young persons among the native population who desire to become teachers.

SEC. 25. Pursuant to the provision of the next preceding section of this act a normal school shall be established in Manila and as soon as practicable, one at some central point in the archipelago and another in one of the southern islands thereof.

SEC. 26. The sum of twenty-five thousand dollars ($25,000), in the money of the

United States, is hereby appropriated for the expenses of the normal school to be established in Manila for the year 1901. The sum of fifteen thousand dollars ($15,000), in the money of the United States, for each of the other two normal schools to be established in the archipelago is hereby appropriated for the year 1901.

SEC. 27. Provision shall be made by law for the establishment of agricultural schools in these islands.

SEC. 28. Pursuant to the provision of the next preceding section of this act an army officer shall be detailed to look carefully into the agricultural conditions now existing in these islands and report thereon with a view to the founding of several agricultural schools where they are most needed. The officer so detailed shall, during the performance of such duty, be reimbursed for his necessary traveling expenses from the public civil fund.

SEC. 29. Provision shall be made by law for the establishment of trade and manual-training schools in these islands.

SEC. 30. Pursuant to the provision of the next preceding section of this act a trade and manual-training school shall be established in Manila in the year 1901, and as soon as practicable trade schools shall be opened in the larger towns of these islands.

SEC. 31. The sum of fifteen thousand dollars ($15,000), in the money of the United States, is hereby appropriated for the establishment of a trade school in Manila and the payment of its expenses for the year 1901.

SEC. 32. All sums appropriated in this act shall be expended by the general superintendent of education under direction of the United States military governor in the Philippine Islands.

SEC. 33. The insular treasurer is hereby authorized and directed to pay the warrants of the military governor for the sums so appropriated.

SEC. 34. This act shall take effect January 1, 1901.

After discussion of this draft some modifications were made, and as a result the educational bill, known as act 74, was enacted by the Commission and became a law January 21, 1901. The bill is as follows:

SECTION 1. A department of public instruction for the Philippine Islands is hereby established, the central office of which shall be in the city of Manila. All primary instruction in the schools established or maintained under this act shall be free.

SEC. 2. All schools heretofore established in the Philippine Islands, under the auspices of the military government, are hereby declared to be in the department of public instruction established by section one, and are made subject to the control of the officers of this department.

SEC. 3. The chief officer of this department shall be denominated the general superintendent of public instruction, and shall be appointed by the Commission. His annual salary shall be six thousand dollars ($6,000). He shall have the following powers and duties, to be exercised and discharged under the general supervision of the military governor:

(*a*) He shall establish schools in every pueblo in the archipelago where practicable, and shall reorganize those already established where such reorganization is necessary.

(*b*) He shall appoint, in accordance with act No. 25, enacted October 17, 1900, a city superintendent of schools for Manila, and division superintendents of schools for other parts of the archipelago, and the teachers and clerks authorized by law, and shall prescribe the duties of such teachers and clerks.

(*c*) He shall fix the salaries of the division superintendents and teachers within the limits established by law.

(*d*) He shall fix a curriculum for primary, secondary, and other public schools, and shall decide in what towns secondary schools shall be established.

(*e*) He shall divide the archipelago into school divisions, not more than ten (10) in number, and shall fix the boundaries thereof, with power to change the same when necessary; but the city of Manila and its barrios shall constitute one of such school divisions.

(*f*) He shall prescribe the authority to be exercised by the principal teacher of each school over the other teachers, if any, and his duties in caring for the schoolhouse and school property.

(*g*) He shall prescribe plans for the construction of schoolhouses to be built by the municipalities, the amount of land in each case, the rules of hygiene which shall be observed in connection with the schools of the archipelago.

(*h*) He shall make contracts for the purchase of school supplies authorized by law, and, whenever practicable, he shall invite bids by public advertisement and shall award the contract to the lowest responsible bidder.

(*i*) He shall have power to determine the towns in which English teachers, to be paid out of the insular treasury, shall teach. He may exercise this discretion in favor of those towns showing their loyalty to the United States by their peaceful condition, and in favor of those towns which shall construct and maintain suitable schoolhouses by local taxation or contributions.

(*j*) In case of a vacancy in the office of a division superintendent or that of the superintendent for Manila he shall discharge all the duties of such position during the vacancy or may make a temporary appointment to fill the same.

(*k*) He shall examine and pass upon all requisitions made for funds by division superintendents and forward them, with his recommendation, to the chief executive for submission to the Commission.

(*l*) On or before January first and July first of each year he shall make a report of his administration for the previous six months to the military governor and to the Commission and such special reports as may from time to time be called for by either. In the regular semiannual reports it shall be the duty of the superintendent to recommend changes in the school law which he deems expedient.

(*m*) He shall exercise general supervision over the entire department, and shall prepare and promulgate rules for the examination and determination of the qualifications of applicants for positions of division superintendents and teachers and for the guidance of the officers and teachers of the department adapted to carry out this law and not inconsistent with its provisions.

SEC. 4. There shall be a superior advisory board of education, composed of the general superintendent and four members to be appointed by the Commission. It shall be the duty of the board to hold regular meetings once in two months, on a day to be fixed by resolution of the board, and such special meetings as shall be called by the general superintendent. The general superintendent shall act as president of the board. The chief clerk of the general superintendent shall act as secretary of the board and keep minutes of its proceedings. It shall be the duty of the board to assist the general superintendent by advice and information concerning the educational needs and conditions of the islands; to make such investigations as the general superintendent may desire, and to make recommendations to the Commission from time to time as to needed amendments to the law. Each of the four members of the board, appointed by virtue of this section, shall receive as compensation ten dollars for each regular or special meeting which he shall attend. Any member of the board who is a nonresident of Manila shall be paid his actual and necessary expenses for travel from his residence to Manila and his return and hotel expenses. Requisitions for the amount required to pay such compensation and expenses shall be made by the general superintendent. The terms of office of the members of such board appointed under this section shall be for three years, or until their successors are appointed and qualified.

SEC. 5. There shall be a city superintendent of schools in the city of Manila, who shall receive an annual salary of three thousand dollars ($3,000).

SEC. 6. In each school division established by the general superintendent of public instruction there shall be a division superintendent, who shall receive an annual salary of not less than two thousand dollars ($2,000) and not more than twenty-five hundred dollars ($2,500).

SEC. 7. The actual expenses of the general superintendent and the division superintendents while traveling or absent from their usual places of residence on official business shall be paid out of the insular treasury.

SEC. 8. Except where otherwise provided, provisions of this act describing the duties and powers of division superintendents shall apply to the city superintendent for Manila.

SEC. 9. Each division superintendent shall, subject to rules prescribed by the general superintendent, under section 3 (*m*), appoint the native school-teachers to serve in the schools within his district and shall fix their salaries from year to year within the limits prescribed by law. He shall examine the schoolhouses occupied for public instruction within his division with a view to determining their suitableness and hygienic condition. Should the schoolhouse in which any school is conducted appear to the division superintendent to be unsuitable and dangerous for the health of the children, and should no other schoolhouse be available, he shall have power, subject to the approval of the general superintendent, to discontinue such school, and it shall be unlawful thereafter to use the schoolhouse thus condemned for public-school purposes. He shall pass upon and accept or reject or modify the plans for any new schoolhouse proposed by the local authorities to be erected, and for the proposed site thereof, and shall make report of his action thereon to the general superintendent of public instruction. If the local authorities or the local school board shall be dissatisfied with the decision of the division superintendent as to the suitableness of the plans or

site of the proposed schoolhouse, they may appeal to the general superintendent, whose decision shall be final. He shall make careful investigations into the agricultural conditions existing in his division and shall make reports thereon to the general superintendent of public instruction, with a view to aiding the general superintendent in making recommendations as to the places and number of the agricultural schools hereafter to be established. He shall see to it by personal visits and by requiring reports from the principal teachers of each school that the curriculum for primary and secondary schools prescribed by the general superintendent of public instruction is complied with. He shall make himself familiar with the supplies and text-books needed in each school in his division, and shall make a report of the same at as early a date as possible in order that they may be contracted for and furnished by the general superintendent. He shall appoint one-half of the local school board in each pueblo in his division, as provided in section 10. He shall have and maintain his residence and an office in one of the large towns in his division from which all the pueblos in his district can be most conveniently reached.

SEC. 10. There shall be established in each municipality organized under any general order of the military governor or under such municipal code as may be hereafter enacted, a local school board consisting of four or six members, as the division superintendent may determine, in addition to the presidente or alcalde of the municipality, who shall be a member ex officio. One-half of the members, except the member ex officio, shall be elected by the municipal council, and the remaining half shall be appointed by the division superintendent, and the term of office of all members, holding by appointment or election, shall be two years and until their successors shall have been duly elected and appointed.

SEC. 11. The appointed or elected members of the local school board may, after due notice and hearing, be removed at any time by the division superintendent, subject to the approval of the general superintendent of public instruction, who shall have power to suspend such members temporarily.

SEC. 12. It shall be the power and duty of the local school board:

(*a*) To visit from time to time the schools of the pueblo, and to report bimonthly to the division superintendent their condition and the attendance of pupils:

(*b*) To recommend sites and plans to the municipal council for schoolhouses to be erected;

(*c*) Where there are two or more schools in the pueblo, to adopt rules, subject to the supervision of the division superintendent, for assigning the pupils of the pueblo to the several schools;

(*d*) To report annually to the municipal council the amount of money which should be raised for the current year by local taxation for school purposes;

(*e*) To report, whenever it shall deem necessary, directly to the general superintendent, as to the condition of the schools of the pueblo, and to make suggestions in respect thereto as may seem to it expedient.

SEC. 13. Every pueblo shall constitute a school district, and it shall be the duty of the municipal council thereof to make as ample provision as possible by local taxation for the support of all the schools established within its jurisdiction. In exceptional cases, where the topography of the country or the difficulty of communication between parts of the same pueblo require it, the division superintendent may attach a part of one pueblo to the school district of another, and shall, in such case, fix the amount which it will be just for the municipal council of the former to contribute to the annual school expense of the latter.

SEC. 14. The English language shall, as soon as practicable, be made the basis of all public school instruction, and soldiers may be detailed as instructors until such time as they may be replaced by trained teachers.

SEC. 15. Authority is hereby given to the general superintendent of public instruction to obtain from the United States one thousand trained teachers, at monthly salaries of not less than seventy-five dollars ($75) and not more than one hundred and twenty-five dollars ($125), the exact salary of each teacher to be fixed by the general superintendent of public instruction in accordance with the efficiency of the teacher in question and the importance of the position held. The necessary traveling expenses of such teachers from their places of residence to Manila shall be paid by the Government.

SEC. 16. No teacher or other person shall teach or criticise the doctrines of any church, religious sect, or denomination, or shall attempt to influence the pupils for or against any church or religious sect in any public school established under this act. If any teacher shall intentionally violate this section he or she shall, after due hearing, be dismissed from the public service.

Provided, however, That it shall be lawful for the priest or minister of any church established in the pueblo where a public school is situated, either in per-

son or by a designated teacher of religion, to teach religion for one-half an hour three times a week in the school building to those public-school pupils whose parents or guardians desire it and express their desire therefor in writing filed with the principal teacher of the school, to be forwarded to the division superintendent, who shall fix the hours and rooms for such teaching. But no public-school teacher shall either conduct religious exercises or teach religion or act as a designated religious teacher in the school building under the foregoing authority, and no pupil shall be required by any public-school teacher to attend and receive the religious instruction herein permitted. Should the opportunity thus given to teach religion be used by the priest, minister, or religious teacher for the purpose of arousing disloyalty to the United States, or of discouraging the attendance of pupils at such public school, or of creating a disturbance of public order, or of interfering with the discipline of the school, the division superintendent, subject to the approval of the general superintendent of public instruction, may, after due investigation and hearing, forbid such offending priest, minister, or religious teacher from entering the public school building thereafter.

SEC. 17. There shall be established and maintained in the city of Manila a normal school for the education of natives of the islands in the science of teaching. The rules and plan for the organization and conduct of such school, and the qualifications of pupils entering the same, shall be determined by the general superintendent of public instruction.

SEC. 18. There shall be established and maintained in the city of Manila a trade school for the instruction of natives of the islands in the useful trades. The powers and duties of the general superintendent in respect to this school shall be the same as those provided in the section in respect to the normal school.

SEC. 19. There shall be established and maintained a school of agriculture in the island of Negros. The superior advisory school board shall recommend to the Commission for final determination a proper site for such school. The powers and duties of the general superintendent in respect to this school shall be the same as those provided in the section concerning the normal school.

SEC. 20. The general superintendent of public instruction is authorized and directed, under the supervision of the military governor, to procure the making of plans and estimates for the creation of such school buildings as he may deem necessary and practicable at the present time, including a building or buildings for the normal school in Manila, and a building or buildings for the trade school directed to be established in sections 17 and 18 hereof. The estimated cost of such buildings and their proper equipment shall not exceed four hundred thousand dollars ($400,000). Such plans and estimates shall be submitted to the Commission.

SEC. 21. The general superintendent of public instruction is directed to prepare and submit to the Commission, through the military governor, a statement showing the text-books and other supplies which will be needed for the year 1901, the estimated cost of which shall not exceed two hundred and twenty thousand dollars ($220,000).

SEC. 22. The sum of twenty-five thousand dollars ($25,000), or so much thereof as may be necessary, is hereby appropriated out of any funds in the insular treasury not otherwise appropriated, for the organization and maintenance of the normal school in Manila for the year 1901.

SEC. 23. The sum of fifteen thousand dollars ($15,000), or so much thereof as may be necessary, is hereby appropriated, out of any funds in the insular treasury not otherwise appropriated, for the organization and maintenance of the trade school in Manila for the year 1901.

SEC. 24. The sum of fifteen thousand dollars ($15,000) or so much thereof as may be necessary, is hereby appropriated, out of any funds in the insular treasury not otherwise appropriated, for the organization and maintenance of the School of Agriculture for the year 1901.

SEC. 25. Nothing in this act shall be construed to forbid, impede, or obstruct the establishment and maintenance of private schools.

SEC. 26. Whenever sums of money are mentioned in this act they shall be understood to be money of the United States.

SEC. 27. This act shall take effect on its passage.

Enacted January 21, 1901.

Meanwhile the general superintendent was engaged in gathering information as to the educational needs of the archipelago by means of a system of reports from the various departmental and district commanders, and in the enlargement of the work already begun by the military authorities. During this time, also, a voluminous correspondence was carried on with teachers and school officials in

the United States, for the purpose of securing data for the appointment of a large number of teachers for work here, and with publishers and stationers, with a view to purchasing text-books and supplies at the most advantageous prices.

Immediately upon the passage of act 74, and in accordance with its provisions, an estimate was submitted to the Commission through the military governor, under date of February 7, 1901, to the amount of $162,666.75 in money of the United States, for the purchase of text-books and school stationery and supplies. This amount was promptly appropriated by the Commission, and immediately, on a basis of competition invited from all available sources, purchases were made, and at a very favorable figure, especially in the case of text-books, which were secured on more liberal terms than could be secured in any of the States.

This purchase of supplies, aside from those secured by military authorities, was as follows:

TEXT-BOOKS.

50,000	Baldwin's Primer	$9,000.00
10,000	Baldwin's First Reader	1,500.00
25,000	Baldwin's Second Reader	5,250.00
10,000	Baldwin's Third Reader	2,400.00
25,000	Webster's Primary School Dictionary	5,200.00
3,000	Webster's Academic School Dictionary	2,700.00
10,000	New Education Reader, Book I	1,800.00
10,000	Carpenter's Geographical Reader (Asia)	3,600.00
10,000	Guyot's Geographical Reader (North America)	3,600.00
10,000	Fifty Famous Stories Retold (E. S. R.)	2,100.00
10,000	Big People and Little People of Other Lands	1,800.00
10,000	Lecciones de Lenguaje	2,400.00
25,000	Wentworth's Elementary Arithmetic	4,500.00
25,000	Fry's Elementary Geography	9,750.00
25,000	Montgomery's Beginners' United States History	9,000.00
5,000	Myer's General History	4,500.00
10,000	Little Nature Studies, Book I	1,500.00
10,000	Mother Tongue, Book I	2,250.00
10,000	Mother Tongue, Book II	2,500.00
10,000	Thought Reader, Book I	2,000.00
10,000	Bass' Beginners' Reader	1,500.00
1,000	Spanish Grammar, Edgren	480.00
500	Knapp's Spanish Grammar	500.00
10,000	Heart of Oak Series, Book II	2,400.00
10,000	Heart of Oak Series, Book III	3,000.00
500	Waymarks for Teachers	375.00
500	Guías para Maestros	450.00
500	Teachers' Manual	750.00
10,000	First Steps in English	2,280.00
10,000	First Steps in Arithmetic	2,160.00
10,000	Health Chats with Young Readers	3,600.00
10,000	Robinson Crusoe for Youngest Readers	2,400.00
10,000	Nature Studies for Youngest Readers	2,400.00
10,000	The Young American	3,600.00
10,000	Introductory Geography, Tarbell	3,600.00
10,000	Friends' Helpers	3,600.00
2,000	Spanish-English Dictionary	3,000.00
1,000	Carnifex Charts, with stands	5,500.00
10,000	Music books	5,000.00
10,000	Dozen copy books	4,500.00
	Total	128,445.00

SCHOOL STATIONERY AND SUPPLIES.

15,000 gross chalk	$975.00
500 gross penholders	750.00
500 gross penholders	675.00
500 gross lead pencils	625.00
500 gross lead pencils	550.00
3,000 gross steel pens	870.00
500 dozen pints ink	950.00
12,000 slates	600.00
36,000 slates	1,575.00
25,000 slate pencils	33.75
75,000 slate pencils	75.00
25,000 school writing pads, medium	900.00
25,000 school writing pads, large	1,250.00
100 reams blotting paper	640.00
10 gross No. 120 call bell	355.00
10 gross B. B. pointers	132.00
100 dozen globes, small	500.00
500 globes, large	1,000.00
15,000 square feet hyloplate blackboard	1,650.00
2,000 square yards slated blackboard cloth	840.00
1,000 numeral frames	480.00
500 gross 2-ounce bottles ink	1,450.00
500 gross blackboard erasers	2,100.00
2,000 ink tablets	700.00
50,000 spelling blanks	1,440.00
100 gross metric rulers	175.00
1,000 maps Philippines, etc	2,500.00
1,000 United States flags	1,910.00
1,000 clocks, Seth Thomas	4,250.00
5,000 dozen composition books	1,450.00
100 composition books, record	15.00
1,000 white block pads	475.00
1,200 teachers' inkstands	400.00
100 gross box drawing crayon	400.00
10 dozen reporters' note books	25.00
5,000 gem paper clips	6.00
Primary school helps	500.00
Office stationery for district superintendents	500.00
Two large and one small letter cabinets and card index system for office of general superintendent of public instruction	500.00
Total	34,221.75

The first large consignment of these arrived April 20, 1901, and others continued to come until midsummer. In the meantime the supplies purchased by the military government, prior to the passage of act 74, were distributed throughout the islands.

Before the school law was passed, under the authority of the Commission and the military governor, 9 teachers from the States and 11 from applicants in the islands were appointed. And by the authority of act 74, 8 superintendents, 8 principals and assistants for normal, agricultural, and manual-training work, and 781 teachers in the United States were appointed, together with 2 superintendents and 80 teachers from applicants in the Philippines. This number of

both division superintendents and teachers has been increased as shown later in this report.

One of the early tasks was the division of the archipelago into school districts; and owing to the limited number of division superintendents, it was found very difficult to make an entirely practicable and convenient apportionment. The great area to be covered and the very inadequate transportation facilities presented many difficulties in the inauguration of a school system for these islands; and the conditions in reference thereto were carefully considered and all available evidence thoroughly examined. As a result 18 divisions were recommended, which were adopted, as the most practicable for administration at the time. The size, population, and particular conditions of these have been considered in a subsequent chapter; likewise the question of appointing the American teachers, which occupied a large part of the general superintendent's time during the earlier months of 1901.

The necessity of ascertaining the real needs of the various divisions by observation and acquaintance with the actual conditions became early evident. With a view, therefore, to such personal investigation, various towns throughout the archipelago were visited, and as a result the following additional recommendations were made:

The greatest present need is that of adequate and suitable school buildings. As soon as practicable, all rooms, buildings, or parts of buildings rented or assigned for school purposes should be used exclusively for school purposes, and no teacher or member of a teacher's family should be permitted to dwell therein. All school buildings occupied by soldiers or in any way used for military purposes should be vacated and turned over to school authorities at the earliest practicable moment, and arrangements should be made for the rent or vacation of all convents or other church property now used for school purposes. Nearly all of the buildings that have been used for military purposes are in poor condition. It will be necessary for the municipalities to spend money for their alteration and repair. Present school buildings consist generally of one or two large rooms, with several teachers carrying on work in each room. These rooms are everywhere overcrowded, and many have no windows or floors. Sometimes one teacher has 100 or 200 pupils. No teachers should be assigned to instruct more than 50 pupils. There should be a single room for each teacher. If we are to introduce modern methods and are to get away from the mechanical, concert method of instruction now used, we must partition the large room into two or three. Schoolhouses are usually central for children of pueblos, but the barrios have no school buildings. Until there are English-speaking Filipino teachers, the question of barrio schools is a difficult one.

The education of girls has not been thought as important as that of boys. Whenever a school for boys is established it will be the policy of this department to establish one for girls, either in a building near the boys' or under the same roof as the boys' school, but completely separate, with its own entrances and playgrounds. Indian education in the United States was not successful until just as good arrangements were made for the girls, the mothers of the coming generation.

In the latter parts of this report may be evident the realization of a number of these early recommendations and a certain progress in establishing a system of education in the islands.

IV.—THE PRESENT ORGANIZATION.

Centralization, a necessity under the circumstances, is the chief characteristic of the present educational system. The corps comprises the secretary of public instruction, a member of the Philippine Commission; the general superintendent of public instruction for the Philippine Islands, 18 division superintendents, 45 deputy division superintendents, 1,000 primary and 200 higher teachers of English, and about 3,400 native teachers, together with a superior advisory school board and local boards.

In the Commission, educational interests are represented by the secretary of

public instruction, who has general supervision of matters concerning the department of public instruction. All initiative in the way of school legislation or organization of new kinds of schools, together with the matter of expending insular funds for school purposes, is taken by this commissioner of education.

The general superintendent of public instruction has charge of the entire organization and the actual working system. His powers and duties (act 74, sec. 3) are in brief as follows:

He shall have general supervision over the entire department; shall appoint all teachers and supervising officers and fix their salaries; shall establish schools throughout the archipelago; shall prescribe plans for the construction of schoolhouses; shall pass upon requisitions for funds for school purposes; shall fix a general curriculum, and provide for the establishment of higher institutions.

The division superintendents have charge of school matters in their local divisions. Their powers and duties are in brief:

They shall have general charge of school matters in their divisions subject to the rules prescribed by the general superintendent; shall appoint native teachers and fix their salaries; shall see that schoolhouses are suitable; that the school curriculum is satisfactory, and shall appoint half the local school board in each pueblo.

Assisting the division superintendents and carrying out their work in the particular provinces are deputy division superintendents. They shall visit all the schools in their province at least once a month; they shall not have the power to appoint Filipino teachers, and shall not generally take action on any important question without the approval of the division superintendent.

The American and the Filipino teachers, finally, are those who do the actual teaching and come into closest contact with the Filipino children. The work of the American teacher is partly administrative and directive, and the native teacher is given considerable freedom in looking after the details of school work and management.

The superior advisory board is composed of the general superintendent of public instruction and four members appointed by the Commission, and acts as an advisory body to aid the general superintendent. The present board consists of Dr. Fred W. Atkinson, general superintendent of public instruction for the Philippine Islands; Tomás G. del Rosario; Pedro Serrano Laktaw; Demetrio Larena; and Mena Crisólogo y Pecson. The following sketches of the careers of the Filipino members show the quality of the present composition of this board:

Tomás G. del Rosario was born in Manila, P. I., in 1862. He spent seven years of his early life in the College of the Jesuits in Manila, where he secured the degree of B. A. Afterwards he continued his studies in Europe for ten years, visiting its principal cities.

In Madrid University he studied for six years civil law, jurisprudence, and canon law. He is a lawyer, and has practiced his profession for sixteen years. He has filled the offices of supervisor of public treasury in the province of Batangas, and has been successively, for a period of twelve years, justice of the peace, prosecuting attorney, and judge of first instance for the four courts of the city of Manila. Under the American Government, for over two years he was attorney-general in the supreme court, and elected civil governor of the province of Batangas. During the revolutionary government he was a congressman, vice-president of congress, and professor of political law in the University of Malolos. At present he is a member of the superior advisory board of public instruction for the Philippine Islands; president of the "Rizal Monument" committee; president of 67 committees of the Federal party, elected by the people; and Delegate and Representative of the Federal party to the Senate and Congress of the United States.

Pedro Serrano Laktaw was born in the town of Bulacan, province of Bulacan, P. I., in 1854. At the age of 20, during the Spanish régime, he taught in primary schools in San Luís (Pampanga), Malolos (Bulacan), and Trozo (Manila). While practicing his profession he filled the office of secretary of the board of assessors and census, and also acted as secretary of the city board. In 1885 he was appointed teacher of the Binondo school by competitive examination. In 1888 he was sent to Europe for three years to study pedagogy, and after traveling through France, Belgium, and Switzerland he was graduated in Spain as a "higher teacher" from the Salamanca University in 1890, and as "professor of normal school" from the Central University at Madrid in 1891. In 1892 he again assumed charge of the Binondo school, in 1893 of the Quiapo school, both of the city of Manila; and in 1895 he won two out of five prizes offered by the government in a public discussion of the science of pedagogy, held in the normal school at Manila. At the present time under the American régime, he is a member of the superior advisory board of public instruction.

Señor Demetrio Larena was born in the town of Dumaguete, eastern district of the island of Negros. He received his education in Manila, and applied himself later to agriculture. He filled, without compensation, several public offices under the Spanish Government. When the revolution broke out against the Spanish sovereignty, Mr. Larena led the insurgent forces of Dumaguete by their request, and, joining Mr. Diego de la Vina, leader of the forces of western Negros, carried on the revolution in the towns of eastern Negros, establishing soon the first provisional government in that district. By popular acclamation he was elected president of this government. Under the first American government organized in Negros Mr. Larena was appointed secretary of public instruction, and performed the duties of this office together with those of delegate of the government in the eastern district. The Commission appointed him governor of eastern Negros when the island was divided into two provinces under the civil régime. While in this position he was also appointed a member of the superior advisory board of public instruction.

Mena Crisólogo y Pecson was born in Vigan, Ilocos Sur, in 1845. He studied law in the University of Santo Tomás, and was graduated bachelor of jurisprudence, but did not finish the law course. He was a notary of the ecclesiastical council of Nueva Segovia for ten years, and under the Spanish rule was a member of the city council and syndic of the Vigan ayuntamiento. Lately he has been a member of the provincial board of Ilocos Sur. During the revolutionary government he was a representative of his province in the assembly of Malolos, and, after the pacification of all the provinces of northern Luzon and the establishment of the civil government there, was appointed provincial governor of Ilocos Sur by the Commission, August 16, 1901. Finally he was also appointed by the Commission a member of the superior advisory board for public instruction. He has been a member of the Federal party since its creation, and was the founder and first president of the provincial committee established in Ilocos Sur.

The powers and duties of this board are briefly:

It shall hold regular meetings once in two months, and such special meetings as may be called by the general superintendent.

It shall assist the general superintendent by advice and information concerning the educational needs and conditions of the islands and make such investigations as he may desire.

It shall make recommendations to the Commission as to needed amendments to the law.

Each member shall serve for three years, or until his successor is appointed and qualified.

At the present time this superior advisory board has no power to carry into

effect its recommendations, but can only advise and urge the enactment of such measures which to it seem necessary. In a consultative way it is of great aid to the general superintendent, since the members are thoroughly acquainted with the conditions and needs of the different parts of the archipelago. In discussing school matters and the desirability of measures intended to further educational interests, the board is of great service in presenting the other side of the question, speaking from the standpoint of the Filipinos. That such a board is a necessity and will rapidly prove itself a helping force in the progress of education here is, it is thought, beyond any question. Add to its present functions the power to carry out what it recommends, and its field is an essential one.

The following account of the meetings of the superior advisory board shows the kind of help the board lends, and gives a view, in part, of the field in which its future efforts are to be exercised:

SUPERIOR ADVISORY BOARD, DEPARTMENT OF PUBLIC INSTRUCTION.

First regular meeting.

MANILA, P. I., *November 25, 1901.*

Subjects for consideration:

1. American teachers. In what additional places are they needed? Places not deemed safe by military authorities—opinion asked.

2. Filipino teachers. Some conflict or lack of definiteness between school law and municipal code. Not understood in some cases that teachers appointed by division superintendents must be paid by municipalities.

3. Compulsory attendance. What legislation is recommended? Should this be left to municipal councils, subject to approval of division superintendents? What age limits for boys and girls should be established?

4. Secondary schools. What kind, where to be located, and how supported? Fees?

5. What additional normal schools are needed, and where?

6. Determine location of agricultural school in Negros. Where should other agricultural schools be established?

7. What means should be taken to reach the children of the wealthier parents? Should schools with dormitories be provided in Manila?

8. What supervision do you recommend for private schools?

9. Do you favor a law requiring English to be taught in all private schools?

10. School census—by whom should it be taken?

11. What provisions should be made for barrio schools?

12. How shall the office rent and miscellaneous office expenses of the division superintendents be paid? And by whom?

13. Schoolhouses and furniture. Encouragement to pueblos to build good schoolhouses.

14. Should the part of the land tax set aside for support of schools be disbursed by the municipalities, or paid into the provincial treasury, to be paid out? And on what basis?

15. Regular meetings of this board are to be held once in two months. What shall be the date?

16. At each meeting each member shall present a brief report on the special needs of his district, with recommendations as to action needed.

The first meeting of the superior advisory board was held in the office of the general superintendent of public instruction, in the ayuntamiento, on the above date.

There were present: Dr. Fred W. Atkinson, general superintendent; Señor Tomás G. del Rosario, of Manila; Señor Pedro Serrano Laktaw, of Manila; Señor Mena Crisólogo, of Vigan; Ilocos Sur; Mr. Frank H. Bowen, secretary of the board; and Señor Joaquin Aurteneche, interpreter.

Señor Demetrio Larena, of Dumaguete, oriental Negros, was absent.

The meeting was called to order at 10:15 a. m. by the general superintendent, who presented a statement of the questions to come before the board for discussion and recommendation. He mentioned the news that the conference of Methodist churches in the United States had appropriated $500,000 gold, for the establishment of a Methodist university in Manila.

Dr. Atkinson reviewed the work of the past year in opening primary schools throughout the archipelago, a normal and trade school in Manila, and an agricultural school soon to be opened in Negros. There are now 819 teachers of English in the islands, and more awaiting transportation from the United States.

Discussion of the question of safety of American teachers in the provinces brought out the opinion that such teachers would be safe from molestation even where there might be disturbed conditions, but considered advisable to supply pacific sections first.

The matter of differences between municipal and school laws was discussed, but was laid aside to permit the filing of written recommendations later.

Discussion of the question of compulsory attendance favored the making of a strong compulsory education law.

Compulsory school attendance being impracticable without supervision of private schools, the board favored legislation on this point also.

The board showed much interest in the question of establishing secondary or higher schools in the provinces and a university in Manila, to complete the system begun with the primary schools.

In connection with these higher schools, it was considered necessary to establish dormitories, as many children would necessarily remain at the schools, and parents prefer them to remain under the supervision of the teachers.

It was agreed that the insular government should pay the teachers and furnish the school supplies; that the provincial government should provide land, buildings, furniture; the support of the schools would come from board and fees, but funds are necessary to establish the schools. The large towns should be given an opportunity to compete by offer of lands or buildings, for the establishment within their borders of these higher schools, after the methods pursued in the United States.

After the discussion of the matter of normal schools, it was

Recommended: That normal schools be established in Vigan, Iloilo, Neuva Caceres, Cebu, and Zamboanga, in addition to Manila.

The question of location of agricultural school in Negros was referred to Señor Larena and the division superintendent of Negros. On account of the general rise in prices of everything, prompt action in buying land for agricultural work was recommended, if it is not donated by private individuals.

Recommended: That in addition to the agricultural school in Negros other agricultural schools be established in Magalan, near Mount Arayat, in Pampanga Province, and at San Ramon, in Mindanao.

Recommended by Señor del Rosario, and agreed to by the board, that a circular be sent to all teachers instructing them to compel the boys attending school to dress in the American way. The general superintendent dissented from this.

At 12 m. adjourned until 10 a. m. on Tuesday, November 26.

Second session.

The board met at 10 a. m. on Tuesday, November 26, in accordance with adjournment.

Present, the same as at first session.

Discussion of vacations. General assent to one long vacation, about April to June, and a two weeks' vacation at Christmas.

Recommended: That the 200 American teachers now appointed in the United States be furnished transportation to the Philippines at once, and on private liners if necessary. Also, that a sufficient number of teachers be appointed to supply the demands of the various pueblos, even though the number be in excess of 1,000.

Discussion of salaries paid to native teachers brought out the opinion that they are being paid entirely too small salaries in most towns; that they are able to supply themselves with only the necessaries of life, owing to the increased cost, and are not able to dress as a teacher should. The teacher should receive enough salary to enable him or her to present a creditable appearance, and the teacher should become a person of importance and influence in the community.

Recommended: That the native teachers should be paid by the insular government temporarily. When the provinces are in a prosperous condition, then the municipalities should be made to pay native teachers, and pay them at the rate established by the insular government, thus putting salaries on a more equal footing.

Suggested, that the native teachers be paid, say, one-half of the salary paid to American teachers.

Recommended: That attendance at school should be made compulsory for all children between 8 and 12 years, except children in barrios far removed from regular schools; that a penalty be provided for punishment of parent or guardian who does not send children to school—a warning for first offense, a fine of 1 peso for second offense, and a fine of 5 pesos for third offense, or imprisonment for five days in default of payment of 5 pesos. In case of repeated offense a fine of, say, $200 or one-half year's imprisonment. The head of the family to be responsible for attendance of its servants. This law to be made by the United States Philippine Commission, and the enforcement to be in the hands of the municipal authorities under the control and direction of the general and division superintendents.

Agreed that primary books are needed for use in native schools, printed in English-Ilocano, English-Tagalo, English-Bicol, English-Visaya, etc., with illustrations.

Recommended: That a committee be appointed by the United States Philippine Commission, or other steps taken, to secure a uniformity in the spelling of geographical names, with special reference to preserving the characteristic native names.

Recommended: That, if possible, there be established a complete free public-school system,

free from primary schools to university, with industrial and commercial courses in secondary schools in the provinces, and with normal school as agreed yesterday.

Recommended: That agricultural schools be established in each province where sufficient land can be secured by donation to furnish an adequate working farm. This because in agriculture is the principal wealth of these islands.

Recommended: That section 25 of act 74 be amended, adding thereto the following: "But these shall be under the control of the general superintendent of public instruction and the division superintendents."

Recommended: That a law be passed making compulsory the teaching of English in all private schools to an extent to be determined by the general superintendent of public instruction.

Discussion of the question of securing equality in the amount of funds available in each municipality from the land tax, for the building of schoolhouses, and for school purposes, developed the opinion that payment of this fund into provincial treasuries, to be disbursed therefrom on a basis of school population or otherwise, would be impracticable and would be in violation of certain rights granted to municipalities.

Recommended: That, instead of paying the entire expense of erecting schoolhouses at different places, provision be made to assist municipalities to complete buildings commenced by municipalities, thus giving encouragement and securing a more even distribution of financial aid.

At 12 m., adjourned to Wednesday, November 27, at 10 a. m.

Third session.

The board met at 10 a. m. Wednesday, November 27, in accordance with adjournment.

Present, the same as at previous sessions.

The date of regular meeting was left to be determined by the general superintendent; regular and special meetings to be held subject to his call.

Recommended: That an amendment be made to section 4, act 74, authorizing the members of the superior advisory board to visit schools for the purpose of inspection, the same as general and division superintendents; also giving authority to said members to make such trips as may be necessary, and fixing the compensation therefor and providing for the payment of actual traveling expenses during the performance of such duty; dividing the archipelago into four districts and assigning one member of the superior advisory board to each district.

Recommended: That the United States Philippine Commission be requested to appropriate $500,000 gold for the establishment of a university in the city of Manila, at first with departments of law and engineering, the latter to include civil, mechanical, electrical, mining, marine, and architectural; with other departments of medicine, etc., to be added as soon as practicable; a school of fine arts (music, painting, etc.) to be established later.

Recommended: That the ownership of the University of Santo Tomas be determined at the earliest opportunity; and, if decided to belong to the government, that this property be added to the university hereinbefore mentioned.

Recommended: That an amendment of the law be asked for, so that one-half of the lumber tax shall remain in the provincial treasuries, to be available for the construction of school buildings.

Agreed, that in the supervision of private schools especial emphasis shall be placed on hygienic conditions, competency of teachers, instruction in English, etc.

Adjourned at 11 a. m. until Saturday, November 30, at 10 a. m., to allow of putting the foregoing recommendations into shape to be presented to Hon. Bernard Moses, secretary of public instruction.

Fourth session.

The board met at 10 a. m. Wednesday, November 30, in accordance with adjournment.

Present, the same as at previous meetings; also Hon. Bernard Moses, secretary of public instruction.

The secretary of public instruction addressed the board, stating that he was in sympathy with most of the recommendations made, and especially speaking of the need of establishing more agricultural and normal schools, and finally a university, stating that a creditable law school could be established soon if buildings could be secured. He considered inadvisable the transportation of American teachers on commercial liners, and favored the increase in salaries of native teachers as they become more competent. He questioned whether a compulsory attendance law should be passed by the insular government or by the municipalities individually. After discussion, he stated that this point must be determined by the Commission when the subject is brought up for discussion and action. If compulsory education is obtained, there should be supervision of private schools by the general and division superintendents, but this supervision should not investigate or comment on religious instruction.

Further discussion of the matter of pay of native teachers ensued until the secretary of public instruction withdrew to attend a meeting of the Philippine Commission.

The members of the board were requested to make such additions and suggestions as they

wished and send them to the secretary of the board for presentation to the Commission. Señor Larena was also to be furnished records and specially asked for recommendation as to location of the Negros Agricultural School.

At 11.05 a. m. adjourned to meet at the call of the president.

FRANK H. BOWEN, *Secretary.*

Besides this central superior board local school boards are being organized throughout the divisions. These are composed of five or seven members, including the presidente of the municipality. They are to visit and report upon schools, recommend sites and plans for schoolhouses, report annually to the municipal council the amount of money to be raised for the current year by local taxation for school purposes, and look after local school interests in general.

The time is not yet ripe to look for results from these local school boards, since none of them have had more than a few months' existence, and a large number of them have not yet been organized, for the reason that the division superintendents wish 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.

The following account from one of the division superintendents shows the local school board in its present successful working form:

The school board in each municipality, according to law, shall consist of five or seven members, as the division superintendent may determine, one member of which is the presidente of the municipality ex officio. In towns having widely scattered barrios, or having a population of 10,000 or more, seven members constitute the board, but in the other municipalities a smaller membership is sufficient.

One-half of the members are elected by the municipal council and one-half appointed by the division superintendent. The qualifications are not named by law, but I have insisted that each member be a citizen and a responsible and influential landowner. The appointments are made by the division superintendent and sometimes also upon the advice of the chief of constabularly or of the commanding officer. In as far as possible, members are chosen to represent various parts of the municipality. Some of the larger municipalities contain barrios having a population of two or more thousand people. Care is taken to have these barrios represented on the school board. Each member is elected or appointed for a term of two years, but in case of misconduct, inefficiency, or other action unbecoming to his office may, after due notice, with the approval of the general superintendent, be removed from office by the division superintendent.

As soon as the school board is complete in its membership, the presidente is instructed to call a meeting for the purpose of organization and discussion of the duties of the board. They are directed to choose a chairman and a secretary for the year current, and to form such subcommittees as may seem necessary. At the same time the division superintendent presents the needs of the present schools, requests or suggests possible plans for the future development of the schools, explains concisely the purposes of the public schools, and thus gives sufficient ground for immediate discussion and action.

The first duty of the school board—to visit the schools—is important. Neither the people nor the board at the present time understand the purpose of the public schools. Education has to them been mainly ornamental. Education for life is a new idea. It is very important, therefore, that the influential men in each community visit the schools conducted by the American teachers. The school board, however, has no power to make improvement or to direct the teachers, but it is requested to make recommendations to the division superintendent and to the municipal council.

In regard to new school buildings the power of the board is limited to making recommendations of sites and plans to the council. This is sufficient unless the board may have the power to place contracts and direct the construction. At the present time the board may inspect the construction of new buildings and see that they are in conformity with the contract. The planning of the schoolhouses

is entirely in the hands of other persons, but in the present state of the laws it is very hard to determine what person or persons are responsible. The Filipino has no idea of the proper lighting and seating of a schoolroom. At present I am sending plans to the school boards, on which they secure estimates, which, when approved by the council, are returned to me for approval. The school boards have been very helpful in some cases in developing plans for the organization of all the schools necessary for the municipality. The school census shows the barrios and their approximate distances from the pueblo, together with the number of school children in each. A map of the municipality shows the approximate location of the barrios. The American teacher is also directed to visit each barrio and report upon the conditions for establishing new schools. From these materials the division superintendent forms a plan for the development of all the schools, showing the approximate location for each schoolhouse, the number of children which would attend it, and the number of rooms and teachers necessary in each. This plan is submitted to the school board for investigation and recommendations. Later it may present the plan to the council for approval and assistance. In a few cases this plan has been very successful. I think it is the best.

The common people generally desire education and opportunity. On the other hand, the richer people do not wish to see the poorer classes become educated. They desire to hold their supremacy unchallenged. These are very general statements, but it frequently happens that the council, representing the wealthy people of the municipality, look upon the development of the public schools very indifferently. They are no more interested than is necessary. Public education, when placed under their authority, therefore, will make but little progress. In each municipality men of influence are needed whose duty it is to awaken the interest of the people and secure the votes of the council for school purposes. This is the most useful work which the school board can do at the present time.

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.

The last feature in this centralized system is the regular series of communications between the officers and teachers in the field and their chief. Circular letters and telegraph facilities to all parts of the islands offer the means of directing operations in the field and keeping the general superintendent closely in touch with the actual work.

V.—WORK DONE UP TO DATE UNDER THE PRESENT ORGANIZATION.

The main part of this report now concerns itself with a description and discussion of the work that has been accomplished under the present organization; and this chapter serves merely as a brief introduction to what follows subsequently in detail.

The past year and a half has been a busy one, and the educational movement has gone forward with great strides in spite of many difficulties entirely fundamental in character. The work has been done under the disadvantage of having had practically no basis to build upon. It has been pioneer and creative work purely, and in consideration of this fact it was deemed wise to go slowly with reference to many questions that have arisen.

Briefly, the tangible results since September 1, 1900, are:

An educational bill has been enacted; the archipelago has been divided into 17 divisions and an American school superintendent placed in charge of each, with deputy division superintendents acting for them in each of the provinces; 1,000 teachers for primary work have been appointed, received in Manila, and been stationed, with consideration for their own comfort as well as for the needs of the towns; 200 additional teachers for secondary work are being appointed; about 200 soldier teachers had until recently been detailed from their regiments, and 3,400 Filipino teachers have been appointed; more than three-quarters of a million

of American schoolbooks have been purchased, together with an enormous quantity of school supplies, including 20,000 modern school desks; instruction in the English language has been provided for in about 1,500 schools, in which over 200,000 children are enrolled; night schools for adults and those unable to attend during the day have been opened throughout the archipelago, and are working successfully with an enrollment of about 25,000.

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 arranged in the various school divisions, principally to train the native teachers, but also to aid the American teachers. Permanent normal schools in the provinces tributary to the Manila Normal School have been established.

Industrial work is being conducted successfully and plans for additional trade schools in the provinces are maturing, hastened by a regular appropriation for this work which is now available. As a means of preparing the Filipinos for work in the Signal Corps, telegraphy is now a branch taught in these schools.

Sites for the principal agricultural schools have been chosen and the schools are now in process of organization, with the supervisor and teachers in the field.

Grammar high schools have become a part of the school system, and teachers for this work in secondary instruction are being appointed under an appropriation recently made for this purpose. Furthermore, recommendations have been made for the establishment of schools of painting, sculpture, drawing, and music, and the plan of a technical school and a university in Manila has been discussed as a preliminary move to further and more definite action in the near future.

Every portion of the archipelago has been visited by some member of the department, and the peculiar conditions and special needs of these localities investigated. Circulars of inquiry have been sent out to the presidentes, district commanders, provincial governors, and teachers, and a mass of valuable data is accumulating.

I now proceed to treat these various matters in detail.

VI.—CONDITIONS OF THE PROBLEM.

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 Indonesian, with its 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 people of the Malayan race as well, and are, as a rule, quite intelligent.

The Malayan race, with its admixtures, 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 Bicols, with 500,000, southern Luzon; Ilocanos and Cagayans, northern Luzon; the Pampangas 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 distinct

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.

Transportation, too, is an important factor. There are only 120 miles of railroad. Small, unclean steamers make irregular trips to harbors where landing is a difficult matter. There are but few good roads, and in the provinces a good bridge is unknown. These are the facilities for getting about this archipelago, made up of several hundreds of islands, equal to the combined areas of the New England States and New York, 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 these 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 tables give some of the more important data concerning school divisions:

Number of school divisions	17
Estimated total area, square miles	114,792
Number of American teachers in the field	937
Number of American teachers en route or awaiting transportation	84
Number being appointed for secondary instruction	200
Total number of American teachers	1,221
Number of Filipino teachers (estimated)	3,400
Number of detailed soldiers (estimated)	19
Total teaching force	4,640
Number of children enrolled in day schools (more than)	200,000
Enrollment in night schools (approximately)	25,000

Superintendents and teaching force.

Division.	Division superintendent.	Headquarters of division superintendent.	Provinces and islands in division.	Island where province is situated.	Area in square miles (estimated.)	Total population (approximate.)[1]	American teachers.[2]	Regularly appointed Filipino teachers.[3]	Soldiers detailed as teachers.	Total teaching force.
1	Mason S. Stone	Manila, Luzon	Manila (city)	Luzon	25	275,000	52	144		196
2	Gilbert N. Brink	Iloilo, Panay	Antique, Capiz, Iloilo	Panay	4,708	715,287	66	200		266
3	George W. Beattie	Bacolod, occidental Negros.	Occidental Negros, oriental Negros.	Negros	4,854	391,777	54	133		187
4	H. E. Bard	Cebu	Cebu	Cebu	1,742	504,676	44	150	1	195
5	R. J. O'Hanlon	Tagbilaran	Bohol	Bohol	1,439	248,000	10	80		90
6	Barker B. Sherman	Tacloban, Leyte	Leyte, Samar	Leyte, Samar	7,753	471,244	44	78		122
7	Henry S. Townsend	Zamboanga, Mindanao	Calamianes, Cottabato, Dapitan, Davao, Jolo Archipelago, Misamis, Paragua, Surigao, Zamboanga.	Basilan, Calamianes, Jolo Archipelago, Paragua, Mindanao	42,397	402,619	65	200	15	280
8	W. H. Hilts	Nueva Caceres, Camarines.	Albay, Camarines, Sorsogon.	Luzon, Catanduanes Islands.	6,398	41,257	72	78	1	151
9	David Gibbs	San Fernando	Bataan, Bulacan, Pampanga.	Luzon	2,975	564,932	78	206		284
10	S. C. Newsom	Lingayen, Pangasinan	Pangasinan, Tarlac, Zambales.	Luzon	4,373	505,641	73	321		394
11	T. W. Thomson	San Isidro, Nueva Ecija.	Infanta, Nueva Ecija, Nueva Vizcaya, Principe.	Luzon	6,695	193,139	26	102		128
12	G. A. O'Reilly	Vigan, Ilocos Sur	Benguet, Ilocos Sur, Lepanto, Union.	Luzon	3,815	310,063	63	250		313
13	J. M. Kniseley	Laoag, Ilocos Norte	Abre, Bontoc, Ilocos Norte.	Luzon	2,995	221,145	33	103		136
14	W. W. Rodwell	Tuguegarao, Cagayan	Cagayan, Isabela	Luzon	11,280	150,383	32	90		122
15	M. A. Colton	Cavite, Cavite	Batangas, Cavite, Tayabas.	Luzon	4,550	550,335	83	240	2	325
16	F. T. Clark	Santa Ana, Rizal	Laguna, Rizal	Luzon	2,447	215,811	57	300		357
17	E. S. Shortess (acting)	Romblon, Romblon	Marinduque, Masbate, Mindoro, Romblon, and other islands.	Marinduque, Masbate, Mindoro, Romblon and other islands.	6,341	230,228	44	46		90

[1] Figures of Philippine Commission.
[2] Figures for teachers do not include those arriving after April 21, 1902, nor those employed in special schools. The arrival of the additional teachers brings total to approximately 3,400.
[3] A large additional number teaching, but not appointed by division superintendents.

THE FIELD AND THE PEOPLE.

Included here are extracts, taken here and there, from reports of division superintendents, which will give an insight into school conditions in various parts of the archipelago, such as can not be obtained in any other way. These extracts begin with the northern provinces and survey the archipelago to the southernmost islands.

From W. W. Rodwell, division superintendent of schools for Cagayan and Isabela.

This Cagayan Valley is very rich in soil, flood plains, iron, lime, sand, gravel, stone, and a great variety of valuable woods. In the mountains around the headwaters of the Cagayan and its tributaries are many outcroppings of copper and other minerals of value. Brown coal of fair quality appears in several places; but steam coal is unnecessary, for the many rapid-falling, swift streams—Pinacanauans, or clear waters—will furnish abundant energy for numerous electric plants that will afford ample mill power and run an electric railroad from San Vicente to Manila. I mention San Vicente because it is undoubtedly the finest natural harbor in Luzon. The Cagayan River is navigable the year round for vessels of light draft and powerful engines.

The natives in this division need to be shown the use of other implements than the bolo, carabao sled, and "Methuselah" plow. For generations these "children of the soil" have been compelled by law to raise tobacco for the Spanish tobacco monopolies. The present generations think nothing but tobacco and corn can be raised here. Tobacco is their sole source of revenue and corn their principal food stuff. Almost all the rice used is imported. In some places in the valley white rice is worth 25 cents gold per pound to-day. All commerce, aside from the tobacco business, is entirely controlled by Chinos. Chinos are rapidly encroaching upon the constituted monopolies, even in this; in fact, they have some trading and tobacco combines of their own. Imposed upon by the land claimants, tobacco monopolies, and Chinos, the rancheros are kept very poor. * * * Within 5 miles of Tuguegarao are growing cocoanut, cocoa, coffee, tobacco, rice, corn, sugar cane, bamboo, some large timber and American vegetables (the Chinos are beginning to cultivate them on a small scale).

This division contains a greater variety of soils and climatic conditions than can be found in any other division in the islands. There are high, mountain lands, rich alluvial valleys and plains, high and low rice lands, thousands of acres of easily irrigated rich dry land, miles of palm beaches waiting for seed, and "bino" swamps waiting for distilleries. I am of the opinion that many of the American fruits and vegetables can be grown here. I have seen fine lettuce, radishes, tomatoes, and potatoes grown in different parts of Cagayan in a small way. Also very fine small oranges and lemons are to be found growing in semicultivation in some places.

I have been over most of Cagayan Province once thoroughly. It is a large territory from a Filipino point of view. It takes from thirty to forty days of hard traveling to visit every pueblo and do any business at all. The transportation for persons, freight, or mail is something deplorable from an American view. I waited from Saturday afternoon until the next Thursday morning for a boat up the river. We got up 5 miles the first day out of Aparri, then waited twenty hours for the river to fall and lessen the current. At the very best, one can only count on getting from Aparri to Tuguegarao in three days—a distance of about 75 or 80 miles.

The only way I can make any time this season of the year is to hire a barangayan and go downstream; then I can stop at all the towns and go on when I wish, returning by "vapor" (steamboat).

Most of my traveling in this part of the year will have to be done by small boat. It is sometimes very risky for a single American to go alone on one of the long barangayan trips, partly in the night. * * *

During the dry season, from January on, I can get about on horseback. But most of the roads are mere trails. Where there is a road there are no bridges, and one has to swim or ford the swift mountain streams that run from the sides of the valley into the Cagayan.

If I had a good Mississippi River Quincy boat, I could make almost my entire territory by going up to the town of Echague on one of the "vapors" and rowing down. Or, better still, a small American launch, gasoline or steam, of about 18 feet length and 6 or 8 horsepower engine, would go from Echague to Sanchez Mira. If I had a $400 gasoline launch, I could make nearly all of this division.

As it is now, I could not get over the entire territory, depending on the steamboats for transportation, in six months' time—continuous waiting mostly.

Mail from Echague goes to Aparri and returns here in from four to six weeks, by the regular routes. * * *

There is not a public building of any account in the town. All the provincial and city buildings were destroyed several years ago. The old foundations indicate fine, large structures. At present the province has nothing, and the town only a small tribunal, with one large and two small rooms in it. * * *

As to schools, this whole province is very anxious for American school-teachers. The right kind of a man would be safe enough in any pueblo in the province without a soldier in existence. The only thing against the American school idea is the padres. * * *

In some of the pueblos the teachers keep reporting that the children come very irregularly. It is noticed that they seem to be alternating. For a day or so certain ones will come, then others, etc., until they have all been for a few days at a time. This is generally with the barrio and poor children. Most of the "principales" send their children to private schools. Evidently this is prearranged in some places. Less than 3 per cent of the children know any Spanish; yet the friars have filled the people with the idea that for them to learn English they must first study Spanish grammar.

Colonel Hood says the friar question is the question in this whole valley, and from all I have seen it seems to be so. These people look upon a friar as a second Christ. The children and women will run after them in the streets, bow down before them, and kiss their hands. Many of the men are open, however, in their hatred, or their declarations of that character, for the friars. * * *

The greatest need for the whole province is for educated native teachers. Very few of the teachers here have ever been in Manila except the ones left here by the insurrection. * * *

Not a pueblo in this province has any money to pay its teachers until the school tax is raised. * * *

It is next to impossible for me to get any mail to or from the teachers in this division during the rainy season. Many of the report blanks I sent out requesting the information you desired have not been returned yet.

From William E. W. MacKinlay, acting division superintendent of schools, Ilocos Norte, Abra, and Bontoc.

The province of Ilocos Norte, which comprises some 1,100 square miles, is about one-half occupied by the civilized Ilocos race, and one-half by the wild tribes known as Igorrotes. The latter are timid, and few in number.

The Ilocanos number some 125,000, and are settled in 15 municipalities, each with a pueblo or town for a center. The conditions at present are very good for school work. There is no disorder in the province, and rice transplanting for the ensuing crop is being energetically pushed. This labor now engages a majority of the people, young and old, and has reduced the school attendance nearly a half since the middle of July. * * *

I have made a tour of the province and have visited every place except Badoc, which I shall inspect en route to Abra. * * *

I shall review the towns as they are situated geographically, with Laoag as the center. There are three "groups" in the province, of which that of the south is most important. It embraces Laoag, with 31,000 people in jurisdiction; San Nicolas, 10,000; Batac, 10,000; Paoay, 8,000; and Badoc, 11,000.

Laoag has two good stone central schools, one each for boys and girls, and three auxiliary bamboo schools in the north, west, and east parts of the city, each with a boys' and girls' department. The central boys' school has three native masters, and the central girls' school has two maestras. * * *

The schoolhouses throughout the province are utterly inadequate to accommodate more children than usually attend now, and do not exist in some towns. * * * The schools are only travesties of American ideas of a school, with the exception of Laoag. * * * There are many teachers who are trying to do their best, but they are as children groping in the dark, and can only advance when led along the road by an American teacher. * * * On my landing at Ilocos Norte July 14 at Currimao, I inspected two barrio or rural schools there. I found two bamboo sheds in which the Spanish alphabet and a little Ilocano was being taught to some 100 children by two native teachers, who get 5 cents, American, monthly from each child. * * * Paoay has a good stone school for both sexes, which, however, is almost bare of school furniture, and the 150 children who attend are compelled to sit perched on crazy benches and packed like sardines. * * *

At Davila there is a school of 35 boys and 25 girls conducted on methods of the fifteenth century, but pleased beyond measure at my visit and advice. The writing lessons were conducted on bamboo leaves. * * *

The five towns of the eastern group seem more apathetic in school work than those of the first two. These places were more hostile than the coast towns, and suffered more in consequence. Except Dingras, they are poor at present, have few resources, and a small number of educated men.

San Miguel has an energetic presidente, who is practically rebuilding the double stone schoolhouse and has also put a bamboo shed up for temporary use. He wishes an American male teacher very much. There are two native teachers.

Piddig is at present in the throes of an epidemic of dysentery. On one day 16 deaths occurred, and the rate is still high. The people conceal their sick cases until too late to be cured, as they seem to be unable to realize the benefits of medicine. Lieutenant Stoney, acting assistant surgeon, has offered his services gratis, and has treated many, as has also a native doctor. This incident shows the baleful effects of ignorance. * * *

Banna is a small place of some 500, on a hill overlooking some Igorrote rancherias. It has two small schools, which are huddled up in two private houses, with few books and two middle-aged native teachers (man and wife) teaching a medley of Spanish and Ilocano and a few English words. An unfinished schoolhouse, left as it was the day the last American lieutenant departed, shows the little interest taken by the people in the work. This town needs an energetic American teacher badly. The natives can not get anything done, and no one else in the place cares. The garrison is of native scouts, and the few white men (scouts) are too busy to look after school matters. Banna is on the border of the Igorrote rancherias, and can be made a center for their elevation from their present savagery. * * *

From Jesse George, division superintendent of schools, Ilocos Sur, Union, Lepanto, and Benguet.

November 23, 24, 25, I visited the pueblos north of Vigan again, and on the 27th I left Vigan on horseback, going south through Ilocos Sur to Candon, then up through San José, Salceda, Concepcion, Angaqui, and Namitpit to Cervantes, and on through Lepanto and Benguet provinces and around to San Fernando, coming back to Vigan by steamer from the last-mentioned point. In these journeys I have consumed about fifty days on the road and have traveled fully 700 miles on horseback and about 500 on the water. I have visited every pueblo in the division except three small ones in Lepanto, many of them several times.

Geographically considered.—The district is divided in two sections, the lowlands, a district comprising Ilocos Sur and Union provinces, and being a long, narrow strip of level and very fertile coast land, stretching 150 miles along the coast and varying in width from about 4 or 5 miles to 30, and the highlands or mountain section, comprising Lepanto and Benguet provinces, lying in wide, irregular outline immediately back of this long, narrow strip, and having an elevation of from a few hundred to 7,000 or 8,000 feet, a very broken surface and comparatively little arable land. The former of these sections has about the same climate as Manila, the heat and the rainfall being a little less, perhaps, on account of the close proximity of the mountains; the latter is very much cooler, having an almost temperate climate and a far greater fall of rain than the coast region or even than Manila.

Agricultural products.—The agricultural products of the coast region are tobacco, rice, sugar, cocoanuts, and the tropical fruits. Those of the mountain sections are rice, coffee, potatoes, and the garden vegetables of the temperate zone. The mountain section, while having little arable land, yet affords considerable pasturage, and cattle raising is carried on to some extent. The chief resources of the mountain section, however, is believed to be its minerals.

Inhabitants.—The difference in the people, their mode of living, and general characteristics in these two sections is almost as great as the difference in climate and products. The population of the two coast provinces is almost wholly Ilocano, Christian, and has about the same degree of civilization and advancement that the Tagalo people have; that of the two mountain provinces is almost wholly Igorrote and Tinguinian, non-Christian tribes, with a few Ilocanos in each of the principal pueblos. The Ilocano population in Lepanto Province is more than double that in Benguet and the advancement is correspondingly greater. * * *

In addition to the above, there is what is known as the Amburayan district, a delta-shaped mountainous expanse lying directly east of Tagudin and Bangar and bounded by all four provinces of the division, with a population of non-Christian tribes variously estimated at from 15,000 to 20,000. This section was a distinct

district with separate government under the Spanish régime, but for the present I believe is attached to Ilocos Sur for administrative purposes. For school purposes this section should certainly be attached to the mountain district of which it is essentially a part.

This difference in geographical characteristics and population makes the problem of schools very radically different in each section, and on account of the widely scattered condition of the population in Benguet and Lepanto, the little advancement, primitive conditions, and limited resources of the people, the cost to the general government of bringing general education to them must be greater in proportion to their population than to the people of Ilocos Sur and Union.

It will be noted that the whole population above given is distributed among 66 pueblos, varying in inhabitants from a few hundred to almost 20,000. Thirty-nine of these pueblos are found in Ilocos Sur and Union, and are either situated on, or are easily accessible to, the old Spanish coast road, which follows up the coast from Dagupan to the northern limit of Luzon. The pueblos of the other two provinces are not so easily accessible, but at present a tour of them is best made by striking through Tildad Pass from Candon into Lepanto, on over the high divide at the headwaters of the Agno River into Benguet, down through that province to Trinidad and Baguio, coming out to the coast again at Naguilian. When the new road shall have been completed to Baguio, a circuit of the entire district can best be made by starting in at Sinait, the northernmost pueblo of Ilocos Sur, and following down the coast road to Santo Tomás in Union Province, thence across to the Baguio road by way of Rosario, up this road to Baguio, on through Benguet by way of the Agno River trail, across into and through Lepanto, coming out through Tilad Pass to the coast again at Candon. This trip, counting the necessary deviations from the main trail in order to visit all pueblos, would consume, I should say, not less than six weeks if anything like the necessary time were consumed in visiting each pueblo.

School conditions.—When I took charge of the division, there were, according to data in the office of General Bell, 42 of the 46 pueblos sustaining schools, with American teachers paid by the insular government actually teaching English in 7 of them. The total enrollment in these schools was 11,554 and the total daily attendance was 4,663. A total of 194 native teachers was employed at a monthly expense for wages of $543 gold. English was being taught by soldiers detailed for that purpose in 12 additional pueblos, making 21 pueblos in all, or half those sustaining schools in which more or less instruction was being given. Some few other pueblos had had soldiers detailed formerly and thus had had some instruction given in English, and a few of the more enterprising native teachers had picked up a smattering of the tongue and were endeavoring to give some instruction therein in their schools. Every pueblo in Union Province had received at least some English books sent out by the Department, but in Ilocos Sur, the pacification of the province having been only recently accomplished, very few of the pueblos had received books, and schools were in a more backward condition. Three pueblos in Benguet had received books and in Lepanto none. Of the 66 pueblos all but 1 in the coast provinces had some sort of a schoolhouse owned by the municipalty, and in the mountain provinces 11 pueblos had buildings, making a total of 50 pueblos with buildings. In Union Province the school buildings in many of the pueblos were destroyed in whole or in part during the insurrection, and temporary bamboo structures erected. These buildings had been erected through the efforts of the military, and I was struck with the interest the army officers had taken in the schools and the help and attention they had given them.

Judged from the standard in the United States, there would certainly be no great need of a high school for several years to come. But taking into consideration the fact that the Filipino must be carried through with a rush, that his school days are short, and that he will drift, and is drifting, constantly out of the public primary schools into secondary private schools of the Spanish order, thus sidetracking him, I believe secondary schools on the order of the one already in operation in Manila should be established during the coming year. These schools should, in my opinion, have a preparatory normal course to fit for entering the normal school at Manila, and as soon as possible some attention should be paid to industrial training.

The provinces of Lepanto and Benguet are not ready for a high school as yet. I believe, however, that in these two provinces schools for industrial training should early be established. The natural resources of these provinces are insufficient to produce more than the bare necessities of life for the population found there, nor will they ever be sufficient, in my opinion, unless there are great developments in the line of mines, cattle, and coffee. If we raise the ideals of the Igorrote up to things civilized without giving him the power of attaining to those

ideals, we have only made him miserable. The Igorrote should be given more diversified industries and taught the use of better tools and improved methods of agriculture and mining.

Buildings.—The present school buildings are generally very poorly adapted and the sanitation not good. The pueblos of Union and Ilocos Sur provinces have almost all of them had schoolhouses built of brick or stone. In the former province, in most pueblos, the schoolhouses have been wholly or partially destroyed by fire, generally only the walls being left standing. Most of these buildings can be repaired, but three of them are hopelessly ruined, namely, those of Santo Tomás, Agoo, and San Fernando. It is questionable if many of the others are worth repairing. These houses all seem to have been built on nearly the same plan, being long, low, damp, dark structures, exactly on the order of the sugar warehouses in Pampanga Province. There has been little attempt at architectural effect or adornment. I seriously question whether any money should be spent on many of these buildings.

All pueblos but one in Lepanto Province have schoolhouses, and for Benguet I have already submitted recommendations, and will only add that some pueblos there are going ahead and building houses without help.

From T. W. Thomson, acting division superintendent of schools, Nueva Ecija, Nueva Vizcaya, Infanta, and Principe.

The four provinces of the division embrace about 175 miles of the east coast of the island of Luzon, the main range of the Sierra Madre Mountains for about 200 miles, and the greater part of the plain of the Pampanga River, the largest river of Luzon. Naturally the division presents a great variety of interests, and may best be described by considering the provinces separately.

Nueva Ecija.—All of this province, except a strip about 20 miles wide across the northern part, and a strip from 1 to 5 miles along the eastern side, lies in the plain of the Pampanga River, and is low and nearly level. The river with its network of tributaries gives ample facilities for drainage, except during the rainy season, when the entire plain is often inundated. This plain is devoted almost entirely to rice growing, and the inundations are a benefit to the country. The streams are used for much of the transportation, and settlements are usually found near them.

In the central and southern parts of the province the people are Tagalogs, in the southwestern part they are Pampangas, while in the west central and northwest the Ilocanos are the predominating race. It is well to remember also that individuals of these different races are found among the other races. This mixture of different races, speaking different languages, often in adjoining or in different barrios of the same pueblo, presents difficulties in introducing English that are hard to appreciate by those not in the work.

In the extreme northeastern part of the province are four barrios or villages, numbering about 600 people, known by Americans and many Filipinos as Igorrotes. The Spanish and better informed natives call them "Tinguianes." The word "Bago" is also applied to them, to indicate that they are new Christians. Among themselves they are known as "Itnigs." In personal appearance they closely resemble the Ilocanos. For beautifying the person they file the teeth and practice tattooing. At home the men and women usually wear a "gee" string made of the bark of a tree, but when they have visitors or go to the pueblos on market days, they generally wear the usual Filipino costume. These people are very industrious, and in a primitive way raise rice, sugar, coffee, tobacco, and the usual garden vegetables found in the provinces. They manufacture cotton cloth, wicker baskets, and other articles of common use. They are peacefully inclined and know nothing of making themselves secure from attack.

The Tagalogs, Pampangas, and Ilocanos have been described so often that I shall not burden this report with a further description of them. At present the representatives of these races, which include the greater part of the population of this province, are peacefully inclined, and are taking great interest in American ideas and the spread of education and civil government. They are engaged in repairing and building houses, and in a small way, owing to scarcity of animals, in the cultivation of the land.

There are in the province 23 pueblos. All of these are in the plain country except Carranglan, Puncan, and Pantabangan. These are in valleys among the mountains. The total population is estimated at about 180,000. Through the municipal councils, I have made three attempts to take a census, but the returns are such that only an estimate can be made.

A few of the houses in nearly all the pueblos are built of wood, some having

stone foundations or basements and corrugated iron roofs, but the mass of the people live in bamboo-nipa houses. This house has a framework of round bamboo poles; the floor is made of narrow strips of split bamboo lashed to the joists with bajuco; the sides are made of split bamboo or palm leaves or grass lashed to a framework of bamboo, and the roof is made of palm leaves or grass. These houses are usually elevated on posts from 6 to 10 feet. The middle-class Filipino has little use for furniture; often a bench from 6 to 8 feet long and a fire pot are the only articles necessary to accommodate a large family.

As he does not need furniture, he accordingly builds his house small. His bed is a mat woven of grass and spread on the floor at night and rolled up during the day. A peculiar feature of their life is that while the women are not considered equal to the men socially, they do all the marketing, hold the family purse, and are, in fact, the controlling power in financial affairs. The American teacher who desires full and regular attendance and a successful school will obtain the results much easier by cultivating the good will of the women.

Mountain tribes.—The mountains of northern Nueva Ecija and southern Nueva Vizcaya and the range extending through eastern Nueva Ecija and between Nueva Vizcaya and Isabela and the range west and northwest of Principe are inhabited by various savage tribes, known in different localities by different names. All are called "Igorrotes" by those not well acquainted with them. East of Bongabong the distinctive name is "Aetas" or "Baluga" (Spanish sound to all the vowels). These people are of low stature, average about 4½ feet, have kinky hair, and are very dark. They live by hunting and fishing, trading wild tobacco, dried venison, and bajuco to the Tagalogs living near them for rice. The wild sweet potato is an important article of their diet. The men wear the usual "gee" string and the women wear a skirt about 18 inches long made of yellow bark.

These tribes are all very much afraid of a white man, especially if he be armed, and on his approach will disappear in the jungle or grass. Their fear does not extend to the unarmed Tagalog, however, and during February, March, and April—their mating season—the favorite pastime is to ambush small parties of their enemies and secure their heads for presentation to the father of the beloved maid. When a victim is secured, they cut from the upper point of the sternum, diagonally downward on both sides through the nipples, to the region of the last rib, then across, and remove the heart and lungs as a choice morsel for the feast. While at Carranglan in February I saw two victims of their savage lust, and last week they entered San Quintin and butchered five men.

North of Pantabangan the wild people are known as "Abalous." They have long straight hair and the men wear a mustache and some beard. Their customs are much like the Aetas.

North and east of Carranglan is a tribe called Ilongotes. These people are lighter in color than the others, and are as large as the average American. The hair is straight and cut off around the head about an inch above the ears. Below this line the hair is plucked. Their habits and customs are nearly the same as the other tribes. All are known as "head hunters." No estimate has been made of the number of any of these tribes; however, I think there are not more than 3,000.

Nueva Vizcaya.—This province, lying north of the Caraballo Mountains and west of Isabela, includes the valley of the Magat River and the slopes of two mountain ranges, one on the east and the other on the west.

In a letter dated January 15, Mr. W. B. Freer, deputy division superintendent, says:

"The province is considered by those who have traveled over Luzon to be the best in the island in perhaps every respect except its remoteness. The products are rice and coffee first, sugar, salt, camotes, Irish potatoes, and the usual tropical fruits. We see in the market also green and mature onions, beans, fish, poultry, eggs, cabbages, turnips, beets, and tobacco. Coffee is not cultivated but grows wild. Sweet potatoes are large and fine. The sugar is inferior to that around San Isidro.

"This is a good stock country, and there were numerous herds of Australian cattle before the insurrection, but practically all were lost.

"The climate is the coolest in the island. At present I am compelled to wear a flannel shirt all the morning and sometimes all day to keep warm.

"The people are superior. Of course the great majority are poor and ignorant, as elsewhere, but even they are superior to the poor in other provinces. In the towns there are many families who are educated and refined—of course the degree of refinement is not up to that of the Caucasians. A number of families here send their young people to Manila or Hongkong to be educated."

In this province there are about 50,000 Cagayans, 50,000 Ilocanos, 5,000 Guduungs, and 60,000 Igorrotes. The first three races are civilized, have comfortable houses, engage in agriculture, and some are educated.

The Igorrotes are inferior to the others, yet they are industrious and friendly, and desire American teachers.

Four American teachers were sent to this province in November, 1901. Under their management, and with the help of 20 native teachers, the school enrollment is more than 1,500 pupils. Old and young are anxious to study. On account of the difficulties of transportation the great problem has been to furnish them with school supplies.

Principe and Infanta.—These provinces, occupying the eastern slope of the Sierre Madre range and the narrow Pacific coast plain, have not the large prairie areas that are found on the western slope and in the Pampanga River plain, but are for the most part covered with a heavy forest growth. At Baler, Casiguran, and San José, in Principe, there are probably 1,200 civilized Tagalogs. The province is for the most part unexplored.

At Binangonan and on the Polillo Islands, in Infanta, there are approximately 5,000 people. The majority of these are civilized Tagalogs.

Educational matters.—Understanding a little of the topography of this division, remembering the alternate rainy seasons in the east and west slopes of the Sierra Madre range, with their consequent inundations, and the almost impossible transportation, and the many different languages spoken, we can appreciate a few of the difficulties which the division superintendent must overcome in establishing schools.

The people are generally anxious to learn the English language and at first are very enthusiastic over the idea of having an American teacher and American books; but as time progresses and they see that the learning of English means hard work, and that to have schools they must provide suitable houses and furniture, their ardor cools somewhat. Many of the municipal councils are so impressed with the importance of the municipal government that they think a large "presidencia" of more importance than a schoolhouse. For the past six months the greatest effort has been to provide suitable buildings. During the next half year we shall push the building proposition, and try to have 1,000 wooden desks made.

At present there are in the division 5 wood buildings owned by the municipalities, 9 bamboo buildings owned by the municipalities, 2 wood buildings under construction, 9 bamboo buildings under construction, 12 wood buildings rented, and about 55 schools in bamboo sheds or under private houses.

Of these houses, one, at Cuyapo, is furnished with sufficient homemade wood desks. With this I hand you a photograph of the desk. Two have a few old Spanish desks and the others have nothing but two to five long benches each, usually borrowed from the church. In many of these schools the children are compelled to sit on the floor. During April ten of the municipalities will be given a few American desks.

Attendance.—While the attendance has been all that the American teachers could care for with the poor facilities, it is not satisfactory from the standpoint of regularity. After the novelty of the school has worn away and the teachers require certain work every day, the pupils are inclined to drop out. In three municipalities compulsory laws have been enacted and a truant policeman assigned to look after the absentees. This plan is the best yet devised, but is not altogether satisfactory.

The actual enrollment in the schools of Nueva Ecija under the supervision of thirteen American teachers is 2,328. In schools where there are no American teachers the enrollment is approximately 3,500.

Progress.—The Filipino is a ready imitator, and in some things, as drawing and writing, makes better progress than the average American child. In studies which require the use of the reasoning powers he is slow, and much tact and patience are required on the part of the teacher.

Altogether, I think the young Filipino is quick to learn, and as soon as he shall have acquired a working knowledge of a sufficient vocabulary his progress will be rapid.

American teachers first commenced work in this division during the last week of September, 1901. A part of the results of their work is shown in the first provincial normal institute, now in its third week, here in San Isidro. There are 98 native teachers and aspirants enrolled. The decorum, attention, interest, and enthusiasm shown will compare favorably with that of any similar gathering of people anywhere in the United States.

From S. C. Newsom, division superintendent of schools, Pangasinan, Tarlac, and Zambales.

The leading people are called Pangasinans. The northern and western parts of the province have a large admixture of Chinese blood which produces a type almost as fair as a Caucasian. There are many Chinamen in the larger towns, and nearly all the business of Dagupan is done by them. The Pangasinan-Chinese mestizo is not usually bright, but he is sensible, peaceable, and industrious. In the eastern part of the province are the Ilocanos and a few Igorrotes. The Ilocano is considered an excellent worker. He is a good farmer. Near two places in Pangasinan are bands of Negritos, Mangatarem, and Pozorrubio. There are a few Tagalogs in the province. They are disliked by those "to the manor born" and in turn hold the Pangasinans in utter contempt. * * *

The province of Tarlac has 17 pueblos and 17 American teachers. * * * There is only one pueblo in the province without an American teacher, to which it is advisable to assign one. * * * In Tarlac Province many tribes are represented. The Pampangans are numerous in the south. There are many Ilocanos and Tagalogs. In the north, including Camiling and vicinity, the people are largely Pangasinans. * * *

The province of Zambales has 25 pueblos and 18 teachers. * * * Fourteen of the 25 pueblos are under the supervision of American teachers. * * *

Speaking of the whole province, Zambales is poor and uncultivated. The population is mixed. In the country north of Iba and south of Alaminos there are few people and the country, while magnificent in prospect and possibilities, seems almost barren of civilization. The people here are called Zambalians. They like to live in the hills and are exceedingly stupid and lethargic. * * *

South of Iba and north of and including Alaminos, the people are very different. Alaminos and Bolinao have many Pangasinans, who are generally intelligent and industrious. From Iba to Olongapo the Tagalog and Spanish-Tagalog mestizo predominate. These people are restless, bright, and intelligent. I was much pleased with the spirit of the officials. Doubtless they are "tricky," but there can be no doubt of their intelligence and intellectual superiority. The attitude of this section toward the American teacher is excellent and, I believe, more than half sincere. The presidente at San Marcelino is, I should say, seven-eighths Spaniard, and one of the most intelligent municipal officials I have met in my division.

From David Gibbs, division superintendent of schools, Pampanga, Bulacan, and Bataan.

The provinces of Pampanga, Bulacan, and Bataan have a population of 470,000. They are situated on the northern and western border of Manila Bay.

The province of Bataan is a peninsula between Manila Bay and the China Sea, formed by an extension of the Zambales Mountains. The coast on the China Sea is hilly and has but little cultivated land. The hills and the mountain slopes are well wooded. Lumbering is the important industry. On the bay side the foothills and a narrow plain form a strip of very fertile land. Rice, sugar cane, camotes, cocoanuts, and bananas are grown for the Manila market. The greater portion of the province consists of mountains densely wooded to the tops. Timber is a very rich source of income to the people. The methods of lumbering are laborious and very wasteful. The timber must be cut miles from the coast. The log is squared by hewing, often cutting away a large portion. It is then dragged through the narrow mountain trails to some stream and finally floated to its destination, where it is shaped into a banca or sawed by hand. Modern tools and methods of lumbering must be introduced. The valuable trees stand far apart in the forest. No timber is being planted. The mountain soil becomes unproductive when bared and allowed to wash away. The proper care of the forests should form a portion of our education of the people and will call for special attention from the government.

The provinces of Pampanga and Bulacan lie in a broad, fertile, well-watered plain, 40 to 50 miles wide, having the Zambales Mountains on the west and the Bulacan Mountains on the east, and extending from Manila Bay on the south to Dagupan on the north. This is the great rice field of the Philippines. Every portion of the plain can be irrigated. The provinces are crossed by many rivers.

In the region about the bay there are extensive nipa swamps. Here fishing is the great industry. Crabs and oysters are abundant. There are extensive fish ponds, which are regularly stocked, and the contents later sold at auction. The

products are of an inferior quality. Proper methods of culture, better varieties, and good methods of drying and preserving are greatly needed.

In the region extending from the swamps and gradually sloping to the foothills, agriculture is the great industry, and rice and sugar cane are the important products. The methods of gathering, thrashing, and hulling rice are crude, laborious, and wasteful. There is no idea of rotation of crops, no fertilization of the soil. There is great need of instruction in agriculture. Modern methods, tools, and machinery must be introduced. The relation of products and soils must be studied. The people are governed in agricultural and industrial matters as in their religion—largely by prejudice and superstition. There is no forethought, no planting for the years to come. The mango tree insures a profitable income, but the trees are not planted. There are no mango orchards. Banana orchards are common, but they are not cultivated, and are of a very inferior quality. Everything possible is left to nature.

In the manual industries there is also a good field for educational effort. The Filipino is not a manufacturer. With the exception of a few minor articles he imports all his manufactured goods. He can weave cloth, make water jars, hats, bolos, bancas, carriages, and bamboo furniture. Even these simple articles seem to be controlled by localities. In one barrio every house is the home of a potter. In another, blacksmiths dwell door to door and buy their jars from the neighboring barrio, or their hats from another. Potters' clay is common throughout the region, yet only in one locality is the making of pottery an extensive industry. The Filipino is quick to imitate, but lacks initiative and business enterprise. His constructive imagination must be awakened. Industrial education will introduce new ideals, increase the earning power of the individual, open the way to widening influences, and the suppression of superstition. Education for life is a new idea, but it is the idea most needed. The public elementary and provincial schools must interest the coming generations in the soil and in manual occupations. The Filipino will never be a philosopher, nor deeply a scientist. He may develop linguistic and literary powers, but on the whole he must remain a man of the soil and of the saw. Education for culture is also necessary that prejudices and superstitions may be overcome, and that the Filipino may understand his true position in the world and learn methods of self-development.

The public school has come to a people living in the most fertile country in the world, but who live from day to day on a little rice, whose children lack sufficient food for proper growth, who cultivate the soil with crude implements, and show little forethought in their planting; who, living in one of the most healthful countries, yet maintain a very high death rate, and who, dwelling in a beautiful land, have no literature, no poetry, and no art. Everything in the geographical conditions has favored the people. But they have been church-ridden for centuries, trained in superstition and deceit—industrial and political slaves. An education which will first bring the coming generations to understand and to take advantage of the natural conditions surrounding them, and secondly open the way to the culture and the progressive ideals of the civilized world, is necessary. The public elementary schools already established have made a good beginning and have done more than anything else to secure the good will of the people and to impress them with the importance of improving their condition as the first necessity.

From F. T. Clark, division superintendent of schools, Rizal and Laguna.

The division of Rizal and Laguna includes the territory immediately surrounding Manila and Laguna de Bay. It is a beautiful and picturesque country, in many places capable of almost unlimited natural development. The division extends but a little way south of Manila, where the fishing towns of Malibay and Parañaque are situated. Las Piñas is the most southern town, and lies close to Cavite. Pasay is regarded as a sort of suburb of Manila, and here there is an extensive race track.

To the north is Caloocan, with its huge cockpits. Malabon (Tambobong), a town of nearly 20,000 souls, furnishes fish for Manila from Manila Bay. Navotas, just across the river from Malabon, is regarded as wealthy for a fishing village.

The country toward the east is crossed by the Pasig River, and the entire course of this stream is marked by villages which might almost be regarded as one large, loosely connected town. The Mariquina River flows into the Pasig just below the town of Pasig. It follows a rich valley far into the mountains in the north of Rizal, and much of its course is marked by rich paddies of rice. The town of Mariquina makes many of the native shoes found in the Manila markets, and has

a thriving, industrious population. Pasig itself, the capital of Rizal Province, manufactures much coarse pottery, such as the native red water jars.

Farther on toward the east, and reached by carromata over a fine road through splendid rice fields, is the town of Cainta, historically interesting as having for its inhabitants the descendants of those Sepoys who revolted from their English leaders during the English occupation of Manila, and settled in this town, where many of them still boast of their pure Indian blood. They have fine, regular features, quite different from the neighboring Tagalogs, and but for their dark skins might belong to the Caucasian race. Farther still is Taytay, and beyond that, Antipolo, a mountain town which owes its existence to the celebrated statue of Our Lady of Peace, carefully guarded in the church. The value of the jewels of this statue is variously estimated at from $50,000 to $4,000,000, and certainly she is a splendid sight as she stands in her niche, lighted by candles, and gazes calmly down upon her worshipers. Morong, the ancient capital of Morong Province, is a rather desolate place now, though its people are happy and hopeful of better things. Near it in the mountains are several villages of Negritos, the primitive inhabitants of the islands. The country north and east of the lake as far as Laguna is poor agriculturally, but its mountains contain valuable timber and, according to some accounts, much coal and valuable minerals.

The province of Laguna consists of a level tract several miles wide along the eastern and southern shore of the lake, backed by a sweep of wild mountains, among which are Banahao and San Cristobal. The province is at present under military rule, the ports closed, and business at a standstill, but, in spite of all this, local affairs move on, the people buy and sell on a small scale in their towns, and there are few signs of military occupation. The insurrectos, who give trouble, are hiding in the uplands and among the peaks, and are rarely heard from in the immediate lake region. The low section of country, following the curve of the lake from the east to the south, is the garden spot of the world. Cocoanut groves extend on both sides of every road for miles and miles, and far up among the foothills to the dreary elevations where the soldier's "hike" begins. There is no tropical fruit which does not grow here. San Pablo is in a perfect bower of oranges. Biñan raises the finest chicos of the province. Lanzones and bananas are too common to mention, while papaias and mangoes fall to the ground for lack of enough inhabitants to eat them.

This division is inhabited almost exclusively by the Tagalogs, and I have found them a generous, hospitable, high-spirited people, many of whom are able to read and write Spanish and Tagalog, and who have taken up the study of English with enthusiasm. The inhabitants of Laguna, in particular, are a fine race. I have never seen anything more exquisite than the hospitality of a Tagalog gentleman of this province—the happiest possible upgiving of self to the enjoyment of his guest, but absolutely without self-assertion. I often feel like a barbarian among them.

Schoolhouses are being built everywhere, and English education is prospering. Everybody tries to speak English, even if it is only "hello!" I am constantly meeting children who are able to take part in quite a sustained conversation, and young men and women have everywhere become eager students. Many towns are clamoring for American teachers. In this town of Pagsanjan the American teachers tell me they might have more men and women than they could teach every night in the week till 11 o'clock if their own health would stand the strain. I not only feel encouraged over the state of things, I feel jubilant. I know these people are capable of fine things. I believe they are capable of the best things. And I fully believe that if I had American teachers enough to place one in every town that has sent in a petition, the result as a means of pacification would not long remain doubtful.

From M. A. Colton, division superintendent of schools, Cavite, Tayabas, and Batangas.

The division of Cavite, Tayabas, and Batangas is the Tagalo country. Batangas is the heart of it. Here in Batangas the Tagalo language is uncorrupted, comparatively speaking, and old Tagalo customs still hold. The feudal system reigns supreme. The economical, the political, and the martial battles are still fought by serfs for the "principales." The common "hombre" does not count. Caste is still recognized and somewhat well defined, although it shows some clear signs of breaking under certain influences of later years in addition to unfavorable environment of long standing, e. g., contact with Cavite, Manila, etc. In the

first class are those who do no manual labor, including their women, who "toil not, neither do they spin;" the second consists of shopkeepers, etc.; the third class is composed of the common workman and laborer and of the rabble. The gulf between these classes is not impassable; wealth may bridge it. Marriage customs and the conventions of courtship are quite fixed. Custom and long years of not very hard servitude have sapped the initiative of the common "hombre" and rendered him contented with his serfdom. His lord, or "principal," the landed proprietor, in return cares for him, e. g., gives him floor space in which to put his "petati" if he comes to town, or is "reconcentrated," and is his protector if he is prosecuted or arrested. In short, the principal thinks for him. He digs, votes, and fights loyally for his lord.

In Cavite Province all this has been changed, especially by long years of subjection to the friars, until class distinction based on old Tagalo customs does not exist to any appreciable extent. The principales were largely forced into the second class and many of the lower class have been raised into the second class by being trusted servants of the friars—left in charge of the property, with more or less authority. Thus until recent years the classes in Cavite were reduced to two—second and third. The friars themselves, by gaining possession of the land, displaced the first class. There are still remnants of the feudal system, and chiefs in every town who have their "clientèle," but social distinctions are not so well defined. Even the remaining representatives of the first class owe their existence to compromise with the friars and subservience to them, and to the need of the government of a few men in each town between whom to alternate such offices as gobernadorcillo. Now under American rule politics runs high, family feuds are frequent, as formerly, and the presidentes are largely elected by their own "clientèle" and faction. The second class, too, kissed the friar's hand. The common man was subjected economically and politically to the friar. As hinted above, dating from the beginning of the sacerdotal cataclysm of 1895, and for other various reasons, the principales are coming into their own in Cavite Province. A minor factor is the Cavite arsenal, now employing about 4,000 men, and even in Spanish times forming a nucleus of loyal natives who spoke Spanish, or, to be more accurate, who used chabacano, or the "lengua de tienda."

In the remainder of Cavite Province, notwithstanding the nearness of Manila and Cavite, Spanish is not spoken much more than in Batangas and Tayabas, owing to the former wealth of the "principales," especially in Batangas Province. Everywhere Spanish is the polite as well as, of course, the official language. Of the average town council about three-fourths or more would speak Spanish. To give an example of the use of Spanish as the polite language, if the presidente of, say, Mauban, Tayabas Province, went to call on the vice-presidente, they would talk Spanish; as the presidente walked home, if he met a friend he would talk Spanish; but when he arrived home he would of course talk to his wife and children in Tagalo. If he gave a dance that evening he and his guests would talk Spanish, at least, as many of them as could. Spanish to him is the sign of education and culture, and must be used in public, much as he presents knives and forks to his invited guests and himself appears dressed in European clothes, whereas in the bosom of his family he wears his Tagalo gauze shirt and in all probability eats with his fingers. It should be noted, however, that the "principal" gracefully throws the rice ball into his mouth from the fingers with great "delicadeza," and not as the common "hombre" does. For reasons just indicated it has been difficult to wean the better classes from Spanish, but we are slowly making our way. They do not in any way oppose English except in so far as it is in opposition to desire Spanish at the same time with English. With the establishment of the secondary schools we hope to reach this class better, and to reach those whose pride does not permit attendance at primary schools on account of age. Again, the serfdom mentioned above affects our attendance, but we have in school many more than we can accommodate.

In Cavite Province rice is the staple product; in Tayabas the chief crops are rice and cocoanuts, with a little hemp. Coffee and sugar were principal crops in Batangas previous to 1895, since which date little but rice has been grown. Important subsidiary crops are hemp and oranges. The climate is considerably cooler in the mountainous parts of all these provinces. Lucban, in Tayabas Province, is perhaps the coolest place in the division, and must be some 1,500 feet above sea level.

I have suffered from the cold there so that while sitting in the house I was obliged to wrap myself up in an army blanket to keep warm. It is a very interesting little manufacturing town, and has our banner average attendance of 550. It is situated near the mountain range running from northwest to southeast and

dividing Tayabas Province into two parts, almost without communication, the one with the other, such communication being by means of two nearly impassable trails, one from Lucban to Mauban, the other from Laguimanoc to Atimonan.

The common hombre in Batangas has fought for liberty only because he was told to do so. There is no evidence that he cares to change the conditions of his servitude, whether under American or Filipino rule. At the beginning of the reconcentration, as many as a hundred hombres would be housed by one "lord" in his own house; now they have shacks. Owing to the conditions of sparse settlement of the barrios formerly, reconcentration is seen in model form at Tanauan, Batangas Province. Each barrio has its own square in the camp of nipa shacks, and each square has its schoolhouse. There are about 2,000 children enrolled, which is, it seems to me, unparalleled in the history of the world.

From W. H. Hilts, division superintendent of schools, Camarines, Albay, and Sorsogon.

Transportation throughout my division is an exceedingly difficult problem. Owing to the death of all native ponies and nearly all the carabaos, it is almost impossible to get from place to place, and I have to depend on the military officers in most places for transportation by cavalry horses, or walk; and the condition of the roads at this season of the year makes traveling difficult in either case. * * *

As a result of recent local outbreaks by insurgents in different places, I have been advised by military authorities not to travel without a strong escort, but I went through these places, sometimes at midnight and alone, and was not molested. * * *

In the province of Albay, I found schools in as favorable a condition as could be expected at the present time. There seems to be an abundance of money, Albay being considered as one of the richest provinces in the archipelago. Its production of hemp is 40 per cent of the entire output of the archipelago. * * *

The chief hindrance to the school question is the lack of school buildings. This is not due to the lack of funds but to the fact that during the recent insurrection nearly all of the school buildings were destroyed by fire. Evidences remain of what were originally very fine school buildings, and some walls are still standing. * * * Governor Betts is intensely interested in the school question, and he has the confidence and respect of his people, and his wish is their law. * * * Some of the buildings used for schoolhouses are in a dreadful condition, poorly adapted and unsanitary, but they have already begun the erection of suitable buildings. * * * In view of the condition in the province of Albay, I have no special recommendation to make nor assistance to ask for. * * *

Of course we must expect some opposition on the part of the church, and already the padres are organizing private schools, and some of them are to have some instruction in English. In fact, some of the padres have gone so far as to offer some of my teachers a proposition with better financial inducements, if they would take charge of the English work in the padres' schools. * * *

It will be almost impossible to get to Catanduanes or to travel over it if I could get there. * * * I have had no reports from the teachers stationed there, and I can not hear from them as to conditions and needs in time for your January report. The governor has been there and says the people are very enthusiastic about schools. * * * If the provinces of Albay and Sorsogon were provided with launches for civil officers, it would simplify matters considerably. * * *

The devastation throughout the whole province, caused by the insurgents, is most deplorable. Albay, Daraga, Guinobatan, Camalig, all large and beautiful towns, were totally destroyed. Daraga was the wealthiest town in the province, and the ruins give but a small idea of its past grandeur. * * *

Sorsogon is torn up most of the time by small insurrections, but news of which seldom reaches the authorities at Manila. One such occurred while I was there, and apparently great numbers of natives were killed. So far they have not interfered with schools, and I think we will be left alone.

The problem of transportation in Sorsogon is even worse than in Albay. There are no regular boats plying between the various ports, and it is impossible to travel overland on account of the nature of the country, hence one must depend on bancas or exhaust his patience waiting for the army launch, which goes on special errands when so ordered. * * * The lack of Filipino teachers is greater than in Albay, some schools being entirely without them. In my opinion, Sorsogon needs no special help in a financial way.

From H. G. Squier, division superintendent of schools, Masbate, Romblon, Marinduque, and Mindoro.

Up to a year ago this was one of the chief stock-raising provinces in the archipelago. At that time the cattle alone numbered from 150,000 to 200,000 head, while now, owing to the rinderpest, there are barely 5,000 in the entire province. Horses, however, are here in goodly number.

This heavy loss, together with the destruction of towns and farms during the insurrection, has completely paralyzed all industries.

The climate is very cool and healthful. The soil is exceedingly fertile. A great part of both the islands of Ticao and Masbate consists of low rolling grass or prairie lands, the natural pasturage for thousands of cattle and horses. In the valleys numerous groves of cocoanut palms and abaca (hemp) are found, while on the sidehills rice, bananas, and camotes (sweet potatoes) grow in abundance. The inhabitants are very poor, but appear to be industrious. During the past eight months at least 500 new houses have been built in the different towns and pueblos. The work done is of the crudest kind. The people seem anxious to work, but appear at a loss to know which way to turn, for in the past they devoted all their efforts to stock raising and very little to agriculture. The mountains abound in the finest of timber, and several coal and gold beds are now being prospected.

On the islands of Masbate and Ticao there are a number of mountain streams with sufficient fall to enable the establishment of many most excellent water powers, but of the use of this power the inhabitants seem to be entirely ignorant, and are willing to grind out their corn and rice by the slow, laborious method peculiar to the locality. Their cocoanut groves are almost entirely uncultivated. Many young cocoanut and abaca (hemp) trees have been planted during the past six months.

In the matter of education the people are very much interested, and in every pueblo and even in many of the smaller barrios schoolhouses have been erected during the past year.

Several public improvements are under consideration—notably the opening up of a wagon road from Masbate to Uson, the building of a provincial capital building, etc. These improvements are a necessity in order that the people may be given an opportunity to earn the means by which they can purchase the necessaries of life. As to peace and contentment, each one seems to be anxious to assist the Americans in every way he can. * * *

After a very careful study of the conditions and resources of the province, I am firmly convinced that the best possible means of assisting the people, bringing out and developing the dormant resources of the islands, and thus insuring peace and prosperity to all, is by the erection and establishment of a first-class agricultural and trade school at Masbate.

In bringing this matter to the attention of the provincial board of officers, they, by resolution, set aside 30 acres of their best land as a site for said school, and agreed to set aside other tracts if desired.

By the establishment of this school much can be done in bringing about a better and more enlightened cultivation of the lands, and by a judicious management of the choice of work to be done the articles made can be made a source of considerable revenue. Such a school, furnished with good workshops, can be made the center of industrial education for the entire province. It will, without doubt, have even a more beneficial and lasting effect on the future wealth, happiness, and contentment of the people than did England's establishment of factories in their colonies of Afghanistan.

From Barker B. Sherman, division superintendent of schools, Leyte and Samar.

Our first tour proved:

First. That there are many native instructors of low intelligence and nonprogressive, many without other than local education, and many whom years of study abroad have neither trained to studious habits, nor stocked with information, nor stimulated to fertility in methods of teaching.

Second. That there are few architectural attractions, and that the havoc of war and the slow coming of peace are no more powerful deterrents from school attendance than the site, sanitation, and equipment of the average schoolhouse. That in the towns where the sites are worst, excellent and eligible ones exist. It is equally true that in the three respects named, no such lack of interest is observable in churches, tribunals, or warehouses. At San Isidro the frame for a new building stood in the salt marsh, daily overflowed by the tide. At Carigara, where

the people were sinners above all others in their treatment of the school, a swamp filled with foulness and exhaling stench was beneath and behind the principal school building, which had been appropriated for a town hall and municipal offices. From Barugo to San Isidro, as well as in Hinunangan, on the east coast, the children's quarters looked and smelled like stables. The girls' room at Naval had been usurped by 56 goats, which, as I opened the door, started up from the tables, benches, and floors. At Carigara the retiring room had no screen from the assembly hall. In many of the buildings the separation of the floor planks had served the purpose of a "casilla," and in no case was an outhouse provided. The Filipino is perfectly clean; in hygiene and sanitation he is a great transgressor. If the crowded single rooms of the cabin are ever to give place to divided houses, and a resulting reduction of impurity and immorality, the schoolhouse must cease to be an offense.

As far as my assurances have reached, the people and all incumbents of municipal office, as well as actual teachers and applicants for work in the schools, understand that the department views a "título" simply as evidencing what a person knew when it was granted, and looks upon relationship to officials as no qualification whatever. The October examination, which has been commenced already, will probably weed the native teachers, and may bring out some latent teaching material in the different towns. * * *

I am required by the definition of my powers and duties in the school law to present some report of the agricultural conditions existing in the island. The products have been for years practically the same—hemp, tobacco, rice, corn, cocoanuts, and cacao. I place first the crop which is most abundant, because nature does most for the husbandmen, although the price of his harvest depends very much, as in a hay crop, on protection from the rains after cutting. The finest and whitest hemp I have seen was on the west side of the island, the best sample being found at Baybay. Small preference, however, can be given to that section above others. It is rather a matter of diligence of each tao. The hemp captured by the government in Malitbog Bay at the south commanded the highest price in the market, and abaca is the vegetation which meets the eye everywhere in passing about the island. The tobacco plant is cultivated in the vicinity of Maasin, but the land best suited to it runs around from Dulag through Burauan and Dagami and off to Alang-Alang and Jaro. The best quality of the crop is supposed to be found in the territory near the latter town. Cocoanut trees are cultivated apparently more in the eastern and northern part. Rice is raised upon Biliran and on the main island almost everywhere. The best display of it which I saw was in a fair-sized garden at Maasin, where a woman had made the palay (rice) look in its straight, thoroughly weeded rows not unlike a large onion or parsley bed in an Eastern United States market garden. But many a hill slope and many an inland meadow were covered with pala, growing finely. The cattle disease and slaughter of cattle by insurrectos and soldiers have so raised the price of these draft animals as to interfere with the tillage of heavy land. The plow used is a one-handled, excessively long-armed and clumsy tool, with which the tao, instead of furrowing the soil regularly in parallel lines, goes over and around and across the portion desired for planting until he has made it a sort of porridge. Few things can be conceived of so wearisome to men and cattle as steering and dragging a Visayan plow. The bolo is the only hand implement of the farmer. Peace would come faster if this were displaced by the hoe, the rake, spade, and ax.

The fine grazing land lying between the western Biliran towns and the base of the mountain range in that island would raise high hopes in a dairyman's breast. A prime quality of dry, white cheese is exported from Naval to the north shore of the main island. The soil of Leyte is nowhere poor. When it is not a strong clay, it is often a dark, sandy loam, or the result of vegetable decay, and the establishment of fast steamer lines among the islands might develop a market-garden traffic. The true wealth of the eastern Visayas lies in their splendid timber lands. Forestry and tillage go hand in hand, and any proposed agricultural school should have an instructor in forestry. It would be a great pity, for instance, to see a company swoop down on that extensive and heavily wooded promontory between Himinanganan and Hinundayan and clean it to the ground, as some of our most valued watersheds in the States have been bared. The contents of its forests, I am told, are almost wholly molave, one of the first-class trees of the archipelago. I have forborne to say much of maize. It is food for men in some localities, in some chiefly for fowls. Its swift maturity and small grain make it valueless save in the dried state. I have never heard that the natives hulled it by boiling with lye and ate it thus cooked. It is broken into hominy with rude mortars or ground by the simple hand mills into coarse meal.

The people, as a whole, prefer rice. There may at some time be a use for it abroad to save better corn for human needs. But while fowls form so large a part of diet, as among this people, it were better that the maize should save the rice for the natives. * * *

From Gilbert N. Brink, division superintendent of schools, Island of Panay.

I found throughout the central portion of the province of Capiz, and in Capiz itself, a great deal of distress. In the town of Capiz the provincial government was daily feeding about 500 people. In the town of Pontevedra there was an average daily death rate of 11 from starvation. In the town of Pilar a death rate of 13. In the town of Dumalog the padre told me that he buried 400 in the month of June. One could not pass through the various towns without seeing on the streets men, women, and children, hollow-eyed, gaunt from hunger, and shivering from ill health. This, however, is but one side of the picture. The fields were heavily laden with the new crop of rice which will soon be gathered; then the stress will be over. Camotes were plentiful, fish could be had in abundance. The large sugar haciendas are destroyed, and thus a large number who have been accustomed to work on these plantations are without employment, and consequently in distress. These conditions will soon be almost wholly relieved by the harvesting of the new crop.

In the provincial board I found active and earnest supporters. Upon my reporting that a large number of the towns seemed to be unable to pay the salaries of native teachers, the provincial board voluntarily passed a resolution agreeing to allow every town which had need of its money sufficient to pay the salaries of native teachers until such time as the land taxes shall become available. Thus it remains only to be seen whether or not the towns are willing to borrow this money and increase the liability which would thus arise. For the most part I believe they will be willing to do so. * * *

Antique Province is in very good condition. The people are not in want. They are satisfied, contented, and prosperous. The provincial officers have done a great deal for this province. Finances are in good condition and interest in school matters is widespread. Major Holbrook, governor of the province, has been specially active in school matters, has had soldiers detailed to teach wherever possible, and has continually kept school interests before the people. * * *

Iloilo Province has 51 pueblos, a large majority of which are in the interior. The provincial treasurer reports a great deal of poverty in the distant towns and the municipal treasuries as being empty. From all reports which I have received up to date I judge that the interest in school matters is widespread, but that the ability on the part of the town to assist is limited. It will doubtless be necessary, before any marked advance can be made, to secure a large number of schoolhouses. This, under present conditions, can only be done by aid from the insular government. It is probable that some advancement can be made in this line next year after money from the land tax becomes available, but resources from this source will be limited the first year in Iloilo Province and also in Capiz Province, because of the great poverty of the people and shortage in crops. The provincial board has expressed itself unofficially to me as being very willing and glad to render me every assistance possible. With its aid and the cooperation of our teachers a very general progress is insured, but it will be slow and won at a large cost.

The island of Panay is at present wholly pacified. The only disturbing elements are roving bands of ladrones, who carry on a somewhat general course of pillage. The distress among the people, caused by failure of crops, loss of carabao, and ill health, will soon be very greatly alleviated by the incoming crops. The people all over the island are anxious to have schools established for their children. The presidentes are on the whole inefficient, but desirous of having American teachers sent to their towns. The provincial boards are very much in sympathy with our work, have already done good service, and have pledged their hearty support for the future. The Philippines constabulary, which is just organized in Panay, has, through its officers, expressed itself as anxious to lend us every assistance in its power. The conditions of transportation will make the work more than usually difficult, but each of the provincial governments is taking active steps to improve roads in its territory. The educational outlook for the island is in every respect hopeful. Improvement and growth in our schools will, unless some unforeseen event hinders, be slow and steady. It will be the work of years, rather than months, to really touch in any large way the population of the interior.

From George W. Beattie, division superintendent of schools, island of Negros.

I am endeavoring to make myself familiar with the situation in the different municipalities as rapidly as possible. Working to this end, I met the American ladies stationed at Silay and Talisay while accompanying Mr. Stone to his steamer landing in the former town.

A week later I went with an ox team to Sumag and Bago, and horseback the following day from Bago to Maao. It was my purpose to extend my trip to the experimental farm at La Granja, but heavy rains made the rivers impassable, so I returned to Bacolod on the third day.

Last week, by courtesy of Colonel Miner, I went on the ration boat on its trip to the northern and eastern stations of this province, visiting Manapla, Cadiz Nuevo, Danao River near Escalante, and San Carlos, being absent four days.

When I arrived most of the American teachers assigned to this island had been sent to permanent stations. * * * Some rearranging was found necessary after my arrival, several of the towns to which one teacher had been assigned being found large enough to justify the placing of two teachers therein permanently. * * * Colonel Miner advised against stationing women in any of the towns of the northern coast, because of the existence of trouble with ladrones. * * *

Arrangements have been made for a school of higher grade than the primary in Bacolod, and instruction will begin there this week. As the provincial government declined to assist in the matter, the municipality of Bacolod has supplied a room; pupils from the town will be admitted free, and a monthly fee of one peso is to be collected from each pupil from other towns in the province, for the purpose of paying rent and incidental expenses.

While in Maao I was the guest of Señor Juan Araneta, and had a long conversation with him about the agricultural conditions of the island. He is greatly interested in the American way of doing things, having been in California himself, and has experimented with many new seeds, etc. * * *

The idea of a boarding school seems to be inseparably connected with the schools of a higher grade in the minds of Filipinos. From the week of my arrival this idea has been continually presented to me in my conversations with people interested in schools.

Perhaps some form of dormitory system is going to be necessary in order to make a success of such schools. Probably some contract could be made with a Filipino, willing to undertake it, to board and lodge pupils at a certain price. Possibly it will be necessary for the government to supply the house and furniture necessary for operating such a scheme. So far no pupil has come to the grammar school here from outside of the town, though there was an average attendance of 25 Bacolod pupils in the month of November. The lack of boarding accommodations seems to be the greatest obstacle to attendance from other towns. A few are promised for January.

We can make a success of a high school only by putting forth much individual effort to secure the attendance of sons of wealthy hacienderos who now send their young people to Manila. * * *

Ten days of the past month (November) were spent in the saddle visiting schools, and I now have been in every town in Occidental Negros in which an American teacher is working, and to several that have only native instructors. Rumors of activity on the part of ladrones and insurrectos in the southern part of the province led me to hasten in that direction that I might know for myself the condition of affairs and judge of the safety of our teachers on the frontier. The town of Iso, 20 miles distant from the nearest American teacher, was burned about one week before my trip was undertaken. For protection and assistance, my deputy, Mr. Lee, accompanied me, both of us being armed, and over the southern end of the route a native municipal policeman went with us as guide, the road being so bad as to make frequent detours necessary in order to avoid the impassable portions. * * *

Binalbagan was the hardest field to which a teacher of English has been assigned in this province. * * * The presidente put on his white clothes and met us in the Casa Popular. Getting him between us, Mr. Lee and I gave him the worst "raking" he had had for many a day, Mr. Lee supplying the Spanish and Visayan necessary in such a startling manner that the old man trembled from head to foot. In reply to his plea, "lack of funds," "poor children in rice fields," etc., I told him there must be suitable sanitary arrangements, the attendance must improve, and there must be a girls' school before my return next week or I should remove the American teacher from the town. The treatment was evidently effective, for when we returned a few days later the attendance of the boys' school had doubled,

the girls' school had been repaired, the wife of the secretary was teaching a class of girls, and the water-closet demanded had been built. * * *

In Cabancalan the boys' school was large and the attendance was regular. I did not visit the girls' school. * * * Found the presidente an active, interested man. In this town a fine is imposed for nonattendance and seems to be very effective. * * *

After my return to Bacolod, I went north alone as far as Saravia, visiting Talisay and Silay, the two latter being towns previously visited. The presidente of Saravia was out of town, but I passed a pleasant evening in the house of Señor Reyes, a member of the school board, with whom the two American teachers board. The priest at Saravia came in at my request, and we discussed the question of holidays, which had caused some trouble previously. I am hopeful that substantial gain will result from the conference. The presidente of Saravia is active in securing attendance at school, sending the police after absentees. The native maestro is a superior teacher.

Travel in Negros in the rainy season is very difficult to accomplish. Riding horseback is the only practicable way of getting around, and that is often attended with trouble. The road from San Enrique to La Carlota is by far the worst one I have ever seen. For more than a mile it is built through a swamp which apparently has no bottom. We were obliged to pick our way on foot, leading our ponies that plunged to their bellies at almost every leap. To add to our discomfort the rain was coming down in torrents, and we reached La Carlota looking thoroughly disreputable. Another rain soaked us on our way from Jimamaylan to Cabancalan. Coming from Maao to Bacolod on a previous trip, we rode in a heavy rain from 8 a. m. till 4 p. m., finding it necessary to strip and swim one river that was too deep and swift to ford. An American teacher at home would think it strange to be visited by a superintendent plastered with mud and wearing a revolver, but such is life in the Philippines.

The field, however, is an intensely interesting one to me.

The situation bristles with problems, and I am glad of the opportunity to help solve some of them.

Next month will be spent in Oriental Negros, and I hope to know that field as thoroughly as I do the western province.

I have visited every town in Occidental Negros in which an American teacher is located, and have made a special study of the existing conditions in regard to this matter. There are some presidentes whom I respect highly for their evident desire to do the best thing possible for their schools, but the best of them are wholly unfamiliar with such duties and responsibilities as are about to be thrust upon them when the taxes for this year are collected. In other towns the presidentes are absolutely worthless, and will look upon the school funds as legitimate spoil for themselves and their hangers-on. I have in mind particularly one presidente of a town in which a feudal system exists. The entire property of the town belongs to one wealthy Filipino, who is a nonresident most of the year. The inhabitants are serfs. The municipal officers are merely tools of the proprietor and make no move except at his beck and nod. The cockpit is in the yard of the Casa Popular, and the presidente is more interested in betting on fights conducted there than in any official business. The strongest teacher in the island has been located in this town, and he wrote me last week that he believed his time was being wasted. * * *

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. * * *

The Filipino is in his element when playing a waiting game, but such a game is death to an American.

From H. E. Bard, division superintendent of schools, island of Cebu.

The division of Cebu comprises the province of Cebu, which is made up of the island of Cebu and the smaller islands of Bantayan, Mactan, and the Camotes. The Camotes, which lie off in the sea about halfway between the island of Cebu and Leyte, comprise the three islands Pasijan, Porson, and Poro and a number of smaller islands. These have a total area of about 150 square miles, and a total population of 11,145. They comprise four pueblos, San Francisco, Pilar, Poro, and Tudela, the first being the most important. The islands are difficult of access. They have no military station and very little trading is carried on.

Nothing has been done as yet with the schools. Two Filipino teachers, one a

lady 50 years old and one a man 30 years, came to the Normal Institute, but soon returned, being unable to make any headway in the work.

The island of Mactan lies to the east of the city of Cebu. It is about 11 miles long and about 5 miles wide. It is divided into three pueblos and has a total population of 13,075. The town of Opon, with a population of a little less than 7,000, is the principal town, and is well situated on the point to the east of the city of Cebu. This is and was the scene of the death of Magellan. The large monument erected to his memory by the Spaniards attracts many sightseers and travelers. There is very little evidence of work of any kind on this island. It supplies a large number of "muchachos" and other classes of laborers for Cebu, whose families, often wives and children, live on the island. The people have nothing to do. There are practically no beasts of burden.

Bantayan lies to the west of the north point of Cebu. This island has an area of 72 square miles and a total population of 14,545. It comprises three pueblos, Bantayan, Santa Fe, and Madridejos. Bantayan is a good pueblo, and the people are greatly interested in everything that makes for progress. Fishing is the chief occupation of the people. Many beautiful and rare shells are found, also some valuable pearls. Many of the women are engaged in weaving piña cloth. No agriculture is possible. An American teacher was stationed at Bantayan for a few months, when he resigned from the department to accept a commission in the Army. The attendance while he was there rapidly increased from 30 or 40 to over 300. The presidente with four of his councilmen came to Cebu in person, requesting that two good teachers be sent them at the beginning of the next school year. This island, like the Camotes, is at all times difficult and sometimes impossible of access.

The island of Cebu is a long stretch of land lying between the island of Negros on the west and the islands of Leyte and Bohol on the east. It is 150 miles in length and extends from south by west to north by east. It varies in width from 5 to 30 miles, the widest place being a short distance to the north of the city of Cebu. The island is traversed by from two to five ranges of mountains. Some of these mountains are only a few hundred feet in height, while others are variously estimated to be from 2,000 to 3,000 feet. There are comparatively few rocky crags or inaccessible points. In fact by far the larger per cent of the land is capable of cultivation, and only a small per cent is waste land. The mountains in many places extend quite to the coast. The coast for the most part is regular. There are no rivers of importance, but there is a large number of river beds which contain water for a short time after heavy rains.

There are some good roads along the east coast south of Cebu and north of Cebu as far as Danao. The roads are good also on the west coast north of Balamboan. The most serious difficulty is the lack of bridges. There are five or six trails across the mountains, but none of them are good. The one from Carcar to Barili is the best, and this is all but impassable when there is much rain.

The island of Cebu has an area of 1,800 square miles and a population variously estimated to be from 450,000 to 550,000. There are 47 pueblos, varying in size and population. All the capital towns and almost all the barrio towns are situated on the coast. Many of them are beautifully situated, with water front and mountain background. The beach in places is exceedingly fine. Practically all the people live either in the capital or barrio towns. Only a few live in the mountains.

Every pueblo has a large church, with convent, and most pueblos are provided with two schoolhouses, generally in bad repair, situated near the church, which is almost without exception prominently situated near the sea.

Among the larger pueblos, aside from the city of Cebu, are Argao, Sibonga, and Carcar. These have an average population of over 20,000, Argao having a population of 35,000. All pueblos are divided into barrios, varying in number from 3 to 33.

The capital city of Cebu is beautifully situated on the splendid harbor, with the island of Mactan opposite and a beautiful range of hills in the background.

The entrance to the harbor is a narrow channel between the mainland and a point of the island of Mactan, on which is situated the town of Opon.

In the city are the cathedral, the church of Santo Niño, the church of San Nicolás, the chapels of the Paulist Fathers and Jesuits, and a large college, having an attendance of about 1,000 students.

There are some splendid public buildings, such as the palace, the Ayuntamiento, and the San Nicolás school building, formerly a cuartel. The old fort "San Pedro," while not large or beautiful, is picturesque and of interest to travelers. It stands on the water front opposite the palace. There are several large plazas,

giving the city a free and open appearance. There are two large cemeteries and a number of beautiful drives.

Cebu is the oldest town in the archipelago, and stands second to Manila in importance. It suffered greatly in the late wars, barely escaping total ruin. In the Spanish bombardment the main buildings were destroyed and the business of the city was forced back two or three blocks from the sea. Only during the last few months has there been any sign of improvement on the water front. The greater part still lies in ruins.

Great general improvements are now being made all over the city. A large number of new homes are going up, also a large number of business houses. The streets are being cleaned, drainage is being improved, and the board of health orders are being carried out in a remarkable manner.

Trade has increased greatly. Shops or stores which only a few weeks ago had a few articles stuck away in the corners now have large stocks, displayed much in the manner of American stores.

Coal is mined at Danao, a town to the north of the city of Cebu, and at Boljoon, on the east coast south of Cebu; also on the west coast near the towns of Toledo, Balamban, and Tuburan. Petroleum wells are located at Toledo and Alegria. Gold dust is found in the sands of the river beds, but there are no mines of importance.

The people for the most part engage in agriculture. There are several industries, such as weaving, brick making, the extraction of cocoanut and beneseed oils, and the making of cheese. Some people in almost every part of the island are engaged in fishing.

The principal products are sugar, hemp, cocoa, rice, maize, coffee, tobacco, cotton, indigo, fruits, and vegetables. Rice and maize are grown in large quantities.

The people of this division are of the Visayan race. The Cebuana dialect is spoken. Many of the people have a large degree of intelligence. They are bright, quick, and eager to learn.

The fact that almost all live in towns along the coast, and are not scattered through the mountains, makes it possible, with proper transportation facilities, to reach the people with convenience.

The persons with whom teachers, and all who are engaged in public instruction, will have to do are the presidente and the padre. Of the two the padre is by far the most important. In this division almost all the padres are Filipinos (all outside of the city of Cebu.) They are the best of their race. In some respects they are simply children, but bright, intelligent children, who have some conception of their responsibility. They are doing the best they know how for their people. This can not be said, however, of all the presidentes. Some of them, of course, are intelligent, patriotic, and have a general public interest, but often it is not so, but rather the opposite.

To make friends with these men is the policy of every American teacher upon entering his field. If he fails to do this with the presidente and succeeds with the padre he may succeed in his school work, but even if he does succeed with the presidente and fails with the padre he is almost sure to fail in his school work. The padre can fill or deplete a school at a word. But he should not fail with either. They are always approachable, truly sociable, and if properly approached, will become most earnest pupils and reliable support.

The schools of this division are doing well. American teachers have been stationed in 17 of the 57 pueblos. In all these, except one, the attendance has been good; in many, excellent. In the normal institute for Filipino teachers held in Cebu, the first ever held in the division, 30 pueblos were represented. Many came at great personal sacrifice.

The primary schools in the city of Cebu have been in progress since July, 1901. While the work has been successful in the past it has a brighter future. There are two central schools, one in Cebu proper and one in San Nicolás. The one in San Nicolás another year will have a large building, large enough to accommodate 500 children, and capable of being enlarged so as to accommodate many more.

Better buildings are needed in the barrios of Cebu. Little can be done for the barrios of the other pueblos until another year. While some of them have fairly good school buildings it will be in most cases impossible to station American teachers in them. The capital towns have first claim, and they will more than exhaust the supply. Filipino teachers are not yet prepared to do the work, and if they were the municipalities would not have the money to pay them. Lack of money is the most serious question at present. The number of pueblos should be reduced to 45. Better facilities for transportation are imperative.

From L. T. Gibbens, acting division superintendent of schools for Bohol.

The islands of Bohol and Panglao, which comprise the province of Bohol, have an area of about 1,100 and 40 square miles, respectively, and a population of 240,000 inhabitants, of whom 30,000 are children between the ages of 6 and 14 years. The province consists of 16 pueblos or townships; the principal town is called the pueblo and the other towns barrios. The pueblo is the seat of the municipal government.

The islands of Bohol and Panglao are almost surrounded by one or more reefs, and the coast waters contain many hidden coral rocks. Deep-draft vessels can not approach near to the coast, and light-draft vessels must do so with caution. Roads are fairly good, being mostly of outcropping rock, bared by scraping the surface soil. Streams are few and are bridged with good wooden bridges. Trails vary with character of surface of surrounding country, from the excellent wide trail between Bilar and Carmen to the very difficult one between Balilijan and Antequera. There are three parallel ranges of mountains extending northeast and southwest, the outer ranges being near the coast. There is practically no level country, except a strip on the coast and a plateau between Balilijan and Catigbian, and also one from Bilar, extending and merging into a wide plain to the northeast coast. The mountains are rugged, but not extremely high.

The islands are of coral rock, which outcrops frequently. During the dry season water is scarce and grazing is very poor. Horses and carabao are scarce, except in the region between Ubay and Guindulman. Carts, carriages, and wagons are very scarce and poor.

Agriculture and fishing are the principal industries. Stock raising is carried on to a limited extent in the northeastern part. Some rice, corn, potatoes, hemp, and sugar cane are grown, but not enough for home supply. Cocoa trees abound, and copra is the chief article of export.

The inhabitants are Visayans, with a few Tagalogs, and are, in the main, densely ignorant and superstitious. Very few speak Spanish or have traveled farther than to Cebu, 50 miles away. Several dialects are spoken, each of which is claimed by the speakers to be the true Visayan. There is more dissipation and "shiftlessness" than is found among the natives of other islands farther north.

A provincial high school with industrial department will soon be constructed in Tagbilaran. Ten thousand dollars, local currency, is now available for that purpose. On account of the insurrection, which closed last December, and the impoverished condition of the pueblos, very little work in educational matters has been done beyond the near vicinity of the capital, Tagbilaran. During the month of December, 1901, 72½ per cent of the total school population of Tagbilaran and barrios were in attendance at school, where the instruction was given in English. Four night schools, three nights each week, and one teachers' class, daily, have been in session since January 7. Prior to this time three night schools were held three times each week. Day schools have been in almost continuous session for ten months. Twenty pueblos and barrios are represented in the teachers' class. All who applied for admission to night school could not be accommodated.

A private school was opened in the convent January 7, which caused a falling off in the attendance of the boys' public school for a few weeks. Now the enrollment is very near that of last December. The instruction in the private school is religious and is conducted in the Spanish language and Visayan dialect.

With the advent of civil government in this province and the subsequent organization of a competent constabulary force, so that traveling will be safe, the schools may receive close supervision, and I believe we may anticipate prompt and active cooperation from the better class of natives.

From Henry S. Townsend, division superintendent of schools, Mindanao, Jolo, and the Calamianes.

A large increase in attendance has been brought about in the Calamianes through the opening of a goodly number of new schools. This is due chiefly to the intelligent zeal for education of Maj. W. Le Roy Brown, in command of the fourth military district. A number of new schools have been established also in that part of Davao lying on the east coast of the island of Mindanao, for which Filipino initiative is largely to be credited. Some of these lie north of the province of Davao as laid down on the post-route map, but within the province as administered by the military authorities.

It is gratifying also to be able to note a very large increase in attendance at certain schools. This is especially the case in and around Croquieta, where

schools are crowded beyond their reasonable capacity and teachers are given more work than they can well and thoroughly do.

The governor of Misamis tells me that the immediate vicinity of Cagayan now has 22 students in Manila Normal School and that a much larger number would attend such a school if located in Cagayan. Without having made further investigation than conversations with the governor and the presidente of the municipality of Cagayan, I feel pretty safe in recommending this as a suitable place for the establishment of a regular and permanent normal school.

Before this can become a success, however, pretty positive assurance of better pay must be offered. Educated young men are not going to spend their time and money attending a normal school with 14 pesos a month held out as the material inducement. Of course, conditions have been exceptionally hard during the transition period through which we are passing. Nearly all municipal officers seem confident that they can handle the situation after a short time. In many cases I believe this will prove to be true, but in others I am far from confident of the outcome.

The land tax will be collected in sufficient quantities to meet all needs in such places as Cagayan, and, in fact, throughout most of Misamis Province. But in Iligan, for instance, it will amount to little. The commanding officer of that post expresses the opinion that most of the land held in the municipality will be abandoned when the tax is assessed and demanded. * * * The situation is less hopeful in Dapotan than in Misamis. Surigao will fare about as well as Dapotan, I think, though I have less knowledge of the conditions in that province. In the south the financial situation seems to me practically hopeless, as a very large majority of the people are "non-Christian," and therefore not landholders. In the Jolo Archipelago and Paragua the land tax will be a "negligible quantity." In the Cuyos the situation will be easy, but such will not be the case in the remainder of the Calamianes. On the whole, I see no way out of the difficulty except that pointed out by the advisory board, viz, the collection of the school tax and the payment of school expenses, including salaries of Filipino teachers, by the insular government. * * *

Having considered briefly the means of improving the quality of work done in our schools, I now turn to its character. That it is the work of the educator to take the people just where he finds them and help them to take the next step forward in their own line of development probably needs no proof or discussion here. Accepting this as the ruling principle of my work, I find myself impelled to change the character of the work as I find it as fast as circumstances will permit. It is the purpose of education to make children more efficient in the very things they will have to do. Education signifies power, not power over imaginary, but actual environment. A short time ago I visited the schools at Matti, Davao Province, and surprised the teacher and girls at work making piña cloth. At first they seemed ashamed of the work and tried to conceal it from me, but I was so much pleased and said so much in favor of the work that they came to have a new ideal. * * * Wherever practicable I have had the Filipino teachers teach sewing, and they have proved exceedingly efficient. * * *

The Bogobos, near Davao, are in need of help. From time out of mind they have cultivated their crops thus: First a piece of forest land is cleared and planted with upland rice. By the time the rice is ready to cut the cogon has sprung up. A crop of corn follows the rice and by the time it is ready to pick the cogon is as high as a man's head. It is practically impossible for the Bogobos, with their fork-stick plows and bamboo spades, to cope with this grass, so the next step is to clear another piece of forest land. Now comes the Commission commanding that no more forest land be cleared, and the Bogobos are facing starvation. * * *

Mr. F. W. Abbott has been directed to look up the chances for securing land for an elementary agricultural school at or near Santa Cruz, and report at an early date. When he reports I shall probably ask to send a man there with a good plow and some hoes, to show the people how they can get a good food supply. Perhaps he will take some books, too. I am sure these Bogobos will thus be filled with aspirations for better things—that is to say, better plows and hoes. Art and literature can wait. The desire for better tools may be used for an incentive to work along their own lines. Then the Bogobo teachers will be possible and useful. * * *

Mr. Abbott is to look up the case of the Mandayas, also; and I have in mind already a pitiful race near Cottabato, known as the Tirurays, who seem to be worthy of better things than they have reached. When I shall get around to them I can not say. The Maguindanaos, or Rio Grande Moros, are a very strong race, and Major Febiger, in command at Cottabato, is confident I shall find them ready for industrial education. * * * Since beginning this report I have

received a message from the chief dato of Tawi Tawi, asking for a school and promising to pay all expenses, including the salary of the teacher. Just what character this school will take I can not say, but I shall try to make it as useful as possible to the people.

VII.—AMERICAN TEACHERS.

Teachers have been appointed both by letter directly and by authority delegated to various heads of normal schools and colleges, together with State officials, upon whom I deemed it wise to confer a limited appointing power, owing to the great distance and the impracticability of personal conference with the applicants, and in whose judgment and integrity I had confidence. About half of all the teachers were thus appointed by power delegated to the following institutions and men:

List of institutions and men to whom power of appointment was delegated.

Arkansas:
- University of Arkansas.

Alabama:
- University of Alabama.
- State superintendent.

California:
- Chico State Normal.
- San Diego State Normal.
- Stanford University.
- University of California.

Connecticut:
- Trinity College.
- Wesleyan College.
- Yale University.
- State superintendent.

Colorado:
- Colorado College.
- State Normal School (Greeley).
- State School of Mines.
- University of Colorado.

District of Columbia:
- Catholic University of America.
- Georgetown University
- Harris, Hon. W. T.

Illinois:
- Chicago Institute.
- De Kalb State Normal.
- Knox College.
- Lake Forest University.
- Northwestern University.
- Southern Illinois State University.
- University of Chicago.
- University of Illinois.
- State superintendent.

Indiana:
- Hanover College.
- Notre Dame University.
- State Normal School.
- University of Indiana.
- State superintendent.

Iowa:
- State Normal.
- University of Iowa.
- State superintendent.

Kansas:
- State Normal.
- University of Kansas.

Louisiana:
- State Normal.
- University of Louisiana.
- Calhoun, Hon. J. V., Baton Rouge.

Maine:
- Bates College.
- Bowdoin College.
- Castine State Normal.
- Colby College.
- Stetson, W. W., Augusta.

Massachusetts:
- Amherst College.
- Boston University.
- Bridgewater State Normal.
- Fisk's Agency, Boston.
- Harvard University.
- Holy Cross College.
- Institute of Technology.
- Smith College.
- Tufts College.
- Williams College.
- Winship Agency, Boston.
- Hill, Hon. F. A., Boston.

Michigan:
- University of Michigan.
- Ypsilanti State Normal.
- State superintendent.

Minnesota:
- St. Cloud State Normal.
- University of Minnesota.
- Winona State Normal.
- Lewis, Hon. J. H., Minneapolis.
- Shepard, Irwin, president, N. E. A., Winona.

Missouri:
- Kirksville State Normal.
- Washington University.

New Mexico:
- Governor Otero.

Nebraska;
- Duane College.
- University of Nebraska.

New Jersey:
- Princeton University.
- Rutgers College.
- Trenton State Normal.
- Baxter, Hon. Charles J., Trenton.

New Hampshire:
- Dartmouth College.
- Folsom, Hon. Channing, Concord.

New York:
- Brockport State Normal.
- Colgate University.
- Columbia University.
- Cornell University.
- Cortland State Normal.

New York.—Continued.
Fredonia State Normal.
Geneseo State Normal.
Hamilton College.
Hobart College.
New Paltz State Normal.
Oneonta State Normal.
Oswego State Normal.
Plattsburg State Normal.
Pratt Agency.
Rochester University.
St. Lawrence University.
Syracuse University.
Union College.
Vassar College.
State superintendent.
Ohio:
Cincinnati University.
Marietta College.
Oberlin College.
Western Reserve University.
Bonebrake, L. D., Columbus.
Townsend, J. Morton, Gambier.
Pennsylvania:
Bloomsburg State Normal.
Clarion State Normal.
Franklin and Marshall College.
Haverford College.
Lafayette College.
Lehigh University.
Mansfield State Normal.
Millersville State Normal.
Pennsylvania College.
Swarthmore College.
University of Pennsylvania.
Westchester State Normal.
State superintendent.
Rhode Island:
Brown University.
Gowing, Fred, Providence.
State superintendent.
South Carolina:
State superintendent.
Texas:
University of Texas.
State superintendent.
Tennessee:
University of Tennessee.
Vanderbilt University.
Virginia:
Hampton Institute.
Roanoke College.
University of Virginia.
Washington and Lee University.
Southall, Joseph W., Richmond.
Vermont:
Middleboro College.
University of Vermont.
Wyoming:
State superintendent.
Washington:
State Normal School.
University of Washington.
Wisconsin:
Platteville State Normal.
Superior State Normal.
University of Wisconsin.
West Virginia:
Huntington State Normal.
University of West Virginia.
West Virginia Conference Seminary.
State superintendent.
Trotter, J. Russell, Charleston.

About 200 of the early appointments and practically all of the late ones have been made directly by letter, and have had for a basis more than 12,000 personal written applications, with testimonials appended—the recommendations of normal school principals, college presidents, and State officials, and the personal certification of the qualifications of applicants by leading educational men in the United States with whom I am personally acquainted, or whose character is well known to me by repute.

The character of the teachers' applications from the United States has been varied and indicative of a great interest in Philippine affairs. While men of nearly every profession and, doubtless, a large number without any profession, have applied for appointment to educational work in these islands, quite a number of capable and enthusiastic teachers holding good positions in the United States, and vouched for in the highest terms, have signified their willingness to accept work here at the same salaries and, in some instances, at smaller salaries than they are now receiving at home. The schools and colleges have also manifested a great interest in this work, and their hearty cooperation has been freely given in the securing of teachers. In making appointments care has been taken to secure professional teachers, i. e., men and women who are in sympathy with the work and are making it their vocation in life. The fixed requirements for appointment, as tabulated in circular letter to applicants, were:

1. Applicants must be either normal or college graduates.
2. They must have had several years' successful experience in school work and be now engaged in teaching.

3. Copies of testimonials and a late photograph should accompany each application.

4. They must be physically sound and able to withstand a tropical climate and willing to accept whatever location may be assigned to them by the general superintendent of education. A certificate of good health from a reliable physician will be required of all appointees.

The department of education desires to hear from only those who can fulfill the above conditions.

In cases of the more important appointees, special and thorough investigations have been made. No religious distinction has been made, nor has any race line been drawn—the sole desire being to secure competent, enthusiastic teachers of the highest character. However, it has been deemed wise to require that appointees shall be citizens of the United States.

General Orders, No. 145, Headquarters Division of the Philippines, granting discharge here to soldiers of volunteer regiments under orders to proceed to the United States for muster out, have given opportunity for the appointment as teachers of soldiers who have been detailed as teachers at the post of their company, or those who had the necessary qualifications and experience as teachers in the United States. A letter was sent to all such applicants directing them to report at the office of the general superintendent for examination when their regiments reached Camp Wallace. Owing to the inability of the soldiers to prepare for it, this examination was not made difficult, but special investigation of the character, habits, and general qualifications of each applicant was made. The demand for teachers from all over the archipelago was so great that several applicants with exceptional energy and education, but without previous experience as teachers, were appointed. Some of the very best teachers in the department came here originally as soldiers, likewise, most of the inferior class.

The total number of soldier applicants who have taken examinations is, approximately, 500, of whom 80 have passed satisfactorily and been assigned to schools in the various islands.

After the arrival of the American teachers, the standard of examination for applicants here in the islands was raised decidedly, with the view of protecting the quality of the teaching body by demanding evidence of a training equal to that of the ordinary normal school or college graduate.

The following is a sample set of examination papers now used:

General statement.

1. Name, ——— ———.
2. Manila address, ——— ———.
3. Other address in Philippine Islands, ——— ———.
4. Residence in the United States, ——— ———.
5. Age, ———.
6. Occupation, ———.
7. Educational institutions attended or from which graduated, and time spent in each, ———.
8. College or university degrees held, ———.
9. Experience as teacher:
    1. Number of months, ———.
    2. Nature of work, ———.
    3. Where, ———.
10. Can you teach music, drawing, and manual training? ———.
11. Knowledge of Spanish, ———.
12. Knowledge of native dialects, ———.
13. Military service, ———.
14. References in Manila, ———.
15. Where best acquainted with local conditions, ———.

General statement—Result of examination.

1. Arithmetic ----------
2. Political geography ----------
3. Physical geography ----------
4. American history ----------
5. General history ----------
6. Current topics ----------
7. School methods ----------
8. Composition ----------
9. Dictation ----------
10. Grammar ----------
11. Physiology and hygiene ----------
12. Algebra ----------
13. Civil government ----------
14. Examiner's opinion ----------
15. Average ----------

Time taken for examination, ——— hours.
Manila, ——— ——, 1901.

——— ———, *Examiner.*

Instructions to applicants for appointment by examination.

QUALIFICATIONS.

1. Applicants must be either normal or college graduates or of an equivalent education.
2. They must have had at least two years' successful experience in school work. Copies of testimonials should accompany each application.
3. Two references who can vouch for the moral character and personal habits of the applicant must be given.
4. Applicants must pass an examination on the following subjects:

	Credits.
a. Arithmetic	100
b. Political geography	50
c. Physical geography	50
d. American history	50
e. General history	50
f. Current topics	50
g. School methods	50
h. Composition	50
i. Dictation	50
j. Grammar	100
k. Physiology and hygiene	50
l. Algebra	50
m. Civil government	50

5. A certificate of good health from a reliable physician must be filed with each application.
6. A contract to serve two years and accept whatever location may be assigned him will be required, if the applicant successfully complies with the above conditions and passes a satisfactory examination.
7. All papers, testimonials, certificates of character, health, etc., must be handed the examiner before beginning the examination.

In taking the examination, applicants must very carefully comply with the following directions:

1. Head each paper with the name of the subject.
2. Write your name in upper right hand corner of each separate sheet.
3. Write only on one side of the paper.
4. Leave a space between the answers given.
5. Read all papers over carefully before handing them in to the examiner.
6. Every paper will be graded on the arrangement of answers, the neatness and general appearance.

Examination questions in arithmetic.

I. (10 credits.) A and B can do a piece of work in ten days. B and C in twelve days, and A and C in fifteen days. In how many days can all working together do the work? If $52.80 pay for the work, what is each one's share?

II. (10 credits.) Sold 12 horses at $90 each; on 6 of them I gained 16⅔ per cent (16 and ⅔) and on the others I lost 16⅔ per cent. Did I gain or lose by the transaction, and how much? What was the gain or loss per cent?

III. (10 credits.) What is the distance around a water-wheel if an arc of 18° of its circumference is 1 foot 9 inches in length? (5 credits.) What is the area of the circle inclosed by the circumference? (5 credits.)

IV. (10 credits.) What will it cost to shingle a house 27 feet 8 inches in length, having a gable roof with rafters 16 feet long; the shingles to be laid 4½ inches to the weather and to be 5 inches wide; the shingles to cost $2 per M?

V. (10 credits.) A, B, C, and D built a fence and received a certain sum which they divided as follows: A received $60.06 and $\frac{1}{10}$ of the remainder; B received $70.07 and $\frac{1}{10}$ of the remainder; C received $80.08 and $\frac{1}{10}$ of the remainder, and D what was left, when it was found that each had received the same sum. What was the amount received by each?

VI. (10 credits.) Add $\frac{3}{4}$, .736, .002, 16⅔, $\frac{7}{10}$ of .125. Multiply the sum by 1.0671 and divide the quotient by 12½.

VII. (10 credits.) Divide $500 among 3 persons so that the second shall have $\frac{5}{7}$ as much as the first and the third $\frac{4}{5}$ as much as the second.

VIII. (10 credits.) A block of copper 4 inches square at one end, 2 inches square at the other, and 10 inches long is drawn into wire $\frac{1}{16}$ of an inch in diameter. How long is the wire?

IX. (10 credits.) (*a*.) On June 12, 1862, a man placed $2,160.75 at interest at a rate of 7 per cent. What amount of interest was due April 4, 1865? (5 credits.) (*b*.) What sum of money must be placed at interest to amount to $2,150 in one year, 5 months, 8 days, at 8 per cent? (5 credits.)

X. (10 credits.) If a grocer's weights are $\frac{1}{4}$ of an ounce below the legal standard, how much does he dishonestly make in selling 2 bags of coffee, 118 pounds each, at 16⅔ cents per pound?

Examination questions in geography.

I. (10 credits.) (*a*) Mention three sections of the United States noted for valuable forests. (*b*) Three States noted for the production of coal. (*c*) Three States that produce large quantities of silver. (*d*) Two States noted for the production of gold. (One credit for each correct answer.)

II. (10 credits.) (*a*) How does Cuba compare in size with New York? (One credit.) (*b*) Name and locate three of its principal seaports. (One credit for each.) (*c*) Name three important products exported from Cuba. (One credit for each.) (*d*) Name three bodies of water separating it from other countries. (One credit for each.)

III. (10 credits.) (*a*) Name four European countries that hold important foreign possessions. (Five credits.) (*b*) Name one possession of each of such countries. (Five credits.)

IV. (10 credits.) Locate the following cities, telling in what province and stating on what part of the island: Surigao, Daet, Bacolod, Nueva, Caceres, Calapan, Bayombong, San Pascual, Cayan, Capiz, Tagbilaran.

V. (10 credits.) (*a*) How many States and Territories in the United States? (Two credits.) (*b*) Name the Territories. (Three credits.) (*c*) Locate: Duluth, Elgin, Annapolis, Omaha, Saranac. (One credit for each.)

VI. (10 credits.) (*a*) What is a glacier? (Two credits.) (*b*) Mention four regions in which glaciers are in process of formation. (Two credits for each good reason given.)

VII. Compare the basin of the Mississippi River with that of the Amazon River as regards: (*a*) Size; (*b*) rainfall; (*c*) climate; (*d*) vegetation; (*e*) occupation of inhabitants. (Two credits for each section.) (Ten credits for the entire question.)

VIII. (10 credits.) (*a*) In what zone would Japan be located if the vertical rays of the sun extended as far north as its northern boundary? (Three credits.) (*b*) The parallel forming said northern boundary would then form a dividing line between what zones? (Two credits.) (*c*) Name the zones and their boundary lines. (Five credits.)

IX. What are isothermal lines? (Four credits.) (*b*) Why do they not coincide with parallels of latitude? Give three reasons. (Two credits for each reason.) (Ten credits for the entire question.)

X. (10 credits.) (*a*) Give in the order of their importance five of the most important commercial cities of the United States. (One credit for each city.) (*b*) Name one of the principal articles exported from each city. (One credit for each correct export.)

Examination questions in American history.

I. (10 credits.) (*a*) What was the object and result of each of the following conventions: New York in 1765; (*b*) Philadelphia in 1774; (*c*) Philadelphia in 1787; (*d*) Paris in 1898; (*e*) the Hartford convention. (Two credits for each section.)

II. (8 credits.) Name a literary production that treats of each of the following subjects, giving also the name of the author in each case: (*a*) The expulsion of the Acadians; (*b*) the Indians and their customs; (*c*) the slavery question; (*d*) Puritanism in New England; (*e*) early life in New England. (Two credits for each subdivision.)

III. Name a prominent statesman, other than the President, in public life at the time of: (*a*) The war of 1812; (*b*) the Mexican war; (*c*) the civil war; (*d*) the Spanish-American war; (*e*) the Philippine insurrection. (Two credits for each subdivision.) (Ten credits for the entire question.)

IV. (10 credits.) What was the prevailing motive in the settlement of: (*a*) Virginia; (*b*) Plymouth colony; (*c*) Pennsylvania, (*d*) Maryland; (*e*) Georgia. (Two credits for each subdivision.)

V. (10 credits.) For what is each of the following persons noted in the history of America: (*a*) Roger Williams: (*b*) Benjamin Franklin; (*c*) Henry Clay: (*d*) Stephen A. Douglas; (*e*) Cyrus W. Field. (Two credits for each subdivision.)

Examination questions in general history.

N. B.—Answer but five of the questions in general history; those consecutively from 1 to 5.

Leave at least a space of two lines between your answers.

I. (10 credits.) What was the effect of the thirty years' war on Germany with respect to—

(*a*) Population (2 credits.)

(*b*) Territory (2 credits.)

(*c*) Religious toleration (4 credits.)

(*d*) National unity (2 credits.)

II. (10 credits.) Select five of the following names and state for what each person is noted:

Fabius Maximus, Livy, Raphael, John Calvin, William Pitt (the Elder), Victor Hugo, Thucydides. (Two credits for each name.)

III. (10 credits.)

(*a*) What was the Renaissance? (3 credits.)

(*b*) Time? (3 credits.)

(*c*) Effect on civilization? (4 credits.)

IV. (10 credits.) State the causes leading to the French Revolution.

V. (10 credits.) During what centuries did the Roman Empire exist and what countries did it embrace when at the height of its power?

VI. (10 credits.) Locate ancient Phoenicia, and state briefly what the Phoenicians accomplished in commerce and civilization.

VII. (10 credits.) Give a short account of the events leading to the change of the Roman government from a republic to a monarchy.

VIII. (10 credits.) State the leading facts concerning the colonization by the Northmen of—

(*a*) England. (4 credits.)

(*b*) Gaul. (3 credits.)

(*c*) Iceland. (3 credits.)

IX. (10 credits.) Describe the character of Gustavus Adolphus and give a few of the principal events of his life.

X. (10 credits.) Tell briefly what you can of Charlemagne and his work.

Examination in current topics.

Answer only five of the following questions. Let your answers be brief and to the point, being careful not to omit the principal facts.

I. (10 credits.) Tell briefly what you can of the "Boxer" movement: (*a*) Location and date; (*b*) Cause; (*c*) What interest did America take; (*d*) Result.

II. (10 credits.) Give a brief account of our policy toward Cuba, with latest developments.

III. (10 credits.) What is the present relation of Porto Rico and the United States? Name the present and the preceding governor.

IV. (10 credits.) What is a trust and why is the term of special significance at the present time?

V. (10 credits.) What assassinations of high public officials have taken place during the past two years and what movement is back of this?

VI. (10 credits.) What is meant by the term "expansion" as applied to the affairs of our National Government?

VII. (10 credits.) Describe the treaty of peace recently concluded between the United States and Spain with reference to the following points: (*a*) Place; (*b*) date; (*c*) Name of one United States commissioner.

VIII. (10 credits.) Name the governor of the Philippine Islands and the members of the United States Philippine Civil Commission. What recent changes have been made in the membership of the Commission? How do the members acquire their official positions? What form of government is being established in the Philippine Islands?

IX. (10 credits.) State briefly the substance of two important official investigations conducted by our National Government during the past two years.

X. (10 credits.) Name five topics of current interest not above referred to and discuss fully one of them.

Examination in school methods and management.

I. (10 credits.) What is the special end to be attained in teaching (*a*) primary reading; (*b*) advanced reading?

II. (10 credits.) Explain fully, but concisely, the methods you would pursue in teaching English to a class of Filipinos just beginning the work. Why this method in preference to others?

III. (10 credits.) Mention four necessary conditions for successful study in the schoolroom. How would you proceed to secure these conditions in a Filipino school?

IV. (10 credits.) Distinguish between the so-called "sentence" and "word" methods of teaching reading as to (*a*) The first steps; (*b*) the relative merits of each.

V. (10 credits.) Show the effect of school environment upon (*a*) the discipline of the school; (*b*) the moral standing of the pupils; (*c*) the proficiency of the work; (*d*) do your answers apply to schools in the Philippine Islands? If not, give two reasons why not.

Examination questions in composition.

The applicant will write a brief biographical sketch of himself, furnishing information as to (*a*) age; (*b*) education; (*c*) teaching experience; (*d*) purpose in applying for position; (*e*) where last employed and reason for change; (*f*) how and in what capacity he came to the islands.

The rating of this paper will be based upon (*a*) the matter; (*b*) correctness and propriety of language used; (*c*) orthography; (*d*) punctuation; (*e*) paragraph divisions; (*f*) capitals; (*g*) general arrangement and appearance.

Examination in dictation.

A selection will be read through first by the examiner and dictated afterwards a little more slowly to the applicant.

Candidate will be graded upon (*a*) capitalization; (*b*) punctuation; (*c*) paragraphing; (*d*) neatness; (*e*) orthography; (*f*) general arrangement and appearance.

Selections recommended for dictation:

"A Bee Hunt," by Washington Irving, found on page 88, Normal Course Fifth Reader.

"Description of a Thunder Storm," by Washington Irving, found on page 46, Normal Course Fifth Reader.

"Children's Prattle," by H. C. Anderson, any paragraph on page 185, Normal Course Fifth Reader.

"The Stage Coach," by Washington Irving, fifth paragraph, found on page 147, Cyr's Fourth Reader.

(Whichever selection is chosen by the examiner, at least twenty lines must be dictated and in every case must end with a complete statement. Only one selection to be dictated.)

Examination in grammar.

I. (10 credits.) Define (*a*) case; (*b*) voice; (*c*) mode; (*d*) comparison; (*e*) sentence. (Two credits for each part.)

II. (10 credits.) Give a synopsis of the verb *hear*, in the indicative, active, third person singular.

III. (10 credits.) Write a sentence containing a clause used (*a*) as the object of a preposition; (*b*) as an attribute (predicate) noun. (Five credits for each part.)

IV. (10 credits.) "Flocks of little birds, *wheeling* around the light-house, *blinded* and maddened by the light, *dash* themselves to *death* against the glass." Analyze or diagram the above sentence.

V. (10 credits.) Parse the words wheeling, blinded, dash, and death.

VI. (10 credits.) Write the possessive, singular and plural, of sister-in-law, mercy, miss, Seward, mouse, ox, men.

VII. (10 credits.) (*a*) Give all the infinitives of the verbs *bring, slay, do;* (*b*) use the first infinitive of each as follows: (1) as a subject; (2) as an object; (3) independently.

VIII. (10 credits.) Give an example in a sentence of (*a*) an adjective clause; (*b*) an adjective phrase; (*c*) a clause used as the object of a preposition.

IX. (10 credits.) Write two sentences each containing a participle; the one partaking of an adjective, the other of the noun.

X. (10 credits.) Put "he" or "him" in places left blank, analyze each sentence, and parse the pronouns supplied: (*a*) I wish to see John, and I suppose you to be ———; (*b*) It was my mistake; you are not ———; (*c*) At first I had no doubt of you being ———.

Examination in physiology and hygiene.

I. (10 credits.) (*a*) Name two receptive organs of the human body; three excretory organs. (*b*) Name in order the five digestive fluids with which the food comes in contact during the process of digestion. (Five credits for each part.)

II. (10 credits.) (*a*) If a person does an increased amount of labor, why is an increased supply of food necessary? (*b*) Distinguish between sensible and insensible respiration. Explain how perspiration cools the body. (Five credits for each part.)

III. (10 credits.) (*a*) Compare the right lung with the left lung in regard to (1) size; (2) number of lobes. (*b*) Give function, locate, and name, where name is not given in the question: (1) The eustachian tube; (2) the largest tendon in the body, (3) the medulla oblongata; (4) the diaphragm; (5) the pylorus. (Five credits for each of the two main parts.)

IV. (10 credits.) Give three rules of health to be carefully followed in any tropical climate. Give reasons in each case.

V. (10 credits.) (*a*) Describe two symptoms of fatigue, one physical, the other mental, frequently seen in school children; (*b*) What should be done in each case?

Examination questions in algebra.

I. (10 credits.) Define (*a*) similar terms; (*b*) transposition; (*c*) literal equation.

II. Simplify $(x-y)-(-x-(y-x)+(x-y))$.

III. (10 credits.) Find by factoring the greatest common divisor of ax^2-ay^2, $cx^2-2cxy+cy^2$, and $ax-ay+2cx-2cy$.

IV. (10 credits.) Find the least common multiple of $a^2-10a+21$, $a^2+2a-63$, and $11a-77$.

V. (10 credits.) Find the value of x in the equation,

$$\frac{x}{c-d}-\frac{2+x}{cd}=\frac{m}{c-d}+\frac{n}{c-d}.$$

VI. (10 credits.) Find the sum of $\frac{a-b}{(a-b)^2}$, $\frac{a}{a^2-b^2}$, and $\frac{1}{ab}$.

VII. (10 credits.) The sum of three numbers is 43, the second is equal to 10 more than the product of the first multiplied by 2, and the third is equal to three times the quotient of the second by 4. Find the numbers.

VIII. (10 credits.)

$$\frac{a-b}{a^2-b^2}\times\frac{a-b}{ab}\div\frac{(a-b)^2}{a+b}=?$$

IX. (10 credits.) Given

$$x+\tfrac{1}{2}y=\tfrac{1}{3}$$
$$\tfrac{1}{4}x+\tfrac{1}{3}y=\tfrac{1}{6},\ \text{solve.}$$

X. (10 credits.) The length of a square room is 8 feet greater than its height. The side walls measure 720 square feet. Find the length of the room.

Examination questions in civil government.

I. (— credits.) (*a*) Mention three ways in which a vacancy in the office of Representative to Congress may occur? (*b*) How can such vacancy be filled?

II. (— credits.) Name in order the officials who succeed the President in case of his removal.

III. (— credits.) (*a*) Describe the form of government of the District of Columbia. (*b*) In what way does it differ from the ordinary State or Territorial form of government?

IV. Give two limitations to the power of the President. What is the purpose of each of these limitations?

V. (— credits.) Define: (*a*) Subpœna. (*b*) Warrant. (*c*) Writ of habeas corpus. (*d*) Ex post facto law. (*e*) Appeal.

It is expected that the matter of examining applicants for positions as teachers will later be in the hands of the Civil Service Board.

A majority of the appointments had been made by the early part of the year 1901, and urgent requests forwarded to the proper authorities for the immediate transportation of the teachers. It will be remembered, however, that the transports at this time were overcrowded owing to the large number of soldiers, some en route to the States, others on their way to the Philippines. The teachers continued to come by twos and threes until midsummer, when the special teachers' transport, *Thomas*, was assigned to carry all awaiting transportation. They were notified immediately and ordered to proceed to San Francisco; requests for transportation on the various railroads accompanying the letter of notification.

On Tuesday, July 23, the *Thomas* left San Francisco with 523 teachers. After a stay of four days in Honolulu they arrived in Manila August 21.

Long before the teachers arrived active preparations were being made for receiving them and furnishing quarters with the greatest possible degree of comfort. Hotel accommodations in Manila are extremely poor and the rates exceedingly high; and when it was found after careful inquiry that the most liberal terms to be obtained from the best and only suitable hotel in the city were about $5 gold a day for each teacher, the "accommodations" to consist of cots spread in the halls of the hotel, it was planned to save the teachers these exorbitant charges. In order to care for them properly a site in Ermita, one of the coolest and pleasantest residence portions of Manila, was chosen, the buildings fitted up under an appropriation of $10,000 from the insular government, and opened for the free use of the teachers while awaiting transportation to their permanent stations.

A contract for conducting a restaurant for the benefit of the teachers was signed with Ah Gong, a hotel proprietor of the city. The charge—$1.10 per day, or a fraction of the cost of the lowest bid from the only acceptable hotel—covered the bare cost of the meals, with the additional 10 cents to meet the current expenses of the dining room. Arrangements were also made with the same man to take charge of the laundry work of the teachers at a comparatively low rate, made possible by the large amount of laundry to be handled. Furthermore, a regular money order and registry post-office was established on the exposition grounds, to save the teachers the trouble and expense of going to the post-office—a trip necessary but very uncomfortable during the heat of the day. A regular employee of this department was detailed to visit the merchants of the city and get their lowest prices on everything that the teachers would need in the way of provisions and clothing. Those submitting figures did so with the understanding

that the quality of the goods was to be vouched for, and that they were to be delivered on board the ship securely packed, at no additional expense to the teachers. Accommodations were prepared in accordance with instructions from Washington for 25 married couples.

And, finally, in anticipation of the arrival of the transport *Thomas*, a vast amount of time and thought were given throughout the months of July and August, and even previously, to working out a satisfactory solution of the problem of assignment. The greatest pains were taken to secure as complete information as possible as to the conditions of the towns, the relative needs, the arrangements in particular for the women teachers, and matters of personal safety. Division superintendents already in the field, local authorities, military officers, and others in a position to know were carefully consulted. Provisional assignment lists, with the number and sex of the teachers, were sent to these different persons, whose opinion and decision were to be relied upon, with the request for criticisms and suggestions. Such questions were asked as: Are there other towns more deserving? What places should have two teachers? Can suitable quarters for women teachers be found? How is the town best reached? In determining the towns to which teachers should be provisionally assigned, preference was given to the larger garrisoned towns and those whose loyalty was beyond question. No town was considered where there was any possibility of danger. Thus the most reliable information possible was obtained and used as the basis for actual assignment later. And all this in the way of preparation before the teachers reached Manila.

The *Thomas* arrived on August 21, but the teachers were not allowed to land until the 23d, owing to the sanitary precautions. Landing was made at a point nearest the teachers' quarters, application having previously been made to the quartermaster's department for ambulances and wagons to convey the teachers, with their baggage, to the exposition grounds. In spite of the fact that the first launch did not leave the ship until 8 a. m., all the teachers, with their 2,000 pieces of baggage, were comfortably quartered by 1 p. m. Immediately an organization of division superintendents and certain teachers was effected, the former taking charge of the buildings in general and the latter looking after sections and caring for the baggage.

In accordance with cable instructions, accommodations were prepared for 25 married couples. On arrival, however, it was found that 42 were to be cared for. This increased number necessitated considerable alteration in the main building, but the additional quarters were soon available.

Some complaint was heard from time to time concerning food, service, and laundry work; but this was of minor import, and, in general, due to the teachers' individual temperaments. The food was inspected daily, and pronounced by a physician good and pure. The service was seriously interfered with by the irregularity of the teachers' attendance at meals, owing to their numerous shopping and sight-seeing excursions; conditions which made it well nigh impossible to know how many to expect at a meal. In the matter of laundry, teachers often gave their clothes to other men than the one secured for this work. They oftentimes forgot to keep a list of the pieces, or even a means of identifying the man; hence confusion at times existed, and loss resulted. But it was not serious.

There was reason for congratulation on the very small per cent of illness among the teachers during their stay in Manila; those cases, moreover, amounting to only 5 per cent, were of a harmless character, of every day occurrence among foreigners just arriving on the islands. During the night the temperature here drops perceptibly until about 2 a. m., when it is oftentimes very cool; and as a result of this sudden change, unless precaution is taken, as all the teachers were

carefully informed, cramps are experienced. Upon finding that a few of the teachers were suffering from such, a physician was immediately detailed to remain during the whole night on the grounds, and the trouble soon disappeared.

The question of payment of salary and reimbursement was taken up, and within a week every one of the teachers had received his salary and been reimbursed for all necessary expenses incurred en route. They had been told definitely that prices were abnormally high in Manila, that they must serve for three years, that transportation would be furnished them from their homes, and all necessary expenses, such as meals and quarters on trains, at hotels, and on the ship en route, would be repaid them on their arrival at Manila. And when they arrived they found these matters as represented, with a few important exceptions in favor of themselves. They then learned that only two years was the time for which they would be held to serve; that they were to be reimbursed for every reasonable expense incurred on the journey, even for the "tips" to porters on Pullman sleepers, which were furnished them, and that they had traveled all the way from home under full pay.

Considerable discrepancy in accrued salaries existed, some having been paid at the rate of $1,200 a year and others from the same institutions only $1,000 a year. Such a condition, temporary as it was, was made necessary at the time by the large number of teachers immediately needed to make a start in building up a school system, which had been denied these people for such a long time. The teachers were given plainly to understand that the condition of salaries existing on their arrival was at the most only temporary, and that just as soon as they showed merit their salaries would be raised accordingly. In addition, they were informed that they could gain extra compensation by slight additional service in teaching night school. The division superintendents have received instructions in a special circular to look into the work of each teacher carefully, and if there is any justification for the same, by the demonstration of efficiency in the teacher's work and his ability to grasp the situation, to recommend him for an increase in salary. At present a large number of the teachers have received increases, and the question is working itself out satisfactorily on the basis of efficiency.

Upon receipt of salaries the teachers proceeded to equip themselves with the necessary food, clothes, and bedding to accompany them to their stations. To meet any contingency that might arise in the way of lack of good food, they were all directed to supply themselves with a month's provisions; and to aid them in this the employee who had been detailed to secure the most favorable prices from the Manila merchants on all necessary articles was stationed at the exposition grounds with prices and subsistence lists covering all the provisions needed. In this way the teachers were given a definite idea of what they wanted and saved several hundred dollars. It was unfortunate that they could not take advantage of the military commissary privileges, in accordance with information given them in the States; but such commissary privileges were withdrawn after the *Thomas* had left San Francisco and communication had been cut off. Soon, however, a civil commissary was established, and the teachers had recourse to this, with the accompanying advantages almost equal to those which they could have enjoyed from the military. In addition, the Department made up sets of bedding to be sold to teachers at actual cost to the Government, and advanced them to the teachers to be paid for at their convenience.

It was to be regretted that the teachers arrived just at that time—in the midst of the rainy season. One coming from a country of occasional rainfall to a tropical land in the midst of its rainy season experiences discomfort, and the teachers were no exception. But this was a matter beyond the control of the Department. The majority of those arriving by the *Thomas* had been appointed the preceding

winter, as early as January and February, 1901. Frequent and urgent requests were made for their immediate transportation, so that their arrival would be attended with more favorable climatic conditions. But it is to be remembered that the transport service during the whole period was severely taxed by the thousands of discharged soldiers going home and the corresponding numbers coming to the Philippines to take their places. An endeavor was made to secure their transportation by the regular Japanese liners, at a cost of $250 apiece, or a total cost of something like $150,000, but unsuccessfully. It was impossible to arrange their transportation earlier. Soon after the teachers' arrival, however, the rainy season passed, and with the return of fair weather the discomforts were forgotten.

After the financial matters were settled and the various supplies secured, the teachers were ready for assignment, and in this most difficult work the information obtained previously from the superintendents in the field, the military officers, and others in authority, stood the general superintendent in good stead. The teachers were asked to submit preferences both as to stations and companions, with the promise that such would be carried out as far as possible. Suitable board and quarters for the women teachers were secured with difficulty, even in the larger towns. Accordingly they were first considered in making the assignments, and they were sent in twos for companionship and mutual help. Where married couples were both qualified teachers, they were assigned to towns in need of but one man and one woman teacher. Preferences were duly considered and met in all possible cases. In many provinces the power of assigning the teachers was given to the different division superintendents on account of their close contact with the people and extensive knowledge of local conditions. Transportation facilities between Manila and the various stations were very poor, and the boats ran only at irregular intervals, yet almost the entire number of teachers had left for their stations at the end of twenty days. The quartermaster department deserves particular credit for its prompt action in handling baggage and furnishing wagons and launches for transportation.

Since the arrival of the *Thomas*, teachers have continued to come in small numbers on the regular transports. The immediate need for the full quota of teachers, however, became more pressing, and the earlier recommendation that those awaiting transportation be furnished passage on regular Japanese liners was earnestly repeated. Another special transport, therefore, the *McClellan*, sailing from New York, was assigned to the transportation of all teachers and other civilians east of the Rocky Mountains. The *McClellan* sailed February 22, 1902, with 94 teachers, and arrived in Manila April 20.

Beginning with the year 1902 the policy of entertaining new arrivals at the exposition grounds until their assignment had been made was dropped. Instead, one of the members of the supervisory corps was detailed to secure suitable hotel accommodations, board the incoming transports, meet the teachers, and give them all helpful information. The arrival of the teachers on the *McClellan* offered the first good opportunity for testing this new plan, and it was found to work successfully.

The same general plan of assignment was followed in the case of later arrivals as in that of the *Thomas* teachers. Accommodations for the teachers, as well as the needs of the towns, were the deciding factors, in connection with which personal preferences were given due weight. The division superintendents were well acquainted at this time with the conditions and needs of every town in their divisions, and this, added to the fact that the area of active hostility has greatly diminished and the operations of insurrectos and ladrones have been confined to the known localities, chiefly in the more removed mountain sections, simplified the later problem of assigning the teachers.

In the teaching corps the following States and Territories are represented and the numbers from each given:

A list by States and Territories of the teachers employed in the Philippine Islands.

Alabama	7	Nevada	2
Arizona	5	New Hampshire	5
Arkansas	5	New Jersey	6
California	116	New Mexico	3
Colorado	13	New York	98
Connecticut	11	North Carolina	10
Delaware	2	North Dakota	3
District of Columbia	16	Ohio	41
Florida	2	Oklahoma	6
Georgia	6	Oregon	3
Idaho	3	Pennsylvania	33
Illinois	49	Rhode Island	7
Indiana	34	South Carolina	9
Indian Territory	3	South Dakota	2
Iowa	39	Tennessee	18
Kansas	12	Texas	15
Kentucky	9	Utah	2
Louisiana	7	Vermont	11
Maine	23	Virginia	12
Maryland	13	Washington	19
Massachusetts	63	West Virginia	14
Michigan	49	Wisconsin	16
Minnesota	30	Wyoming	4
Mississippi	11	Hawaii	3
Missouri	28	Local[1]	120
Montana	4		
Nebraska	24	Total	1,036

The following is a list of the distribution of teachers by provinces and towns:

Stations of teachers, by provinces and towns.[2]

Manila, including normal, trade, and nautical schools	75
Abra:	
Bangued	4
Bucay	1
Dolores	1
Pidigan	2
Tayum	1
	9
Albay:	
Albay	3
Bacacay	1
Camalig	1
Dagara	1
Guinobatan	1
Albay—Continued.	
Legaspi	1
Libog	1
Ligao	1
Malilipot	1
Malinao	1
Manito	1
Oas	1
Palangui	1
Pandan	1
Payo	1
Tiui	1
Tabaco	1
Virac	1
	20

[1] These 120 teachers are discharged soldiers who had been detailed to teach under the military régime, and other Americans who by reason of their knowledge of the language and the country were thought to be specially fitted for the work.

[2] Does not include 94 teachers arriving on special transport *McClellan*, nor later arrivals.

Antique:	
Bugason	1
Colasi	1
San José de Buena Vista	3
San Pedro	1
Sibalon	1
	7
Bataan:	
Abucay	1
Balanja	4
Dinalupijan	1
Llana Hermosa	1
Moron	1
Orani	2
Orion	1
Pilar	1
Samal	1
	13
Batangas:	
Balayan	2
Batangas	3
Bauan	1
Calaca	1
Lemery	1
Lipa	2
Tanauan	1
	11
Benguet:	
Adaoay	1
Baguio	1
Bokod	1
Cabayan	1
Capangan	1
Daklan	1
Galiano	1
Trinidad	2
Tublay	1
	10
Bohol:	
Dauis	1
Tagbilaran	7
	8
Bontoc:	
Bontoc	2
Bulacan:	
Angat	1
Baliuag	4
Bulacan—Continued.	
Bigaa	1
Bulacan	3
Bustos	2
Calumpit	1
Hagonoy	1
Malolos	3
Marilao	1
Obando	1
Paombong	1
Polo	2
Pulilan	1
Quingua	1
San Miguel de Mayumo	3
San Rafael	1
Santa Maria de Pandi	1
	28
Cagayan:	
Abulug	1
Alcala	2
Aparri	3
Camalanugan	1
Enrile	1
Lalloc	1
Piat	1
Solano	1
Tuao	1
Tuguegarao	5
Unassigned	2
	19
Camarines:	
Baao	1
Bato	2
Bombon	1
Calabanga	2
Canaman	1
Daet	2
Goa	1
Indan	1
Iriga	2
Lagonoy	1
Libmanan	2
Magarao	2
Milaor	1
Nabua	2
Nueva Caceres	8
San José de Lagonoy	1
Talisay	1
Tigaon	2
	33

Capiz:	
Calivo	2
Capiz	5
Dao	1
Dumarao	1
Ibajay	1
Ivisan	1
Malinao	1
Panay	1
Panitan	1
	14
Cavite:	
Bacoor	2
Caridad	1
Cavite	5
Cavite Viejo	2
Corregidor Island	2
Dasmariñas	1
Imus	2
Indan	2
Lubang Island	1
Maragondon	2
Naic	3
Novaleta	2
Rosario	5
San Francisco de Malabon	1
San Roque	4
Silang	2
Ternate	1
	38
Cebu:	
Argao	2
Balamban	1
Bantayan	1
Barili	1
Bogo	3
Carcar	1
Cebu	5
Dalaguete	2
Danao	1
Dumanjug	3
Ginatilan	1
Mandaue	1
Minglanilla	1
Naga	1
Oslob	1
Sibonga	2
Talisay	2
Tuburan	1
	30
Cotabato:	
Cotabato	3
Cuyo:	
Cuyo	2
Davao:	
Davao	3
Ilocos Norte:	
Bacarra	1
Badoc	1
Dingras	1
Laoag	9
Pasuquin	1
San Miguel	1
San Nicolas	3
Vintar	1
	18
Ilocos Sur:	
Bantay	2
Cabugao	1
Candon	2
Lapo	1
Magsingal	1
Narvacan	1
San Esteban	1
Santa	2
Santa Catalina	1
Santa Cruz	1
Santa Lucia	1
Santa Maria	1
Santiago	1
Santo Domingo	1
San Vicente	1
Sinait	1
Tagudin	1
Vigan	8
Unassigned	1
	29
Iloilo:	
Arevalo	1
Buenavista	1
Cabatuan	2
Guimbal	1
Iloilo	12
Janiuay	1
Jaro	3
La Paz	1
Leon	1
Maasin	1
Miago	1
Molo	3

Iloilo—Continued.	
Nagaba	1
Oton	1
Pototan	2
San Joaquin	1
San Miguel	1
Santa Barbara	1
Sara	3
Tigbauan	1
	39
Isabela:	
Cabagan Nueva	1
Cabagan Viejo	1
Cauayan	1
Gamu	1
Ilagan	2
Naguilian	1
Tumauini	1
	8
Jolo:	
Jolo	3
Laguna:	
Biñan	2
Calamba	2
Mabitac	1
Magdalena	1
Majajay	1
Nagcarlang	2
Pagsanjan	2
Pila	2
San Pablo	1
Santa Cruz	1
Santa Rosa	1
Siniloan	1
	17
Lepanto:	
Cervantes	2
Leyte:	
Abuyog	2
Baybay	2
Burauen	2
Cabalian	1
Carigara	2
Dagami	2
Dulag	2
Jaro	1
Maasin	4
Matalom	1
Ormoc	2
Palo	2
Palompon	2
Tacloban	5
Tolosa	1
Tanauan	3
	34
Marinduque:	
Boac	3
Gasan	2
	5
Masbate:	
Cataingan	2
Masbate	4
Milagros	2
Palanos	1
San Fernando (Ticao)	2
San Jacinto (Ticao)	2
Uson	1
	14
Misamis:	
Agusan	1
Aloran	1
Balingasag	1
Cagayan	4
El Salvador	3
Iligan	1
Jasaan	1
Mabajao	2
Misamis	2
Oroquieta	4
Talisayan	2
	22
Negros Occidental:	
Bacolod	6
Bago	2
Binalbagan	1
Cabancalan	1
Cadiz Nuevo	1
Escalante	2
Ginigaran	1
Ilog	1
Jimamaylan	1
La Carlota	3
Maao	1
Pontevedra	1
San Enrique	1
Saravia	2
Silay	2

Negros Occidental—Continued

Talisay	2
Valladolid	1
	29

Negros Oriental:

Amblan	1
Bacong	1
Bais	2
Bayauan	1
Canoan	1
Dauin	1
maguete	4
ulugan	1
lud	1
	1
alencia	2
	1
	1
	1
	1
	1
	21

	1
Cabanatuan	1
Cabiao	1
Cuyapo	1
Gapan	1
Jaen	1
Peñaranda	1
San Antonio	1
San Isidro	4
San José	1
Talavera	1
	14

Nueva Vizcaya:

Bagabag	1
Bayombong	1
Solano	1
	3

Pampanga:

Angeles	3
Apalit	1
Arayat	4
Bacolor	2
Betis	1
Florida Blanca	1
Guagua	2
Lubao	1

Pan

	1
Maca	2
Magalang	1
Mexico	2
Minalin	1
Porac	1
San Fernando	
San Luís	
Santa Ana	
Santo Tomás	
Sexmoan	

Pangasinan:

Alcala	1
Bautista	1
Bayambang	2
Binalonan	1
Binmaley	2
Calasiao	3
Dagupan	3
Humingan	1
Lingayen	5
Malasiqui	2
Mangaldan	1
Mangatarem	1
Pozorrubio	1
Rosales	1
Salasa	1
San Carlos	4
San Fabian	1
San Isidro	1
Tayug	1
Urdaneta	2
	35

Paragua:

Araceli (Dumaran)	1
Puerto Princesa	2
	3

Principe:

Baler	1

Rizal:

Antipolo	1
Binangonan	2
Caloocan	1
Malabon	5
Montalbon	1
Morong	2
Navotas	1
Parañaque	3

[illegible]-Continued.

Pasig	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	2
[illegible]	2
[illegible]	5
[illegible]	1
[illegible]	1
	[illegible]
	[illegible]
[illegible]	2
[illegible]	2
[illegible] (Tablas)	1
[illegible] (Tablas)	2
[illegible] (Tablas)	1
[illegible] (Tablas)	3
[illegible] (Sibuyan)	2
[illegible] (Tablas	2
[illegible] (Rombl[illegible]	6
[illegible] Fernando	2
	[illegible]

Samar:

Basey	2
Catbalogan	1
Guiuan	2
	5

Sorsogon:

Bacon	2
Barcelona	1
Bulan	1
Casiguran	1
Donsol	1
Gubat	1
Guingalon	1
Irocin	1
Juban	1
Matnog	1
Sorsogon	2
	13

Surigao:

Butuan	1
Cantilan	1
Gigaquit	2
Surigao	2
	6

Tarlac:

Bamban	1
Camiling	2
Concepcion	2
Gerona	3
Paniqui	3
Tarlac	3
Victoria	2
	16

Tayabas:

Atimonan	3
Catanauan	1
Guiniangan	1
Gumaca	2
Lopez	2
Lucban	4
Lucena	3
Mauban	1
Pagbilao	1
Pitogo	1
Sariaya	3
Tayabas	2
Unisan	1
	25

Union:

Agoo	1
Aringay	1
Bacnotan	1
Balaoang	1
Bangar	1
Baoang	1
Cava	1
Namacpacan	2
San Fernando	4
San Juan	1
Santo Tomás	1
Unassigned	1
	16

Zambales:

Agno	1
Alaminos	1
Anda	1
Bolinao	1
Botolan	1
Castillejos	1
Iba	3
Olongapo	2
San Antonio	1
San Felipe	1

Zambales—Continued.	
San Marcelino	1
San Narciso	2
Santa Cruz	1
Subig	1
	18

Zamboanga:	
Isabela de Basilan	2
San José	1
Santa Maria	1
Tetuan	2
Zamboanga	6
	12

SUMMARY.

Manila, city of	75
Abra	9
Albay	20
Antique	7
Bataan	13
Batangas	11
Benguet	10
Bohol	8
Bontoc	2
Bulacan	28
Cagayan	19
Camarines	33
Capiz	14
Cavite	38
Cebu	32
Cotabato	3

SUMMARY—continued.

Cuyo	2
Davao	3
Ilocos Norte	18
Ilocos Sur	30
Iloilo	39
Isabela	8
Jolo	3
Laguna	18
Lepanto	2
Leyte	34
Marinduque	5
Masbate	14
Misamis	22
Negros Occidental	30
Negros Oriental	21
Nueva Ecija	14
Nueva Vizcaya	3
Pampanga	33
Pangasinan	35
Paragua	3
Principe	1
Rizal	31
Romblon	22
Samar	5
Sorsogon	13
Surigao	6
Tarlac	16
Tayabas	25
Union	16
Zambales	18
Zamboanga	12
Total	824

With a few exceptions, the teachers are now satisfied, intensely interested, and enthusiastic in their work. They have come from one of the most civilized countries, where every common luxury is known, to one of the less civilized ones, where much of what we at home no longer consider as luxuries, but rather necessities, is unknown; hence inconveniences and at times real difficulties were inevitable. That the teachers bore these with such little complaint was strong proof of their determination to overcome the ordinary discomforts, often severe, which are attendant upon a life in a country such as this. A strong proof of their satisfaction with conditions in many cases is the fact that they are sending for fathers, mothers, brothers, sisters, and betrothed ones.

The matter of personal safety has 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.

A very encouraging phase of the work has been the way in which the military officers have everywhere taken a keen interest in this educational movement, and shown their appreciation by aiding the teachers materially. They have oftentimes furnished food and lodging to those en route; have furnished transportation to the interior; have frequently exercised their influence in gaining for the teach-

ers the good will of the community; and have at times gone so far as to procure materials for schoolhouses.

The civil commissary, from which teachers purchase supplies at reduced prices, has now been in operation for several months. 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. 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 teachers were paid. The appropriation for the salaries of teachers was made in this local currency, hence the disbursing clerk was 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. The depreciation affected the entire civil organization, the Commissioners themselves losing by the amount of depreciation.

The matter was given most serious attention, and requests sent to the Civil Commission asking that some definite step be taken. In answer the following reply was received from Commissioner Ide, secretary of finance and justice, and sent out immediately in the form of a circular to the teachers:

The difficulties within referred to are fully appreciated by the Commission and by this office, but they are temporarily incident to the situation. The changed ratio for the next quarter will probably, before the quarter is through, operate to the advantage of civil employees, so that they will obtain more than their salary as fixed in gold. It will be necessary for all to be a little forbearing. It might be remarked that the Commissioners themselves are subject to precisely the same inconvenience as the writer of the within letter and suffer the same pro rata loss. It is impracticable to make payment for the month of December in other than the currency that was appropriated for that purpose and that is available. The only method for immediately relieving the difficulty would be to require all customs receipts and internal-revenue taxes to be paid in money of the United States, so that there might be money of that character available for all insular purposes; but in view of the early action of Congress on the currency, when it is expected the subject will be placed on a permanent basis, it is not considered advisable to make so radical a change as the one suggested, and one that would so seriously disturb the business of the islands.

As an attempt to restore matters to their former condition, the Commission enacted that the legal ratio of Mexican currency to gold should be $2.10 to $1 for the first quarter of 1902. The postal authorities, moreover, accepted the local currency again to the amount of $50 gold a month. This action helped matters considerably, and the teachers were able to gain a slight advantage as far as local debts were concerned; but the currency is still depreciating, the commercial value being lower than that enacted by the Commission. Hence difficulties in financial matters still exist, affecting all civilian employees alike. There has, however, been an amelioration, and a greater improvement is expected during the next quarter of the year and continuing.

In the matter of salary increases the basis has continued to be that of efficiency.

The following instructions were sent out to division superintendents in December,

MANILA, *December 2, 1901.*

To division superintendents:

Without making any sweeping changes or letting the teachers know that such changes are contemplated, I wish you would recommend for increase such teachers as come within the following classes and *whose work warrants the advance:*

1. Men teachers having families, and graduates of colleges and universities. These men should receive not less than $1,200.

2. Normal-school graduates. These should receive not less than $1,000.

Since the arrival of the teachers, increases have been made regularly. At the present time about 40 per cent of the total number of salaries have been advanced, and the proportion is growing daily. In addition to these increases for efficiency, the majority of the teachers have received the extra compensation of $120 a year for night-school work.

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 materials 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.

Lately the quartermaster department of the army has refused to transport civil property, an action which affects the department of public instruction directly. Heretofore the army people have lent most valuable aid in shipping school supplies, particularly to the inland towns, but inform us now that they are unable to do so any longer, owing to the amount of business in their own department.

To meet this emergency 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 both by 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 to be 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 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 the best 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 received in answer to my inquiry; instead I submit a few representative ones, which serve well to show the prevailing opinion of the teachers' work.

The following is from Capt. Henry T. Allen, chief of the Philippines constabulary:

Referring to your letter of January 25 instant, it gives me pleasure to inform you that with scarcely a single exception I have heard only good reports of the work being done by the teachers of English in the various parts of the islands. In a word, they are proving by their acts as well as words the wisdom of the policy adopted in regard to education here. These teachers afford the people an opportunity of learning in a most expedient and practical way what good American citizens are and what may be expected from American control. Without them the ideas of these people would be formed largely from those with whom they have come in contact during unfortunate times—the soldiers.

I have had occasion to learn from various sources that the teachers are on extremely good terms with the people of their towns, who are beginning to rely upon them for counsel and advice in nearly all matters of importance. This means that the body of teachers, in addition to their value as instructors, will have a tremendous influence in maintaining order and peace in the archipelago. The influence of the 800 or 900 teachers under your supervision, dispersed throughout the islands giving instruction, both by exemplary habits and books, will produce a far-reaching effect scarcely attainable by any other method.

This reply is from Captain Baker, first assistant chief Philippines constabulary:

Complying with your request of January 25, I have the honor to inform you that in my recent inspections, which have extended all over northern Luzon, and even to the remote parts thereof, I have come in close contact with the American teachers therein.

In that way I have become much impressed with the high moral and mental caliber of these officials, with the earnestness and tact with which they are performing their duties, and with the patience and cheerfulness with which they have met the inconveniences, amounting in some cases to hardships, incident to the early days of their residence in remote places. This last condition is gradually passing away, especially since the establishment of the civil supply store.

Everywhere I found the teachers receiving or gaining the respect and confidence not only of the children but of the parents.

In many places the teacher, in addition to his regular duties, occupied that of adviser and friend to the community—a position similar to that filled by old justices of the peace in many of the country communities of the United States.

I do not remember having heard a single adverse criticism of any of the teachers, male or female.

I believe, however, that your district superintendents may have too much clerical work to do, and that this in time may prevent them going about their districts and making the constant personal inspections so necessary to the unimpaired efficiency of such a machine.

I also believe that in all cases they should give their English instruction in English direct, and not complicate it by using the Spanish language as an intermediary. This opinion is based on my own experience in superintending the teaching of English to Indians who possessed a larger Spanish than English vocabulary. In this connection, all through the Cagayan Valley, in Nueva Vizcaya, and the northern part of Nueva Ecija, I found that not only the children, but in many cases the town councilmen, knew already more English than they did Spanish.

The letter here given is from Mr. C. J. Bailey, senior inspector of the constabulary for Tarlac Province:

Your favor of January 28, in which you request my opinion, written at length, as to the effect created by the American teachers, and any criticism, favorable or otherwise, and any suggestions which I can make in connection therewith; also information as to what is needed in this province to make this work of education the more successful, is at hand.

After the pessimistic utterances to which the country has been treated in recent days from certain prominent educators, it is refreshing to acknowledge the hope-

ful and inspiring progress of the American teachers and their young native wards in this province. Summing up the results of educational progress in Tarlac, I can see in them the fact that the passions of the Filipinos do not run away with them, that the native spirit is growing broad and rich, that their children are treated better than the most optimistic "Americanistas" anticipated, and riches in money and brain are being used in higher ways than heretofore experienced by them.

To the soldier or civilian whose knowledge of the situation in this province has been gained by experience in the islands there is more real assurance as to the development of a satisfactory condition here, more hope of a reasonably speedy settlement of all antipathies, in the work of the school teachers than in any other agency. The highest tribute that can be paid to their (the teachers') tactful diplomacy is found in the general satisfaction their teachings have given the former insurgent leaders. The families of Macabulos, De Leon, Lopez, Rigor, Ramos, and others, as evidenced by expressions to me, have nothing but words of praise for Deputy Superintendent White and his assistants. The Rigor parents feel assured that the instruction is intended to be specially favorable to them; and the Ramos family are satisfied that what their children are taught will remove whatever grounds still remain for antiultimate Filipino independence. Much of this result is no doubt due to the energy of individual teachers with which the campaign of knowledge is being conducted.

When native school children daily gather in groups on the streets and plazas and sing "America" and "The Star Spangled Banner," in good English and with a vigor that would have made our pilgrim forefathers envious, they voice the beginning of the end, and promise that that end shall come speedily.

The school children as well as their parents have the fullest confidence in the intention of the department of public instruction to do well by them. I do not say that they as yet appreciate the full value of the work that has been and is being done on their behalf. I know that they are beginning to comprehend its beneficent purpose and its vitalizing results, because I have had opportunities for observing them in this precise connection at close range.

The following extracts are from a letter from Major Gardiner, governor of Tayabas Province:

If I were asked "What has contributed most toward convincing the Filipino people of the good intention toward them of the American Government," I would say: "It is the efforts which the Commission is making for their education."

When it is considered that heretofore the friars forbade in the provinces the teaching of Spanish; that their every effort was to prevent enlightenment of the people even when schools were supported by the Spanish Government; that a Filipino youth who returned from Europe or Hongkong, after completing his education, was looked upon with suspicion and followed by secret spies of the friars to see if perchance he spoke to others of liberty or free thought, and in the end was generally accused by the friars of being a filibustero or disturber, and deported or exiled; that only a favored few were permitted to learn anything but the catechism; seeing the different views which Americans take of matters of education, they are willing to agree that we are on these lines doing more for them than they could themselves do under an independent government.

The schools in this province are a success, and in some pueblos a phenomenal success almost beyond belief. The other day I visited the school in Lucban. I saw three American and four Filipino teachers holding classes in one building, with 650 boys and girls between the ages of 5 and 14. The school went through a portion of its Christmas-day exercises for my benefit. I heard a boy speak in clear English "'Twas the night before Christmas, when all through the house," etc. Another spoke "The Village Blacksmith;" another "Hang up the baby's stocking;" there were also dialogues, athletic exercises, American songs, etc., by little folks 5 and 6 years old. Children speak English on the street, they teach their parents, they interpret, and this has all been done in a year and a half. There is visible everywhere a yearning for knowledge, an eager desire to read our books so that their "eyes may be opened," as they express it. Filipino children are very precocious; they learn rapidly. I taught a little Filipino boy of 8 to repeat accurately, by saying it over to him three times, the couplet "Little drops of water," etc. These children are very orderly and easy to manage. One teacher told me he could more easily govern 300 Filipino children than 50 Americans. They seldom ever quarrel or fight; they are deferential and obedient. * * *

The American teachers who came to this province have, with few exceptions, done well and been enthusiastic in their work. In the little pueblos where the

teacher is, perhaps, the only American, his is a lonesome life until he becomes interested in his work, and if he is out here because he loves teaching, he will soon be so interested in his work that he will forget his isolation for the joy of seeing the fruits of his labor in this virgin soil. * * *

Three young Filipinos from this province are now attending American universities, having been sent by their parents. At the last quarterly session of the presidentes (mayors) of the pueblos of this province, it was voted that three others should be selected by competitive examination, each pueblo to send one competitor to the capital, where the selection is to be made, in order to get a thorough acquaintance with the English language, the ages of these boys to be between 14 and 16 years, and to be kept in the United States until their education is completed, the cost of their education to be paid by the pueblos in proportion to their population.

This letter is from Mr. A. W. Betts, governor of Albay Province:

In compliance with your request of the 27th instant for information concerning the educational work in this province, I am pleased to say that the progress made by the schools in this province is extremely gratifying; and, in fact, a visit to the schools that have been established during the past few months will convince one of the aptitude of these little people for acquiring knowledge that really seems incredible. I do not believe there is anywhere in the world more enthusiastic students than the children who are attending the public schools of this province. The greatest enthusiasm prevails in the towns where the schools are managed by American teachers, and the greatest problem with which we have to contend, in these places, is to provide sufficient room and accommodations for carrying on the school work. In nearly all towns the buildings occupied by the schools are inadequate to accommodate the attendance. I am informed by several of the American teachers that the majority of the pupils regret vacation time, and in some places insist on attending school during the days when vacation is ordered.

The American teachers in this province are doing more to bring about peace and good will between the American and Filipino than any other persons on earth. Their work appeals to the parents, whose pride is greatly increased through the knowledge of the progress the child is making in being able to converse in English. No more striking illustration of this can be had than to see the smile of approval on the parent's face when the child salutes you in English. I firmly believe that the school is the key to the solution of the entire problem in the Philippines, and great good is being and can be done through this institution.

As I have above stated, the one thing most lacking in the work is suitable buildings for the schools. As rapidly as possible we are repairing the former school buildings. However, in many towns they have not sufficient funds to accomplish this. Some idea of the desire of municipal officers to provide suitable school buildings can be had from the fact that they have constructed buildings by popular subscription (partly paying for same), and in other instances have given shows and entertainments to raise sufficient funds to pay for the completion of the building. If there was a fund available to assist in this work of providing suitable buildings, the towns furnishing a certain portion of the fund and the remainder to be supplied from the general fund, the work could be very rapidly increased.

Thanking you for the assistance you have given us by detailing American teachers to the numerous schools in this province, I have the honor to remain, * * *

The following is a translation of a letter from Mr. Mena Crisólogo, governor of the province of Ilocos Sur:

The desire of the Filipinos to secure instruction, and above all to learn the English language, is general; hence the American teachers have been welcome every where as the means of enlightenment and progress. Under the Spanish Government, notwithstanding the many laws and decrees in favor of education, all the efforts of the teachers were wasted against the indifference and even the opposition of the parish friars, who were the inspectors ex officio of the schools. But now that the times have changed, fortunately, and the present government does not curtail appropriations to better and further educational matters, all the Filipino people heartily welcome such interest and zeal on the part of the honorable Civil Commission, and the school buildings are filled with children and even grown-up people anxious for instruction.

I have not been acquainted with many American teachers, but those whom I have chanced to speak with I have found very competent and sufficiently capable not only to fill the work of teachers in primary instruction, but also to perform offices of a higher order. Of the behavior and morality of those conducting pub-

lic schools in this province I have heard many praises, because they fulfill their duty with the greatest care and treat the pupils very well, and even with true affection, and hence they are generally much loved in the towns.

The following letter is from John W. Green, senior inspector of constabulary of Misamis Province, Mindanao:

Yours of January 28 received, and in compliance with your request I have the honor to make the following report concerning the schools in this province:

I have been in this province since its occupation by the American troops in 1900, and have become familiar with the manners and customs of the people. Since the arrival of the teachers in September, 1901, a great change is noticeable.

Wherever there are American schools the people are much more friendly than formerly; the children are beginning to speak a little English, and the natives in general show a disposition to adopt American ideas, especially in matters of dress and in cleanliness. Wherever there are lady teachers the native women in particular showed a marked tendency to adopt American dress. These influences are not limited to the centers of population, but are beginning to assert themselves even in the outlying districts.

The natives show a great interest in the schools and seem to appreciate the advantage of American methods over the old Spanish way of teaching. The night schools for the grown people are everywhere well attended.

In this province you could use to advantage as many more teachers as are already here. I have received frequent inquiries from towns where no one has as yet been sent, asking how they can secure an American teacher and requesting me to use my influence in their behalf.

I think there should be a general fund for the purchase of materials for building schools in places where the insurrection has destroyed the buildings and left the people too poor to build new ones.

The children in these places particularly need the influence of an American education, and should not be deprived of its advantages by reason of the poverty of the local municipality. The people would willingly do the work if materials were supplied, but at present there is no lumber available, and what is obtained has to be sawed out by hand.

I can not praise too highly the work of American teachers in this province. It is an ever-active force for peace and progress. A well-equipped army may put down insurrection for a time, but no one knows when it will break out again. With the progress of education insurrection will be stamped out forever.

I heartily wish you continued success and progress in your great work. Whenever I can serve you, do not fail to command.

The following extract is from Mr. Thomas Leonard, supervisor (inspector of public works) of the province of Capiz:

It is strongly believed by the subscriber that the solution of the Philippine question in its many and varied phases, in a very large degree, is to be found in the establishment and maintenance of the public school system, which will fit the rising generation for the various positions which they must assume if a stable civil government under the United States or in any other form is to be maintained in these islands. These young men and women must learn something of the world outside of their island home, and become conversant with the history and the rise and fall of other nations, that they may profit by the knowledge thus gained and so avoid the fatal mistakes that have been the cause of disruption and fall from power of many once great nations. They must become conversant with the habits and customs of other nations, so that they may discard those of their own that have become antiquated and remain to-day only as obstacles to their future progress. They are too prone to cling to what they call "costumbre." * * * It is left for our public schools to raise and elevate them and put them upon the plane of thinking men and women, capable of governing themselves wisely and well.

Much has been done for the school question in this province; much more remains to be accomplished. Some public schools were started here under the auspices of the military, and with more than satisfactory results. Among the first schools to be established were those at Capiz, Calivo, and Ibajay. The school at Capiz was started by the Eighteenth Infantry, that at Calivo by the Sixth Infantry, and that at Ibajay by the Forty-fourth Infantry, at which point I was then commanding officer. Enlisted men were detailed as instructors, and this system was continued with encouragement and good results up to the time that civilian teachers were appointed in the place of soldiers. In the meantime many other stations had been opened up. With the advent of an organized system of instruc-

tion advancement has been made in a marked degree. There are now in this province 14 American teachers, of whom five are located in our capital city, two at Calivo, and one each at Panitan, Dao, Dumarao, Pontevedra, Panay, Ibajay, and Malinao. From the standpoint of one who has visited these towns during the times of the insurrection, the contrast between then and now is very great, and the influence of our American school system under the guidance of American teachers has been decidedly beneficial. It would be, of course, of immense advantage if an American teacher could be stationed in every one of the towns of our province, but this is hardly practicable at present, and therefore native teachers have to be employed in many instances. The eagerness with which these teachers try to learn our methods of tuition and the interest that they display in their school work are exceedingly gratifying. Already in Capiz there is a class of young women known as the "aspirante" class and composed of some of the very best people of our town. They are trying to fit themselves for the work of teaching, and already many of them are able to render valuable assistance in the work. This plan, I believe, should receive every encouragement, and nothing could be more helpful than the establishment of a provincial normal school, and I believe the province should be required to furnish suitable buildings and other necessities required for this purpose.

The following extract is from a letter from Mr. James Ross, governor of the Camarines:

From my acquaintance with and observation of the work and conduct of the American teachers in this province I believe they must average up pretty well with those of other sections. Most of them appear to be earnest and active young men and women, with a desire and ambition to make a success of the work they have undertaken, and I consider that the results accomplished by them during their short period of service here have been as satisfactory as could be expected when the adverse conditions under which most of them are obliged to work are taken into consideration. It would be difficult for people in the United States, or even in Manila, to appreciate the conditions under which an American school teacher in a small provincial town has to live. Cut off from all the comforts and even ordinary conveniences of life, far removed from people of his own race and language, and out of the lines of communication with the outside world, his position is not one to attract the notice of the envious. I have found, however, that as a rule the teacher thus situated meets the situation cheerfully enough and makes the best of the conditions as he finds them. I have also been pleased to observe that most American teachers in this province have apparently come here thoroughly imbued with the idea which I consider the essence of the American policy in these islands, viz, to get into as close touch as possible with the people, and by kind, courteous, and honorable conduct toward them gain their respect and confidence. The conduct of teachers along this line has been most satisfactory as a rule, and I have found that they use very good judgment and tact in dealing with the natives, thereby making themselves active agents of the Government in convincing the people of the benefits they are to derive by trusting and remaining loyal to the United States Government and in showing them the way to a higher plane of civilization. I believe you will agree with me in considering this to be a part of the teacher's work as much as his daily routine in the school room.

The following is an extract from the letter of Mr. Bonifacio Serrano, governor of Masbate:

In compliance with your request of January 27, I have the honor to submit the following in regard to the schools and the effect of the presence of the American teachers:

In making my semiannual tour of inspection at the close of last year I was pleased to find the most friendly relations existing between the teachers and the people. Wherever they are stationed there are already many children speaking considerable English, and there is manifested a great desire on the part of the people to learn the language.

The teachers have made their presence felt in many ways. The sanitary condition of the pueblos has been improved. They have distributed medicine of their own, but, owing to the great amount of sickness, it has not been sufficient. This and the manner of their life have been such as to win the confidence and respect of the people, and no doubt done much to satisfy them as to the real object of American occupation.

Below is a part of a letter from Mr. Demetrio Larena, governor of Oriental Negros:

I have the honor to acknowledge receipt of your favor of the 27th of January last, and, in accordance therewith, I state the following:

The satisfaction produced in this province by the settlement of the American teachers is of a high degree. For the short time they have been in charge of the schools the improvement observed in the children of both sexes is very remarkable, notwithstanding the natural apathy of many toward education and the work of certain elements in discrediting work of the teachers, impressing secretly on the minds of the parents fanatic ideas, and causing some of these to fear sending their children to school. The prestige that the teachers are gaining in the towns makes the attendance at school ever greater.

Nothing censurable can be said of them. On the contrary, the people tell me everywhere that they are satisfied with their teachers, and that on account of the large attendance of both boys and girls they desire more American teachers.

The problem before the American teacher is one requiring the greatest amount of thought. The teacher is needed but a short time each day, but the diplomat must be on duty continuously. As a rule, the American teachers have been most cordially welcomed, and have at once apparently become a necessity to those to whom they have been sent. Many are far removed in the interior, living on the native food, miles away from the nearest American, with only a glimpse now and then of the outside world, through the medium of a poorly equipped mail service; but with all these drawbacks there is a bright side, as is shown by the following remark made by an American woman from a New England State: "I really trembled to think of what I should have missed if I had not come to the Philippines."

The responsibilities of the teachers are great when the situation is looked upon from a broad standpoint, but it is a grand opportunity to bring out all the manhood and womanhood that there is in them. That the majority are rising to meet this opportunity augurs well for the success of the educational movement and is a high tribute to the character and ability of the American teacher, proving conclusively that they will do their share toward the pacification and upbuilding of this island archipelago of ours. The following extracts from a report of one of the division superintendents is 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 an eyewitness 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. If 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 unfailing 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 room 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, if true to himself, his calling, and his country, is, perhaps, 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 department of public instruction here in the appointment of the thousand 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 proper authorities.

VIII.—FILIPINO TEACHERS.

The native teachers are appointed by the division superintendents and paid by the municipalities.

The permanent normal schools prepare the natives for taking up the school work, and after they have become teachers a regular course of training is laid out for them, consisting of daily instruction given by the individual American teachers and work done in the vacation normal institutes, which are established in every province.

The total number of Filipino teachers at present is approximately 3,400, distributed as shown in the table, Section V.

Since the institution of the American school system the salaries of native teachers have been generally increased by something like 33⅓ per cent, and yet in many cases they are still inadequate. The average salary for male teachers is about 20 pesos a month; for female teachers, 15 pesos. There are some teachers at present who are receiving sufficient compensation for the quality of work they are able to do; their preparation, received some time ago, was poor, hence their work is not of the first class. On the other hand, however, there are many who are doing excellent work and yet are receiving barely enough salary to meet their living expenses. These teachers should certainly receive more money on the score of efficiency. Another reason for such increase is that teaching here would be made a more desirable profession and attract the most capable among the Filipinos. When the superintendents, however, recommend increase in the native teachers' salaries, the municipalities in many cases claim they can not grant the additional amounts, and this statement is oftentimes true. As a solution to the problem, the recommendation is strongly urged by some division superintendents that the insular government pay the native teachers. In some cases this government has lent financial aid to the municipalities, and may do so more extensively, having as security a claim on the local land tax. It is this local tax which is often needed to put different municipalities on their feet financially, and it is hoped that when thus situated they 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 indices of the teachers' ability. The question was submitted to the various division superintendents, and the general opinion was that a system of examination should be established, not necessarily formal written ones, but of such a nature that the teacher's ability could be gauged, on the results of which appropriate certificates of first or second grade could be issued.

The matter of pensioning Filipino teachers was also submitted to division superintendents for their opinions. The majority were in favor of such pensioning, on the ground 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 issuing certificates remain to be worked out.

The establishment of tributary normal schools in the provinces in conjunction with the central normal school of Manila gives 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 studies. This work of preparing the Filipinos to teach their fellow-beings is the fundamental element in this educational organism, and is one of the most significant signs to the Filipinos of the true object which the American Government has in coming to these islands.

IX.—FILIPINO CHILDREN.

Now that we have considered the American and the Filipino teachers, it is, perhaps, appropriate to say a word about their charges, the native children. The following questions were embodied in a letter recently sent out to the teachers, and the answers were exceedingly interesting:

What branches of school work are most interesting to the boys?

What branches are of most interest to the girls?

In what games do the boys take interest?

In what games do the girls take interest?

Do the boys and girls play together?

What do you think of the advisability of mixed schools?

Do you observe as good results from the schools in the way of desirable habits, such as punctuality, regularity, neatness, accuracy, truthfulness, industry, etc., as you do in scholarship?

In what lines, if any, does the Filipino child surpass the American child?

In what lines does he fall short of the American child?

Suggestions.

The boys were found to take by far the greatest interest in arithmetic, next preferring English, drawing, writing, and reading in the order named.

The girls show the greatest interest in English, reading, spelling, drawing, writing, and music. Their interest in English (their favorite subject) is not so marked over the other subjects as the interest of the boys in arithmetic.

Among the native games the boys take great interest in kites, pitching pennies, native football, and leapfrog, introducing the element of gambling wherever practicable.

Of the games introduced by the American teachers they take most interest in baseball, football, prisoners' base, catch, duff, and hop scotch. The boys are more active than the girls in all sorts of play.

The majority of the teachers report that the girls do not play games. Many report, however, that the girls are interested in the shell game (a kind of marbles), native hop scotch, running games, song-and-dance games, and jackstraws.

Under the guidance of the teachers many of the girls enjoy jumping the rope, hide and seek, blind-man's buff, crack the whip, dressing dolls, etc.

The boys and girls in the majority of cases do not play together, especially among the better classes.

Sixty per cent of the teachers are opposed to mixed schools, because of the public sentiment against the practice. Many say the better class of girls would leave school if mixed schools were established. They say, too, that the girls are inferior to the boys in intelligence and would feel too keenly a failure in recitation before the boys.

The minority are very strong in their support of mixed schools, claiming that they have a refining influence on the boys, make the girls less diffident, render the problem of grading much easier, and reduce the necessary number of teachers.

On the whole the results in scholarship are better than in the desirable habits mentioned. Many affirm, however, that in punctuality and neatness the results have been as gratifying as in scholarship.

A very large majority of the teachers claim the superiority of the Filipino child in the power of imitation, in memory, and in courtesy. Many teachers, on the contrary, state that he surpasses the American child in nothing.

The Filipino child falls short of the American child in general intelligence, in concentration, in reasoning, in activity, in morality, and in ambition.

Almost all of the teachers beg the enforcement of a compulsory school law. Many ask for the requirements of English in the private schools and for the payment, or partial payment, of native teachers from the insular treasury.

X.—TEXT-BOOKS AND SUPPLIES; COURSE OF STUDY.

Under the military organization the start was made in substituting English texts in place of Spanish ones. The books introduced at that time, together with their distribution, have already been given in Section II. The following is a complete list of text-books and supplies to date:

List of text-books and supplies received and ordered since January 1, 1901.

ARITHMETICS.

Wentworth's arithmetics	35,000
Heath's primary arithmetics	15,000
First Steps in Arithmetic	10,000

GEOGRAPHIES.

Frye's geographies	35,000
Tarbell's geographies	10,000

HISTORIES.

Montgomery's History United States	35,000
Myer's General histories	5,000
Eggleston's histories	10,000

READERS.

Baldwin's primers	100,000
Baldwin's First Year	35,000
Baldwin's Second Year	45,000
Baldwin's Third Year	20,000
Ward primers	25,000
Phonetic cards, primer	500
Ward First Reader	25,000
Phonetic cards, reader	500
Tagalo-English primers	10,000
Visayan-English primers	10,000
Bass's Beginners' readers	10,000
Cyr's First readers	5,000

New Educational readers		10,000
Thought readers		10,000
Lessons for Little Readers		10,000
SUPPLEMENTARY READING.		
Fifty Famous Stories		10,000
Health Chats with Young Readers		10,000
Big and Little People of Other Lands		20,000
Heart of Oak, No. I		10,000
Heart of Oak, No. II		20,000
Heart of Oak, No. III		10,000
Little Nature Studies		10,000
Nature Stories, Davis		10,000
Robinson Crusoe for Youngest Readers		10,000
Friends and Helpers		10,000
Guyot's Geographical Reader, North America		10,000
Carpenter's Geographical Reader, Asia		10,000
Great Americans		20,000
Grimm's Fairy Tales, I		10,000
GRAMMARS.		
First Steps in English		10,000
Mother Tongue, No. I		10,000
Mother Tongue, No. II		10,000
Lyte's Elementary English		10,000
DICTIONARIES.		
Webster's Primary Dictionary		10,000
Webster's Academic Dictionary		3,000
Spanish-English Dictionary		2,000
SPANISH-ENGLISH.		
Lecciones de Lenguaje		10,000
AIDS FOR TEACHERS.		
Knapp's Spanish Grammar		500
Edgren's Spanish Grammar		10,000
Guias para Maestros		500
Teachers' Manual		500
Waymarks for Teachers		500
Ward's Manual		1,000
Philosophy of School Management		1,000
Syllabi		1,000
Suggestive Lessons in Language and Reading		1,000
Our World Reader		1,000
CIVIL GOVERNMENT.		
The Young American		10,000
CHARTS, ETC.		
Carnifex charts		2,500
Chart primers	dozen	3,000
MUSIC BOOKS.		
Songs of Nations		20,000
Child's First Studies in Music		10,000
Normal First Music Reader		10,000
Music charts		100
Leaflet Silver Song Series, assorted		500
Leaflet Coda Numbers, assorted		500
WRITING MATERIALS.		
Chalk	gross	40,000
Blackboard cloth	pieces	2,000
Composition books	dozen	10,000
Boxes drawing crayons	gross	100
Blackboard erasers	do	300
Hyloplate	pieces	3,000

Ink	pints	11,980
2-ounce bottles ink	gross	500
Ink tablets	boxes	2,000
Blotting paper	reams	100
Lead pencils	gross	6,500
Slate pencils		1,600,000
Penholders	gross	1,500
Pens	do	9,621
Slates		96,000
Writing pads, assorted		186,000
Spelling blanks		50,000

OTHER SUPPLIES.

Call bells	gross	10
Clocks		1,260
Flags, United States		4,139
Numeral frames		3,000
Globes, 8-inch		500
Globes, 6-inch	dozen	500
Teachers' inkstands		1,450
Maps of the Pacific Ocean		100
Maps of the world and United States		2,500
Blackboard pointers	gross	10
Metric rulers	do	100
Blackboard slating	gallons	2,022
Copy books	dozen	10,500

Kindergarten supplies.

SCHOOL FURNITURE.

School desks		23,075
Filipino desks		1,000
Bookcases		1,000

MISCELLANEOUS.

Pictures of President Roosevelt		2,000
Lanterns and slides		9
School registers		3,000
Book covers		110,000

Normal School: Books and supplies.
Industrial School: Books and supplies.
Grand total, $454,972.28.

The problem of selecting suitable text-books for Filipino children has been a difficult one. With the view of getting the teachers' ideas as to the relative merits of the English texts used questions were sent out asking for detailed answers. The teachers, almost without exception, found the books undesirable for the reason that they dealt with things unfamiliar to the Filipino child. The stories and pictures were those of a different environment, intended for children of another country. Such words as "strawberry," "snow," "Jack Frost," and "fairy" possess little significance for the children of the Philippines.

It was finally decided that a set of primary readers prepared expressly for the Filipinos would be the only satisfactory solution of the problem. The plan of the books includes considerable drill and practice in phonetics, with verbs which can be acted out or which lend themselves easily to gesture. The nouns are to be the names of familiar objects and the sentences are to develop from the most simple to the complex forms, with the view of teaching other words largely from the context. The work before the third reader is to be such as to enable the teacher, when this book is taken up, to explain in English all new and more difficult words and expressions. Sufficient repetition in each book and throughout the set is to be made to fix the more common forms of expression. Bright, attractive illustrations of such a sort as really to help the child understand are to be a feature.

The books should be strictly reading books, based upon the pedagogics of reading, but with the view of correlating and mutually reenforcing the work and of awakening many-sided interest. The matter in the second and third readers is to

be varied. Simple music, nature study, the elements of geography, grammar, and arithmetic, manual training, and a study of form are to be introduced.

The general plan includes two courses, one basic, the other supplementary, for which the special books midway between the American and the so-called colonial texts will be used.

An elementary language book to be taken up at the close of the third year is to be made with direct reference to these readers. A geographical reader treating of Philippine life and a hygiene for children of the tropics are to be included in the supplementary course, and a special reading chart in colors is to accompany the course.

For the aid of the inexperienced American teachers and the Filipino teachers, a special manual is to be written in which will be treated the use of the books, the blackboard, the chart, and the work at the desk.

Until such a set of books becomes available the following has been adopted as a suggestive course of study:

Outline for the First Year.

READING.

[First half.]

Make the lessons the first part of the year from blackboard exercises, taking original black board charts, consisting of pictures and words in script and print.

Be careful about difficult sounds and combinations.

Begin in a simple way the work in phonics to be taken up the second half year.

Use with the blackboard the Carnefix chart, teaching thoroughly a few common words, such as horse, dog, hat, boy, girl, man, etc.

[Second half.]

Continue the chart.

Use Ward's Primer and First Reader as a basis, and use Bass's or Baldwin's Primer and Baldwin's First Year or the Thought Reader, Book I, for supplementary work. Use the Ward Manual for Teachers.

LANGUAGE.

Use the nature work as the basis of much of the language work in this year.

Use words in the reading lesson as the basis for the forming of original sentences.

Teach the use of capital letters in beginning sentences and in writing the names of people.

Teach each child to write his own name and the town in which he lives after it.

Also teach the use of the period.

Short stories should be given by the teacher.

Question and answer and reproduction by the pupils.

Give talks on nature and the day's experience.

Encourage the children to talk freely about their busy work.

Have pupils copy words and sentences, and encourage them to make short original sentences.

The object lessons on size, shape, and color will give a good basis for language lessons, and will correlate well with the study of form as outlined below.

SPELLING.

The spelling of this year should be very simple.

See that the child pronounces the word correctly before spelling it.

Then see that he copies it correctly.

Teach the spelling only of such words as the child is familiar with.

Select them from the reading lesson and from the language work.

The child should at the end of the year be able to spell every word in his lesson passed over.

Oral spelling can be used occasionally with good results.

GEOGRAPHY.

Observations and talks on the earth and sky.

Develop ideas of right and left and the points of the compass.

Give talks on day and night, sun, moon, and stars.

Teach the names of the days and months, and the arrival of holidays, and explain simply the meaning of each, thus giving the child a little glimpse of history.

Teach by object lessons—by sand board, if you have one—mountain, valley, river, and ocean.

NUMBER WORK.

In teaching numbers the name of each should be the secondary consideration and incidental to the development of the sense of perception.

Have number games; use beads, blocks, and sticks.

Count and group in blocks of twos, threes, and fours to eight during the first quarter of the year.

Formal work in numbers should not be taught during the first half of the year.

Numbering should be incidental to the forming of clear conceptions of the object observed.

Elementary operations in addition, subtraction, multiplication, and division may also be taught up to eight; fractions up to the same number may be taught during the first half year.

By the end of the year pupils should be able to read and write numbers up to 100, and to use them in simple operations up to and including 10.

LIFE AND NATURE STUDY.

Learn the names of various common plants.

Learn what plants are used for food.

Learn what plants are used for making cloth.

Learn what trees are used for wood, what furnish fruit, and what furnish building material.

Learn what plants are poisonous.

Have, wherever possible, sample of plant discussed in the schoolroom, also samples of the products made from it.

Make these lessons the basis for conversation.

Get the children to tell you all they know about the subject discussed.

STUDY OF FORMS.

Study solids in the following order:

1. As wholes.
   (*a*) By handling.
   (*b*) By modeling in clay.
   (*c*) By comparing.
2. As to surface, determining various kinds.
3. As to phases.
   (*a*) Plane.
   (*b*) Curved.
   (*c*) Round.
4. As to edges.
   (*a*) Rough.
   (*b*) Smooth.
   (*c*) Sharp.
   (*d*) Round.
5. As to curves and angles. Teach the terms:
   (*a*) Sphere.
   (*b*) Hemisphere.
   (*c*) Cube.
   (*d*) Prism.
   (*e*) Cylinder.
   (*f*) Oblong.
   (*g*) Square.
   (*h*) Triangle.
   (*i*) Circle.
   (*j*) Semicircle.

Paper folding and cutting will be very helpful in this work. It should teach:

1. Geometrical forms.
2. Sequence of forms.
3. Linear dimensions.
4. Symmetrical forms.

Have the children cut these from object patterns and later from dictation.

Fold from the square a circle to illustrate position of lines and the formation of angles.

Cut forms previously traced or folded.

Mount these, if possible.

NOTE.—Interest is added to this work by the use of colored papers. When used, the names of the colors should be taught to the children.

DRAWING.

Drawing should include simple objects, leaves, fruits, etc.

Coloring with crayons.

Drawing of lines, including triangles and quadrilaterals.

Also teach the child the different colors, with the name of each.

SEWING.

Lines, straight and combined, to form plain figures.
Outlines of living forms, leaves, flowers, fruits, etc.
Perforated cards can be used to advantage here. They can be designed and prepared by the teacher.

PHYSICAL TRAINING.

Have movement plays, songs and games, walking, marching, and simple calisthenic exercises, training in correct breathing, sitting, standing, and walking, and the proper use of hands and feet.

HYGIENE AND PHYSIOLOGY.

Give short talks on cleanliness, care of the nails, skin, body, teeth, eyes, ears, and feet.
Teach the injurious use of narcotics and stimulants.
Teach the child to appreciate his body.
Name each of the different parts, as skull, face, trunk, and limbs.

MUSIC.

Make the music charts and the First Reader of the Normal Music Course the basis of the work. Use Lyman's Normal Course in the schoolroom.
During this year teach a few simple songs and songs descriptive of ordinary life.
Be accurate in time.
Seek distinct articulation.
Avoid straining the voice. (Soft singing will be a safeguard against this.)
Before the year closes teach the scale.
Use syllables.
Also teach the children to read the scale.
Teach them to beat simple time.
For supplementary work schools will be supplied with the Child's First Studies in Music and Leaflet Silver Song Series, which should be used for rote singing.
The schools will also be supplied with Leaflet Coda numbers, Songs of Nations, for this year and those that follow.

WRITING.

Use pencil.
Take copy from blackboard.
Copy books: None can be used in this grade.
Be sure the child understands what he is writing.

RHETORICALS.

During the last half of the year have the children learn easy selections for occasional recitations.

OUTLINE FOR THE SECOND YEAR.

READING.

[First half year.]

Continue the Ward First Reader as a basis and complete Baldwin's First Year or the Thought Reader.

[Second half year.]

The Ward Second Reader should be used as a basis.
Baldwin's Second Reader to about page 100.
Continue to use the blackboard for illustration and explanation.
Also make use of nature in your explanations.
Ask questions upon the lessons, and insist that the answers be given in complete sentences.
Impress upon the children that reading is the expression of meaning.
Cultivate in them the habit of expressing as clearly as possible the meaning of what they are reading by the way they read it.
Pay attention to the position of the child when reading; that he stand erect and hold his book in the proper position.
During this latter part of the year practice sight reading occasionally.
Silent reading can be used this year as busy work.
Study well new lessons and give much attention to new words.
Heart of Oak Book No. 1 should be used for supplementary reading.
Other books which will be distributed to teachers for supplementary reading in this year and the years that follow are Fifty Famous Stories, Health Chats with Young Readers, Big and Little People of Other Lands, Little Nature Studies, Nature Stories, and Robinson Crusoe for Youngest Readers.

LANGUAGE.

Let oral work predominate.
Give some attention to written work at the desk.
Make it very simple, avoiding the use of complex sentences.
Make the getting of the thought precede the expression of it.
Notice carefully the most common mistakes and give special work to correct these mistakes.
Teach the use of punctuation marks as illustrated in the lessons.
Teach the most common abbreviations: Mr., Mrs., Dr., the abbreviations for the months, P. I., U. S., etc.
Give frequent dictation work.
Have the children write short original sentences.
Give frequent drill in oral and written reproduction of parts of the reading lesson.
Give action lessons in which the teacher or pupil performs an action and the class describes it in a complete sentence or sentences.
By the end of this year the pupil should be able to use ordinary simple sentences with ease.

SPELLING.

Give written and oral spelling from the reading lesson.
Give frequent dictation work in which the words of the spelling lesson are to be found.
Be sure the class learns to spell every word in the reading lesson.
Study the children's vocabulary, and make this the basis of your spelling work.

HISTORY.

Continue the teaching of the holidays.
Give special emphasis to their historical significance.
Tell them in words they will understand simple stories with an historical basis.
These lessons should not be frequent—not more than once a week.

GEOGRAPHY.

Continue the work of the first year, and give more detailed instruction in local geography. (Local maps are needed for this work.)
Give special attention to the geography of the Philippine Islands, especially the province in which you teach.
Teach the continents and seas, the North Pole, the South Pole, the equator; why it is cold at the poles and warm at the equator.

ARITHMETIC.

In this grade the children should learn the simple combinations of the numbers up to 25 and be able to use them in their other work.
Teach objects of comparative magnitudes.
Teach them to read the clock dial.
Teach the number of days in a week, weeks in a month, months in a year, days in a year, and the number of days in a lunar month.
Teach the Mexican currency.
Teach United States money by cents to 25 cents; by nickels and dimes to $1; by dollars and $5 to $25.
Have the children tell the number of the lesson and the page where it begins.
Teach long measurement.
Compare it with the native measurement.
Do as much of this work as possible by means of objects.
First Steps in Arithmetic, Heath's Primary Arithmetics, and Wentworth's Arithmetics will be at the teacher's disposal for this year and the years that follow, but the work will not be primarily book work.

NATURE STUDY.

Birds and insects.
Learn the names of various birds and insects.
Learn which are used for food; which are used for other purposes, if any.
Learn something of their habits.
Have specimens of the animal under discussion in the room, if possible.
Use these lessons as material for conversation.
Urge the children to watch the subjects studied when they are out of school, reporting what they have learned the following day.

DRAWING.

Study the models:
1. Square.
2. Prism.
3. Cylinder.
4. Rectangle.
5. Equilateral.
6. Triangle.

7. Right, obtuse, and acute angles.
8. Horizontal and vertical lines.

Pay some attention to:

1. Division into equal parts.
2. Proportion.
3. Symmetry.
4. Arrangement.

Let the pupils do some drawing on paper.

Teach the colors of the rainbow, and how these colors are made.

Draw natural objects:

1. Round.
2. Uneven.
3. Irregular outlines.

SEWING.

Class drill on position.
Use of thimble.
Holding and threading of needle and use of scissors.
Simple plain sewing.
Basting.
Running.
Stitching.
Overhanding.
Patching.
Darning.
Buttonholes, etc.

PHYSICAL TRAINING.

First-year work continued.

Special attention given to correct position, correct breathing, setting-up exercises, and special fancy drills.

HYGIENE AND PHYSIOLOGY.

Continue the talks on personal cleanliness, as outlined in the first-year course.

Also the effects of narcotics and stimulants.

Continue the study of the body, taking up the parts more in detail.

MUSIC.

Continue the use of the Normal Course First Reader as a basis.

Review the scales and teach scales of 1 and 2 sharps and 1 and 2 flats.

Teach the common intervals.

Make this work as thorough as possible.

Put the new scales on the blackboard in colors and keep them there until the children have mastered them.

Continue teaching of songs, using the material referred to under the first year. By the end of this year the pupils should be able to master two-part singing.

WRITING.

Use a pen.

Write from blackboard copy and also in the regular copy books Nos. 1 and 2.

Be sure the child knows what he is writing about.

Never let the work degenerate into mere imitation.

RHETORICALS.

Have maxims and short chosen selections memorized and recited from time to time.

Caution: The tendency will be to a mere reciting of the words with no conception of their meaning.

Outline for the Third Year.

READING.

[First half year.]

Continue the Ward Second Reader as the basis throughout the year, and complete Baldwin's Second Year or the Second Reader in Stepping Stones to Literature series during the first half year.

[Second half.]

Read complete the Third Reader in Stepping Stones to Literature series with some other book of same grade for sight reading.

Throughout the year lay special stress on bringing out the thought in natural conversational tones.

Watch carefully the articulation of words and give special drill to the children on sounds that are hard for them.

Have frequent exercises in sight reading.

Occasionally have the one who has just read a selection give the substance of it in his own words.

The child should be encouraged to read at home, and to read much aloud, in order that correct pronunciation may become natural to him.

Heart of Oak Books Nos. 2 and 3 and Great Americans can be used to advantage here for supplementary reading.

LANGUAGE.

The third year should be a continuation of the work of the second, both oral and written work being carried along together.

Oral lessons on nature, with objects to illustrate, and on geography, alternating with written reproductions and stories from history or fiction, will give variety and interst to the work.

Occasional exercises should be given in descriptive writing.

Strive to secure brief and clear descriptions.

Writing from dictation a number of simple letters should be given the class during the third year.

In all written exercises great care should be taken that the sentences are well constructed and the words well chosen.

Avoid repetitions and loose constructions.

Scrutinize closely all written work; better a small amount well done than a large amount which is poor.

Teach during this year how to write the days of the week, the months of the year, the streets in which the pupils live, the names of the holidays, the use of such abbreviations as A. M., P. M., P. O., U. S., Co., etc.

Teach verb forms, and incidentally the use of common pronouns.

Secure the correct use of *are* and *is*, *was* and *were*, *has* and *have*, *these* and *those*, *do* and *did*, etc.

The teacher should not spend much time in explaining why we should use irregular verbs and pronouns as we do; he should rather teach by well-selected examples how we use them.

In this year the teachers will be greatly helped by the use of the following books: First Steps in English and Mother Tongue No. 1.

SPELLING.

Spell the words found in the various lessons of this grade.

Make carefully selected word lists of such words as are frequently misspelled by the children, and use them in the spelling lesson.

Study the division of the word into syllables, having both written and oral spelling.

Occasional spelling matches delight these children very much and serve to keep up a lively interest in this study.

GEOGRAPHY.

The work in geography should now be carried along two distinct lines at the same time, thus giving variety and interest to the work.

First:

Natural features of the earth's surface. Study the –

1. Hill.
2. Valley.
3. River.
4. River bed.
5. Seashore.
6. Sea level.
7. Tides (do not attempt to explain them).
8. Mountain peaks.
9. Chains.
10. Canyons.
11. Why rivers start in mountains or elevated sections.
12. Possibilities of water from the highlands being used to irrigate the dry sections at lower levels.
13. Explain that this will make possible two crops a year on irrigated lands.

Second:

Local geography.

Begin with the compass.

Get a clear idea of direction, then find relative location of the schoolhouse and the other principal buildings of the town.

Make a map of the town, locating these.

Having learned the geography of the town, develop its geographical relation to the neighboring towns, and later its location in the province.

Make a map of the province, showing the location of its towns, its principal roads, and rivers.

Have the children tell you how to get from one town to another.

From the study of the provinces pass to the study of the islands as a whole.

Note the geographical relation of the provinces to each other.

Learn the capital of each.

The mountain chains and other influences on the provincial boundary lines and also the principal ports of the island.

ARITHMETIC.

Teach the signs—plus, minus, multiplied by, divided by, sign of equality, if not previously learned.

Continue concrete work along lines indicated in second-year outline.

Third:

Give simple problems in denominate numbers, involving one change in linear and also in square measurement.

Teach dry and liquid measurement, the liter being the unit.

Compare with it the native table of dry measurement.

Teach the table of weights, using the gram as a unit.

NOTE.—The metric system should be the basis of all this work.

When a set of measurements is being studied put them in tabular form on the board, showing relative values.

Teach time measurement; second, minute, hour, day, week, month, year, century.

Give much work in addition, subtraction, multiplication, and division, within the limits of 60.

Have some oral work.

Teach the children to write problems in good English, and to express arithmetically and vice versa.

Give drills in the fractional parts of numbers.

In the last half of the year teach combinations and numbers to 150.

Read Arabic numbers to 5,000 and Roman numbers to 100.

Give frequent drills on the multiplication tables.

Give frequent simple lessons in mental arithmetic.

NATURE STUDIES.

Plants and animals:

1. Show how birds and insects assist the plants in fertilization.
2. Show how one is dependent upon the other.
3. Explain the natural laws here illustrated.
4. Learn what birds and insects are harmful to the people, and why.
5. Learn what plants are harmful, and why.
6. Discover, if possible, and teach how these pests may be eradicated.

HISTORY.

Give the life story of some of the world's great men.

Explain simply the most obvious effect each life has had upon the world.

Both story and explanation should be brought so clearly and simply before the child that he can readily understand them.

Such men as Washington, Lincoln, McKinley, Gladstone, and Rizal can be made living realities to the child if skillfully presented, and will serve as the basis for lessons on patriotism.

Tell simple stories of the lives, struggles, and inventions of famous inventors.

These stories should be both entertaining and instructive.

They can be so correlated with the other work that no extra time will be required.

During the year the children should from memory reproduce in writing the stories of some of these men.

Montgomery's History of the United States for Beginners and Eggleston's histories can be used for the regular work, and such books as Great Americans can be used for supplementary work.

DRAWING.

Teach the division of lines into 2 and 4 parts, and illustrate the resulting division of areas and continents.

Give lessons on curved lines.

Teach pupils to recognize natural forms and forms in manufactured articles.

Have them reproduce these on paper and work them into designs.

Have the pupils make designs for borders, for carpets, for tile floors, for windows, etc.

In the latter part of the third year let the children do some shading and learn the simplest principles of perspective drawing.

In all this work teach the pupil first to locate the principal points of a picture, then to sketch in the lines very lightly, and after the sketch is made to finish it with firm, smooth lines.

SEWING.

Make samples involving selections from the following exercises:

1. Hemming.
2. Oversewing.
3. Darning.
4. Hemmed-on patch.
5. Stitched-on patch.
6. Darned-on patch.
7. Oversewed patch.
8. Patches of various sizes and shapes.
9. Buttonholes, made with cotton and twist.
10. Band.
11. Tucking.
12. Whipping.
13. Ruffling.
14. Marking initial on embroidered edge.
15. Cutting and making any useful article involving any of the above work.

PHYSICAL TRAINING.

Give special attention to the carriage of the body.

When walking cultivate prompt, quiet foot movements.

Keep the head well poised.

Continue the breathing exercises.

At the close of the third year the child should have good self-control, good bodily carriage, and graceful movement.

HYGIENE AND PHYSIOLOGY.

In addition to the work of the second grade, have the children learn the number of bones in the forearm; why two? In the upper arm. In the lower leg; why two? In the upper leg.

Find the shoulder blades and ribs.

Count them.

How do they act when breathing?

Find the spine.

Why is it possible to bend the spine?

Name the senses.

Interest will be awakened if you test the eyesight of each pupil in the class, or his hearing, both for kind, location, and distance of sound.

Test the sense of smell, of taste, and of touch.

Give talks on the value of clean surroundings, clean clothing, clean houses, clean yards, clean streets and plazas; the necessity of removing all refuse to a distance; the danger from breathing impure air; the part each child can do to better the conditions in his town, that is, by being careful that he does not increase in any way the unhealthful conditions.

MUSIC.

The Normal Music Reader No. 2 should be used as the basis for this year's work.

Continue the teaching of the scales and time; how they are indicated.

Teach the different notes; how indicated.

Give frequent exercises in beating time.

Drill in all kinds of measurements and the different rates of time.

Be sure the pupil understands tone length.

Practice sight reading by taking single measurement and having the children tell you what the different notes are, what the time is, and what beats should be given to the measurement.

Later, take some simple song and ask the pupils to sing it at sight.

See that the children are thinking and understanding.

The children should be able to learn fifteen or twenty songs this year.

Use the material previously referred to.

WRITING.

Use copy books 3 and 4.
Give work in copying prose and poetry.
Have the children write formal personal letters.
Pay much attention to capitalization and combination in this work.
During this year the child should learn simple forms of correspondence and be able to use them correctly and readily.

RHETORICALS.

Have selections of prose and poetry recited.
Also have occasional readings.
In all later work drill the child until he can read his selections well.

Outline for the Fourth Year.

READING.

Use the Ward Third Reader as the basis for this year's work, with supplementary reading from Fifty Famous Stories Retold, Baldwin's Third and Fourth Reader, and the Fourth Reader in Stepping Stones to Literature series.
Continue throughout this year, as in the third, to lay stress on good oral reading.
Note enunciation of words and inflection, position and control of the body.
Continue the exercises in sight reading.
Have each child prepare, outside of school hours, one selection made by the teacher each month to be read before the class.
Assist the child in making selections of books for home reading.
Grimm's Fairy Tales and Heart of Oak Book No. 3, together with books already referred to in previous years, will serve as excellent reading books.

LANGUAGE.

Correlate the language work with the geography, reading, and nature work.
Write a letter or story once in two weeks.
Have subjects taken from pictures and from stories told or read by the teacher; from a story told by some child.
Tell how some article is made or some piece of work is done.
Describe—

1. A day in school.
2. A trip to town or into the country.
3. Something they consider beautiful.
4. Something homely.
5. The character of the person they most admire.

Let the teacher read some of the compositions and letters to the class, calling attention to errors.
Have some of the stories read by pupils, and let the class make criticisms.
Continue dictation exercises.
Pay especial attention to form of sentences.
Construct examples of each, and write sentences expressing past, present, and future time.
Some attention should be paid to possessives.
Insist upon clear and complete sentences.
Neatness should be carefully inculcated, no papers being accepted unless it is the best work the pupil can do.
Once a month have each pupil prepare a story to tell to the class.
Text-books should be in the hand of the pupil, and technical work closely correlated with it.
Lyte's Elementary English and Mother Tongue No. 2 can be used to advantage here.

SPELLING.

Continue both written and oral spelling, using for the lessons those words found in the lessons for the grade.
Continue giving the child lists of words often misspelled.
Give such words in dictation exercises so that the meaning of the word may become fixed in the child's mind with the spelling.
Note what part of the word is the root; what is the suffix or prefix.

GEOGRAPHY.

Rapidly review at the beginning of each lesson:

1. The globe.
2. Its forms.
3. Hemispheres.
4. Continents.
5. Oceans.

Spend at least one month teaching:

1. The names of the capitals of the great countries.
2. Twenty-five of the great commercial cities.
3. The mountain systems.
4. Deserts.
5. Locate a few characteristic plants and animals.
6. Also teach the chief exports and imports.

Have pupils make sand or papier-maché map of each grand division.

Compare with other countries throughout the course in regard to size, shape, position, and direction of mountain systems.

Why certain nations have progressed more rapidly than others.

The basis of the year's work will be the United States.

Teach its position, boundaries, mountain systems, tributaries, varieties of climate, with other causes; important vegetable and animal life.

Teach the States, the more important capitals, and the large cities.

Why they are located as they are.

Chief exports and imports.

Compare with other countries throughout.

Have much map drawing from memory—quick work.

Teach spelling of difficult words.

Correlate with language and reading work.

Name the important cities of the Philippine Islands, and why important.

Important animals; why not fur bearing.

Principal products of the soil and of the manufactories.

Supplementary material that may be used to great advantage in this year's work are The World and Its People, Guyot's Geographical Readers, Carpenter's Geographical Readers.

HISTORY.

Text-book in hands of pupils, the Beginner's American History or its equivalent, alternating this with a suitable child's history of the Philippines.

One half of this year may be devoted to American history and the other half to Philippine history.

Continue telling stories of heroes.

Biography, human action and achievements are now within the child's grasp, but the events of the nation's life are still beyond him.

Stories of real men—what they did—will delight the pupil, while a mere recital of events will weary him.

Let life be the framework upon which you hang your facts.

ARITHMETIC.

The pupil should now begin the regular use of the text. Wentworth's Elementary Arithmetic or its equivalent should be completed this year.

Give much drill on the analysis of problems.

Insist upon clear statements and good English.

Units of measure and simple fractions continued.

A thorough drill on the four fundamental operations, including long division.

Insist upon accuracy.

Give daily mental drill along the lines of the previous years.

NATURE STUDY.

1. Study the life history of the animals already made familiar to the child by former lessons, and pay special attention to their coverings, homes, foods, habits, etc.
2. Make simple studies of familiar plants.
3. Throughout this year have frequent descriptions and drawings made by the children.

DRAWING.

The children should now be supplied with drawing books.
They should be taught to appreciate good pictures.
The work of the life of an artist with a story of the picture will give pleasure to the children and stimulate a taste for the highest forms of art.
Have much drawing outside of the books.
Let common objects be used as models.
Teach the child to see correctly; to look at the object as though it were flat.
It will be found to produce good results if some of the best drawings are put on the wall.
Some color work, also brush work, with ink, can be introduced here to advantage.
For ink work, if the pupils have no brushes, a solid pencil or stick will do.
Continue the work in perspective drawing.
Do not attempt to explain the reasons underlying the mechanical laws of perspective.
Be content if your pupils of this year learn a few of the simplest laws and how to apply them.

SEWING.

Teach:
1. Hemstitching.
2. Herringbone (stitching and cutting, giving special attention to the latter).

Have at least two garments cut and made.

PHYSICAL TRAINING.

Continue the work of the third year.
Give frequent practice in the setting-up exercises.
It will add interest to this work to form a company of the larger boys for military drill once a week.
The girls will enjoy receiving instructions in fancy drills, executing figures, etc.

HYGIENE AND PHYSIOLOGY.

The pupils should now be supplied with some good text-book in hygiene and physiology.

1. The cells.
   - (*a*) Of what made.
   - (*b*) Importance.
   - (*c*) How cared for.
2. The digestion of food.
   - (*a*) In the mouth.
   - (*b*) In the stomach.
3. The blood.
   - (*a*) From what made.
     - (*aa*) Where formed in the body.
   - (*b*) The circulation through:
     - (*aa*) The heart.
     - (*bb*) The capillaries.
     - (*cc*) The veins.
   - (*c*) How blood flows.
     - (*aa*) Why the heart beats faster after violent exercise.
   - (*d*) How alcohol affects the—
     - (*aa*) Heart.
     - (*bb*) Arteries.
     - (*cc*) Blood.
4. Breathing, heating, and clothing:
   - (*a*) Breathing.
     - (*aa*) The process described.
   - (*b*) How air gets into—
     - (*aa*) The blood.
     - (*bb*) The capillaries.
   - (*c*) The warmth of the body.
     - (*aa*) How secured.
   - (*d*) Clothing.
     - (*aa*) How it affects the warmth of the body.
     - (*bb*) What kind of clothing is best adapted to this climate.
5. Skin and kidneys:
   - (*a*) Skin.
     - (*aa*) Use of the skin.
     - (*bb*) Care of the skin.
     - (*cc*) Including hair, nails, the necessity of cleanliness.

5. Skin and kidneys—Continued.
   (*b*) Kidneys.
      (*aa*) Function.
         (*aaa*) Colaborers with the skin.
6. The nervous system:
   (*a*) Nerves.
      (*aa*) Where found.
      (*bb*) Functions.
   (*b*) Spinal cord.
      (*aa*) Where found.
      (*bb*) Functions.
   (*c*) Brain.
      (*aa*) Where found.
      (*bb*) Functions.
7. Bones, joints, and muscles:
   (*a*) Bones.
      (*aa*) Review briefly the work passed over in the third year.
   (*b*) Joints.
      (*aa*) Different kinds.
         (*aaa*) Give sample of each.
      (*bb*) Use of each kind.
   (*c*) Muscles.
      (*aa*) Where found.
      (*bb*) How formed.
      (*cc*) How attached to the bones.
      (*dd*) How they act.
      (*ee*) Their function.
      (*ff*) How used and abused.

MUSIC.

Review the work of the third year on scales, keynotes, notes, and time.
The Normal Music Reader No. 3 should be the basis for the work in this year
Continue the work in sight reading.
Teach part singing.
Drill on 2 and 3 part songs.
Give special attention to the development of expression in singing.

WRITING.

Use copy books 5 and 6.
Continue the work of the previous grade.
Every paper written by the pupil should be a writing lesson.
He should not have one style of writing for his copy book and another for his ordinary work.

RHETORICALS.

Let at least nine selections be memorized by pupils during the year, these being selected mostly by the teacher.
Also some short gems.
It is suggested that these be written on the blackboard and changed every few days.
Have selections read as in the previous years.

XI.—SCHOOL FINANCES.

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, the cost of textbooks and supplies, 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 by the municipalities.

Below is a statement of salaries paid supervising officers and teachers and of

other school expenses for the period from July 1, 1901, when civil government was established, to February 1, 1902:

SCHEDULE A.—*Itemized statement of actual expenditures from office of general superintendent of public instruction from July 1, 1901, to February 1, 1902.*

SALARIES AND WAGES.		
General superintendent and employees of office	$13,726.80	
Division superintendents	17,738.25	
Teachers of English	419,024.26	
Laborers	399.75	
		$450,889.06
SCHOOL FURNITURE, BOOKS, AND SUPPLIES, INCLUDING TRANSPORTATION.		
School furniture	$22,047.46	
School books	47,627.52	
School supplies	22,688.83	
		92,363.81
TRANSPORTATION.		
Traveling expenses, general and division superintendents	$2,568.31	
Traveling expenses, teachers	41,284.69	
		43,853.00
Support of provincial schools		1,857.35
MISCELLANEOUS, CONTINGENT EXPENSES.		
Office supplies	$2,556.33	
Incidental expenses	370.87	
Teachers' temporary quarters	4,614.22	
Normal school	7,399.46	
Rents of storehouses	950.00	
Agricultural school	737.76	
Teachers' permanent quarters	717.02	
Trade school	5,965.52	
Nautical school, including salaries, rent of building, transportation, and per diem allowance to superintendent	2,989.08	
Superior advisory board	70.10	
		26,370.36
Total		615,333.58

SCHEDULE B.—*Itemized statement of funds invoiced to other bonded officials of the civil government, for which accounting is made directly to the auditor.*

Traveling expenses	$50,000.00
School books and supplies	102,835.34
Support of schools	8,416.50
Agricultural school	1,000.00
	162,251.84

SCHEDULE C.

Average monthly pay roll American supervisors and teachers now in the field, approximately	$100,000.00
Average yearly pay roll American supervisors and teachers, approximately	1,200,000.00
Estimated total amount paid Filipino teachers per month	37,756.00
Estimated total amount paid Filipino teachers per year	453,072.00
Estimated total value of school property	498,760.00
Estimated total amount expended for rentals and repairs per year	71,316.00

XII.—NIGHT SCHOOLS.

In September, 1900, night schools for teaching English to adults were opened by the Department in the city of Manila. They were so successful that with the establishment of regular day schools throughout the archipelago steps were taken to open night schools as well. The general superintendent urged that the teachers should receive $15 a month extra compensation for conducting evening schools an hour and a half each night three times a week, and such has continued the regular amount.

The growth of these schools, of which the object is to teach the English language to adults and those who are otherwise engaged during the day, has been rapid, and now in practically every town where there is an American teacher there is at least one night school. The total enrollment in these schools can not be given absolutely, for the number is continually increasing. At present, however, it reaches about 25,000.

Those attending represent every occupation, from the poorest field laborers to the presidentes and the provincial governors, all with a practical object in view of studying the English language. The interest shown in these schools by the older persons, less to be expected than in the case of the children, and hence the more remarkable, is deep. An incident occurred in the town of Olongapo, Zambales, recently, which serves well to indicate the presidente's idea of the importance of the night school.

There was a wedding in town one night, and when school opened there were in attendance only six men in one room and four in the other. The presidente, one of the pupils, is an old man, but he gets angry like a boy and stamps his foot and pouts. He noticed the small attendance in the rooms, then blew his whistle for the police and ordered them to bring all the men who were enrolled on the night-school sheet to either the schoolhouse or the jail. And then there was a full attendance, all in wedding array.

English is primarily the subject taught in the night schools, particularly in the provinces; yet the common branches are also taken up, both as a direct help in teaching English and as an additional training. In this work the pupils are constantly drilled in conversation, and in reading, writing, and spelling the language.

The night schools of Manila—and those of other large towns will soon follow the example—have carried the work beyond this elementary stage, and teach higher arithmetic, geography and history, bookkeeping, stenography, typewriting, and telegraphy. It is now planned to conduct special evening schools to take up these more advanced branches and prepare the Filipinos for the civil-service examinations. Thus they will be able to carry on their daily work as before and fit themselves during the evening for substantial positions. Some have already done so by learning bookkeeping, typewriting, and stenography, and many others are waiting to seize the opportunity.

XIII.—VACATION NORMAL SCHOOLS.

In the capital of each of the provinces a normal school is held during the long vacation, attendance at which is required of all the native teachers in the province.

The following regulations were sent to the division superintendents concerning these schools:

1. The normal institute in each district shall be conducted during the long vacation for that district.
2. Owing to the different times for vacation, difficulties of transportation, local interests and conditions, the normal institute work shall be conducted in the different districts under the supervision of the division superintendents thereof, and not in a general vacation term at Manila.

3. The normal institute shall continue four weeks, but six weeks is recommended.

4. Native teachers in one district may, on the permission or request of their own superintendent, attend the normal institute in another district, provided that the superintendent from whom these native teachers come shall, at the request of the superintendent conducting the normal institute, contribute to the teaching force a number of American teachers proportional to the number of his native teachers in attendance.

5. American teachers shall, at the request of their division superintendent, teach during the normal institute in alternate years.

Thus the institute is under the direction of the division superintendents, aided by American teachers, and its curriculum comprises a study of school methods and management, history, geography, arithmetic, and a continuation of the work in English. It extends over a period of from four to six weeks, and during the session native teachers are often given the opportunity to visit well-conducted schools, from which they get helpful suggestions and new ideas. At the end of the term certificates of attendance are issued to the native teachers, with a statement of the grade of work done.

Division superintendents were governed by the following instructions in regard to the work to be carried on in these vacation normal schools:

In these first institutes nothing should be attempted in methodology as such. The work pursued should be practically what the native teacher will take up in his own school, and the method should come out in the treatment of the subject in the institute.

ENGLISH.

In the English work emphasis should be placed upon securing a good working vocabulary and the correct use of words in sentences.

Constant drill should be the method. But little or no technical grammar at first. Much oral work, and the reading of books or board work, not too difficult, that they may get the swing and catch the sense of the word in the context.

The best plan of attack for the oral work is to take up the principal parts of speech, with their most general inflections.

1. A hundred, more or less, of the most common verbs—eat, drink, sleep, come, run, see, hear, buy, bring, go, take, open, shut, stand, sit, etc. Give the principal parts and use correctly in sentences, oral and written.

2. A hundred, probably many more, of the most common nouns—boy, girl, man, woman, ear, eye, hand, house, table, door, floor, chair, tree, book, pencil, coat, hat, etc. Give the singulars and plurals and use correctly in sentences, oral and written.

3. Treat the adjective in the same way as the verb and noun.

4. The personal pronoun, person, number, and case inflections. Teach this more by the use of sentences than by the "nominative, I; possessive, my or mine; objective, me" plan.

5. Follow this work with the remaining parts of speech, all of which have been touched upon incidentally in the preceding work.

Insist upon complete sentences and good English. All of the oral work should be "acted out" in the class. There should be walking, talking, standing, running, touching, taking, bringing, closing, shutting, singing, asking, telling, etc., in the English class.

Avoid becoming bookish and too formal. Never allow the class to translate. A Spanish word thrown in at a critical time may help, but translation is always bad. The student must think in the new language, a thing which he will probably never do if he is allowed to translate at first.

The thing to be insisted upon is constant drill and action.

GEOGRAPHY.

1. A study of the chief land forms.
   (*a*) Names and definitions—illustrations.
   (*b*) Relative size, form, and position of the continents and most important islands.
2. A study of the chief water forms.
   (*a*) Name and definitions—illustrations.
   (*b*) Relative size, form, and position of the oceans and a few of the most important lakes, gulfs, straits, and rivers in the world.
3. A study of relief and contour.

A brief study of the causes of relief and contour forms and the forms themselves—denudation, eruptions, earthquakes, frost, drifts, irrigation, rainfall, coral reefs, volcanoes, tidal waves,

ocean currents, mountains, hills, valleys, plains, plateau, desert, river basin, river system, delta, estuary, etc.

NOTE.—In this work and what follows all land masses offer splendid opportunity, but the Philippine Islands should be used as much as the material at the teacher's disposal will admit of.

4. Climatic conditions, due to latitude, and relief and contour forms.
5. Plant and animal life.
   (*a*) Mutual relations.
   (*b*) Favorable and unfavorable conditions.
   (*c*) Uses.
6. Industrial life.
   Occupations, location and building of cities, railroads, and canals, harbor improvements, etc., and finally on to government, or political and commercial geography.

NOTE.—1 and 2 must be seen as forces behind 3; 1, 2, and 3 plus latitude must be seen as forces behind 4; 1, 2, 3, and 4 must be seen as forces behind 5, and 1, 2, 3, 4, and 5 must be seen as forces behind 6.

HISTORY.

1. First plan of attack:

(*a*) Present in brief outline the general unrest and spirit of adventure in Europe at the opening of the sixteenth century.

(*b*) Present in general outline the conditions in Spain at this time.

(*c*) Trace the fortunes of the Spanish in foreign explorations, conquests, and colonizations the world over, with special emphasis upon the United States and the Philippine Islands.

(*d*) Material at the teacher's disposal will determine whether the Spanish will be followed in America and finally United States history taken up, or if they will be followed in the Philippine Islands and the history of the Philippine Islands taken up. The chronology is such that it makes little difference which is taken up first, but it would be confusing at present to pursue both lines at the same time.

NOTE.—Every division superintendent and deputy superintendent should have some good book on the Philippine Islands, preferably Foreman's, which could be used in the institute and by the teachers in their regular work.

2. Second plan of attack:

Study the history of the locality—the history of the town government, of the church, the school, the laying out of the town, cemeteries, construction public buildings and public roads. Contemporaneous history of the locality.

ARITHMETIC.

The native teachers are very slow and very inefficient in their arithmetic work. There should be daily drill in rapidity and accuracy. Do not enter too much into the why and wherefore, but endeavor to secure a reasonable amount of speed and accuracy in the four fundamental operations and fractions.

These vacation normal schools are helpful in furnishing the additional training which is necessary in the case of so many native teachers, and in bringing the various teachers of the province together for interchange of suggestions and ideas, and discussion of school matters.

XIV.—PERMANENT NORMAL SCHOOLS.

In conjunction with the Manila Normal School five tributary normals have recently been established: in Vigan, province of Ilocos Sur; Nueva Cáceres, province of Camarines Sur; Iloilo, Panay; Cebú, Cebú, and Zamboanga, Mindanao. These schools are to open in June and are planned to furnish preliminary training to Filipinos intending to become teachers. They will spend the first three years of their normal-school course in these provincial normals and will come to the Manila Normal School to receive final training.

The curriculum includes practically the same studies as the normal school in Manila, the report of which is given later on, and covers, with the work done in Manila, a four-year course.

The following suggestions on the administration of the tributary normal schools have been sent to the division superintendents in whose provinces these schools are established:

I. In order that the administrative machinery may be most simple, responsibility for work done more definitely fixed, business matters more unified, the entire normal-school work of the islands better correlated and so more efficient, the work of the tributary normals shall be under the principal of the central normal school of Manila.

II. All teachers in the tributary normal schools shall sustain the same relation to the principal that the teachers in the central normal at Manila do.

III. All teachers in normal schools shall be appointed by the general superintendent of public instruction on the recommendation of the principal of the normal school, whose recommendation, however, is subject to the disapproval of the general superintendent.

IV. Each tributary normal shall have a vice-principal who shall be responsible for the administration of the school in the absence of the principal, but who shall formulate and execute no new policies without the knowledge and consent of the principal.

V. The principals and vice-principals of the normal schools shall constitute a normal school board which is subject to call by the principal or general superintendent of public instruction.

VI. The relation that exists between the normal-school administration and the public-school administration in the district in which the normal school is situated is a relation of cooperation, mutual educational reenforcement, and professional courtesy—a relation similar to that existing between the central normal at Manila and the superintendent of the Manila public schools, or that existing between the administration of a State institution and the superintendents of the county and city in which the institution is situated.

In company with the central normal school at Manila these institutions are of first importance. Their work in preparing Filipinos to teach their fellow-beings is a thoroughly fundamental one, and these schools are essential factors in the solution of the present problem.

XV.—SPECIAL SCHOOLS: NORMAL, NAUTICAL, AND TRADE SCHOOLS OF THE PHILIPPINE ISLANDS.

I. NORMAL SCHOOL.

From April 10 to May 10, 1901, a preliminary term of the Manila Normal School was conducted under the direction of Superintendent Barrows, of the Manila public schools, acting principal of the normal school, who called to his assistance 47 well-trained American teachers.

A building within the walled city, known as the Escuela Municipal, by thorough renovation and alteration was changed into a good schoolhouse, containing a large assembly hall, with a seating capacity of 500, an office, library, storeroom, and 10 large recitation rooms.

After the purpose of the school and the courses offered were carefully announced, and very favorable rates for transportation from the insular steamship companies secured, applicants came from all over the archipelago for admission to the school. By April 10, the opening day, 450, over 100 more than were expected, had enrolled, and others continued to come. Thus it was found necessary to relieve the crowded conditions by opening a second school in close conjunction with the first. The total enrollment reached 600. It was an interesting fact that about 10 per cent of those from the provinces were able to speak English.

Thirty-three classes were formed in English, geography, and arithmetic, these three branches forming a basis of primary instruction. Each pupil was given a copy of Baldwin's Primer, the material of which was mastered by him at the end of the course. In addition, Montgomery's Beginners' History of the United States was used in the English classes; and more advanced pupils did profitable work in studying short selections from American poets, including Bryant and Longfellow.

Classes were formed for the study of physical and political geography and map and globe study. In this work Frye's Elementary Geography and Myer's General History were used, but the work was carried on mainly by lectures.

In arithmetic, classes were formed for the study of both fundamental operations and methods of teaching. Wentworth's Elementary Arithmetic was used to good advantage.

In addition to this regular class work, classes in kindergarten and art work, manual training, nature study, and physiology, attendance at which was required, were held regularly.

And finally, essays by various pupils attending, and lectures by Americans who had their subject well in hand, were delivered from time to time.

A careful record was kept of the work done by each pupil, and the results were gratifying. Great interest was shown by almost everyone and enthusiasm to an unexpected degree was aroused. The average daily attendance was 98 per cent, even including cases where severe illness was known to be the cause of absence. Many of the pupils made real sacrifices to attend.

For a more detailed account of this preliminary term, see the report of Major-General MacArthur for the period October 1, 1900, to July 4, 1901, Appendix G G.

The following is an account of the courses pursued and the work done in the present normal school of the Philippine Islands, under the direction of Mr. E. B. Bryan:

Since there were so many applicants for positions in the schools of Manila at the close of the term, May 10, and as there was no way of definitely determining their qualifications, the city department placed one of its teachers in the escuela municipal to organize a class for the purpose of examining applicants and training those who were not qualified for positions.

The numbers increased, many coming to study and prepare for teaching at some future time. In about two weeks there was an average daily attendance of about 125.

Four teachers were furnished by the city department, and the classes met from 2.30 to 5 every afternoon, five days a week.

Work was carried on in the three branches, English, arithmetic, and geography, the last two branches being necessarily English lessons also, as many students had never studied the English language before entering.

One class was composed entirely of teachers with "títulos," many of them having had years of teaching under Spanish rule. This class had for text-books the books used in the public schools of the city, and they were taught not only the text but how to teach the work.

From time to time, as teachers were needed in the city schools, they were selected from the best of this class, other applicants coming in to take the vacant places in the class. Some twenty teachers were thus appointed.

The second class was composed of young men and women who had been studying English in the various night schools of the city, and all instruction was given in English and was of a higher grade.

The other classes were organized and classified with reference to the amount of English the pupils could understand.

During the entire term it was understood that the pupils would be handed over to the general department upon the arrival of the normal-school principals.

Because of this understanding, it was the aim not to attempt to organize a normal school, but merely to carry the pupils on in their work that they might form the advanced classes of the normal school when organized.

The normal school has been occupying the escuela municipal, in which have also been conducted the school for American children in the forenoon and a large evening school. The school has thus been limited in time, its sessions being from 2 to 5.25 p. m. Five courses have been given full time and two courses part time. The five courses which have been given every day are, (1) English expression in its broadest sense (reading, writing, and talking); (2) geography; (3) American history; (4) arithmetic; (5) science. Music has been taught two days and art three days each week, the subjects alternating on the programme.

A new site with suitable buildings already constructed, accommodating 700

students, has been chosen for the school. This will make it possible to have forenoon and afternoon sessions, to multiply the courses, to provide more adequate helps, and to do much more effective work in every way.

ARITHMETIC.

The work in arithmetic in the lower classes at present consists mainly in the simple problems in the four fundamental steps of arithmetic. The main object is to give the pupils a full vocabulary in arithmetic and also to cause their minds to reason out the different problems.

Realizing that their previous training has been the memorizing of rules in arithmetic and that the work has been such that the pupil need only to look at the top of the page to see if he is studying addition, subtraction, etc., in order to know whether to add or subtract, it is necessary now to give much time and attention to developing their reasoning powers.

Also the pupils are required to read the problems with careful articulation, and to explain in good English sentences the work performed. This work is necessarily very slow with the lower classes.

In the upper classes the same line of work as in the lower is done for a part of each period, and to this is added more advanced work in the mechanical part of arithmetic. Then, too, a part of each period is given to rapid mental work, a branch entirely new to their minds, yet one which they are grasping with great interest and activity.

Neatness in written work is one point that needs great attention. The pupils are in general very careless in the forming of figures, dollar signs, etc., and in the general appearance of the work. When one considers the lack of organization and discipline in the Spanish schools this is not to be wondered at, yet the pupils are rapidly grasping the new ideas given them, and great improvement can be seen even from day to day.

GEOGRAPHY.

In geography, to force thought work, simple lessons in physiography were first taught, and a study of the great land slopes, their effects upon drainage, and the land features caused by water action was taken up after using the sand box for experiment and illustration.

Rain, evaporation, clouds, etc., form natural lines with some laboratory work.

The movement of land masses, together with water action, causes changes in the continental outlines. Islands, their formation and uses, follow, with special work on the Philippines. Movement and composition of the atmosphere—winds, their effects upon land and water. Effects of the sun upon the atmosphere are related topics which lead to the study of the great solar and planetary movements. The results of these natural features as shown in the animal and vegetable life are constantly kept in mind and have been the real objective fact through all of this work.

Reading on local features, commerce, government, and manners and customs of peoples supplements the course, and chalk modeling and sand work are done daily.

The many physiographical features of the islands have offered splendid oppo tunity for putting the study of geography upon an observation basis.

HISTORY.

The principal work is being put upon United States history at present, but general history which correlates with the geography work is not neglected in the supplementary reading.

The plan of teaching from the biographical standpoint has been adopted, hoping that the natural interest in great character and the simplicity of wording which this makes possible, with the reading matter which it brings within the pupil's range, may give a use of English which will enable him later in the course to take the work after a more matured method.

Emphasis is being put upon related geographical features. Our object is the study of the United States history from the social and political side, explaining and teaching the modes of government, the growth of institutions, the manners and customs of the country now so closely related, with the hope of effecting some improvement in the home life and citizenship.

After the holidays lectures were given on Philippine history. The work comprised a study of institutions here in the islands from which the students could get an idea of the life of their own country and its development.

READING.

The following plan is followed in this work:

Aim—

1. To teach a correct enunciation; and
2. The immediate use of correct English sentences.

Method—

1. (*a*) Daily ten-minute drill upon positions of vocal cords in the articulation of difficult sounds in words in the lesson assigned; (*b*) Spelling by sound.
2. (*a*) Spelling by letter and giving meaning of word in Spanish; (*b*) Reading paragraph and acting out what has been read; (*c*) Reading paragraph, closing book, and answering questions in English upon same, always using a complete English sentence.

At the start the pupils are taught to begin all answers with the subject, followed by the verb and complement unless "Is there" or "Are there" are in the questions, when they begin the answer with "There is" or "are."

Each day the pupil brings to class sentences illustrating the use of the verbs in most common use in the different tenses of the indicative mood.

In six weeks pupils have averaged three pages a day in the Thought Reader, committing and singing the songs, acting out the text, spelling and translating the words, and answering questions upon the same in good English.

SCIENCE.

The work in science comprises botany, zoology, physics, and chemistry under the general heading "Nature study," and is carried out along the following lines:

1. *Botany.*—We are studying the ecology and distribution of land, water, and air plants. We get out material by going with the class to the neighboring brooks and meadows. When we return we examine our specimens under the hand lens and the microscope. We now draw our specimens and tell both orally and verbally what we have observed. Every pupil has a book in which he keeps all his drawings and descriptions. This is followed by a short lecture about the specimen under observation.

2. *Zoology.*—In our trips we find various kinds of ova, microscopic as well as larger animals, which we take back to our schoolroom for examination. Many of these we draw, others we describe verbally, and all of them we describe orally. It is our purpose to keep always in mind the fact that we are also teaching the teachers the English language.

3. *Chemistry.*—We are teaching whatever problems in chemistry come up in our biology and zoology lessons. For example, we have studied decomposition and oxidation. Here again we ask the teachers to use different means of expression; as, for example, a five-minute talk about decomposition.

4. *Physics.*—We are studying such topics as heat and electricity. An exceedingly hot day brought up the former, while the sight of a Government automobile brought up the latter. Wherever it is practicable we have laboratory work, and at all times very much conversation.

This elementary work we hope to be the beginning of more advanced work, when the proper time arrives.

ART.

In this the purpose is not to develop art critics, but to develop an appreciation for the beautiful and skill in the execution of the simpler art forms. The schoolhouse has many excellent art models at its disposal, and the interest and natural skill of the students encourage us to expect excellent results in this department.

MUSIC.

Music is a fine art, and the aim is much the same as given in the paragraph on art. At present the purpose is to teach the students to read music, to drill them in singing, and develop an appreciation for good music.

The classification of the school is based almost entirely upon the students' ability to speak and write the English language. The number of students in the school at its opening was 200, and it was thought best to have not more than 30 students in a class, and wherever possible a smaller number. Seven classes were formed, with from 25 to 30 students in a class, and all classes pursue the same line of work. It is found that the classification upon English as a basis is in most cases very satisfactory. In some cases, however, the student's general attainment is so far in excess of his ability to use the English language correctly that he is promoted to a higher class, even with a minimum of English. Such students have invariably been faithful and industrious, and have in reasonable time brought up their English. In some cases the student's general attainment is so far below his ability to use the English language that it becomes necessary to place him in a lower class. But as a rule the student's ability in English is proportionate to his aptness as a student and the length of time already spent in the study of the language, and as these are the two most prominent factors in determining his general attainment it is found that in a large majority of cases his ability to use good English is a good index to his general attainment and so is an admirable basis for classification.

Inasmuch as all of the students in all of the classes are pursuing exactly the

same lines of work, only at different rates of progress, the conditions for a satisfactory scheme of promotion are ideal. Each teacher was requested to make note of any student who seemed to be making more rapid progress than the other members of his class, and to recommend such student for promotion. Upon the approval of the faculty of this recommendation, the student is promoted at once. Of course the scheme will lose some of its flexibility and become less satisfactory as the courses become more numerous and the advanced courses presuppose more elementary ones—a condition that will doubtless be present after the first year.

The following is a statistical statement of the school under the present organization, beginning September 16, 1901, up to January 1, 1902:

Total enrollment, males	292
Total enrollment, females	18
Total enrollment, both (latest figures)	310–350
Average enrollment	220
Average daily attendance	202
Per cent daily attendance	92
Number of days taught	75
Average age of students	19
Youngest	16
Oldest	28
Number of American teachers, male	4
Number of American teachers, female	7
Number of American teachers, total	11

Provinces represented and number from each:

Albay	1
Batangas	7
Benguet	2
Bulacan	12
Cagayan	1
Capiz	7
Cavite	4
Cebu	2
Ilocos Norte	23
Ilocos Sur	12
Iloilo	11
Laguna	12
Leyte	9
Manila and environs	60
Marinduque	11
Nueva Ecija	11
Nueva Vizcaya	3
Pampanga	8
Pangasinan	23
Rizal	7
Tarlac	3
Tayabas	18
Union	56
Zambales	7

In conclusion it remains to be said that the organizing idea in all the work of the normal school is expression in the broadest sense—spoken language, written language, modeling, drawing, singing, work in sand, and the production of appliances for use and illustration in the class room.

II. NAUTICAL SCHOOL.

There exists at present in Manila a flourishing nautical school, which opened December 15, 1899, with an enrollment of 22 pupils. Lieut. Commander V. S. Cottman, U. S. N., was appointed first superintendent and assisted by 3 instructors. Lieut. George F. Cooper relieved him on December 25, 1899.

The course of instruction at first covered three years. Some of the students had been in the Spanish nautical school, and in the examination held to determine their classification 3 of them were qualified to enter upon the work of the second year; the other 19 were assigned to the work of the first year.

During the vacation covering the months of April and May 5 of the pupils were taken into the service of the Compañia Marítima, and thus acquired valuable experience in their future profession.

At the beginning of the new term in June the number of pupils had increased to such an extent as to require the services of 7 instructors instead of the 3 previously employed.

At first instruction was given in Spanish, but owing to the inferior quality of the texts and the inefficiency of the teachers it soon became desirable to substitute the English language for the Spanish.

Beginning with July 1, 1901, the nautical school has been under the supervision of Lieutenant Commander Knapp, U. S. N. The school opened on that date with an enrollment of 83 students, divided into three classes, as follows: First class, 6; second class, 22; third class, 55.

The following statistics are interesting:

Total enrollment	83
Average daily attendance	83
Per cent daily attendance	92.7
Number days school taught	120
Average age of students	years 18
Youngest	do 15
Oldest	do 24
Number of teachers	7
Provinces represented	19

Number from each province as follows:

Albay	1
Batangas	8
Bulacan	2
Capiz	1
Caroline Islands	1
Pangasinan	1
Tayabas	2
Cavite	4
Cebu	2
Camarines Sur	2
Guam	1
Laguna	1
Rizal	2
Zambales	1
Mindanao	2
Manila	45
Marinduque	1
Panay	3
Pampanga	2
Samar	1

At the end of the first term, on October 31, 1901, it was deemed advisable to make the course four years instead of three, and accordingly the students who entered the school in July were divided into the third and fourth classes.

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, mechanics, geography, and drawing. During the fourth and final year the pupils are instructed in spherical trigonometry, nautical astronomy, navigation, seamanship, hydrographical drawing, 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 a foresail and a 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.

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 a 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 each period. 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. It is the intention to use English only during the next school year. The change of the school language from Spanish to English has been an important step, as 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.

Steps have already been taken toward procuring new buildings and introducing

the dormitory system. It is planned to conduct the school on the same lines as our Annapolis Naval Academy and allow each province to appoint annually a certain number of cadets.

III. TRADE SCHOOL.

Owing to delays in getting tools and appliances, the Manila Trade School did not open as soon as it was hoped it would. Even now there is but a scant outfit in the wood-working department. Notwithstanding the delays and lack of accommodations, however, more pupils are on the rolls to-day than can conveniently be taken care of. With the beginning of the new school year and a full complement of tools there is little doubt but that the trade-school work will be taken up in earnest by the Filipinos.

At present the following branches are taught: Woodwork, including carpentry, cabinetmaking, and wood carving; drawing, both free-hand and mechanical; plumbing, and telegraphy. Other trades will be added as soon as possible. The work is carried on similarly to that of our trade schools in the States.

From the first the classes in telegraphy have been filled and many have been turned away. With the woodwork it was different, pupils applying very slowly. Now, however, the classes are filled beyond the number which the present supply of tools will accommodate. Of the 148 pupils who have registered, 90 elected telegraphy and the balance woodwork. Over 80 per cent have attended regularly in telegraphy, the percentage of those in woodworking being a little lower. This may be due to the fact that the youngest pupils take woodwork. There is quite a difference in the ages, the oldest being 50 and the youngest 9 years old. The average is about 20.

The best pupils are those younger than the average; that is, those from 16 to 18 do the best work. As might be expected, the older ones are more regular in their attendance, but much slower in learning, while the younger ones are not inclined to take the work seriously.

Ninety of the 148 pupils were born in Manila. Half of the provinces in Luzon are represented in this respect, Ilocos Sur and Bulacan leading with 6 representatives each. Panay furnishes 5 and Negros, Zamboanga, and Mindoro 1 each. Two are foreign born, coming from Hongkong. Likewise all but 2 live in Manila. These 2 come from Cavite. Naturally the nearest barrios furnish the greatest number of students, 88 coming from Ermita and 17 from Malate. In all, 14 barrios are represented, Manila with 14 coming third. Among those most distant are Binondo with 3, Tondo with 4, and Santa Cruz with 4.

There are very few who claim other than Filipino parents. Among the fathers are 4 Spanish, 2 mestizos, 2 Japanese, 2 Portuguese, 2 Visayans, and 1 American.

Among the mothers are 2 Visayans, 2 Portuguese, 1 mestiza, 1 Spanish, and 1 Hawaiian. In this respect it seems remarkable that no Chinese blood is claimed.

The occupations of the fathers range from fisherman and laborer to navigator and merchant. There are 28 laborers, 25 clerks, and 9 teachers. Among the others are painters, farmers, contractors, soldiers, and masons, besides government employees. Twenty-three have never studied English. The longest period for anyone spent in this study is three years, making an average of eight months.

As many different occupations are represented by the pupils as by their parents. Fifty-six are students, 16 clerks, 6 teachers, and only 5 laborers. Besides these there are machinists, actors, masons, tailors, carpenters, cigar makers, and many others. Apparently they perform a slightly higher class of work than their fathers.

The highest salary earned is $86 Mexican per month, and the lowest $10; $35 Mexican per month is the average of those earning money.

The mestizos do better work than the natives; as a rule the work is as good, if not better, than that of American boys, although it is not done as quickly.

The following are statistics relating to this school:

Number in woodworking course	58
Number in telegraphy course	90
Total	148
Oldest matriculated student ..... years	50
Youngest matriculated student ..... do	9
Average age ..... do	20
Place of birth:	
Manila	92
Bulacan	6
Ilocos Sur	6
Laguna	5
Panay	5
Ilocos Norte	4
Pampanga	4
Rizal	4
Union	3
Cavite	3
Leyte	3
Nueva Ecija	2
Albay	1
Negros	1
Batangas	1
Mindoro	1
Zamboanga	1
Hongkong	2
Unaccounted	4
Previous occupation of student:	
Student	34
Clerk	20
Teacher	13
Telegrapher	11
None	10
Mechanic	4
Messenger	3
Laborer	2
Muchacho	2
Carpenter	2
Farmer	2
Merchant	2
Bookkeeper	3
Painter	1
Cigar maker	1
Typewriter	1
Tailor	1
Printer	1
Surveyor	1
Steward	1
Observer	1
Clock repairer	1

Present monthly salary (Mexican):

Highest salary received	$86
Lowest salary received	10
Average of those receiving salary	35

Length of time student of English:

Longest ..... years	3
Never studied	23
Average ..... months	8

Both day and evening classes have been conducted at the trade school successfully.

XVI.—SPECIAL WORK.

MUSIC.

Together with the work in English, arithmetic, and geography in the schools, music and drawing have been taught, particularly in city schools, and to a certain extent also in the provinces. The first fifteen or twenty minutes every morning are given to singing songs, a part of the work in which the children take great enjoyment. It is true that they love music, but they must add constant practice to this natural fondness in order to gain ability.

The following is an account of the work done in the Manila and surrounding schools:

In Manila each of the 40 schools has been visited once each month, the different classes drilled in singing, and the work laid out for the following month. For each school there is a teachers' meeting in which the Filipino teachers go over the work with the music teacher, as also with the English teacher when possible. In most of the schools the music is taught by the Filipino teachers, the English teacher watching the work during the month, as from their imperfect knowledge of English the native teachers do not always understand just what the instructions mean. In some cases the English teachers can not do the work, from lack of musical ability.

The pupils love the work and it makes no difference to them whether they sing do, re, mi, or words, English or otherwise, if there is melody in the music. It did not seem advisable at first to teach them to sing the patriotic songs of America, but they want to sing them and almost will sing them whether their instructor wills or not. There is some trouble with these, as they have in most cases learned the songs by ear from the soldiers, and have learned them wrongly. The "Star-Spangled Banner" is usually sung in a most laughable manner. Other tunes suffer also; but the children so enjoy singing and are so enthusiastic in it that it is a pleasure to teach them.

Their voices are harsh, and especially when they are excited, as they usually are, they have a tendency to shout. The aim is to give them a more musical quality, and to cultivate a love for a pure, sweet tone.

They are very quick in reading music, more so than American children, perhaps. Just now they are handicapped in English songs by their imperfect knowledge of English and that of their teachers. The work can not be graded as well as in America, but wherever possible the pupils of one age are kept together.

In many of the schools they are now studying the scales in the different keys, and the older classes are singing two and three part work with good results. They like the harmony, and seem to fall more easily into part singing than American children.

It is not known for certain as yet whether their ear for music is true and acute, since all is so new to them this year, and they have had no previous instruction.

They are not at all timid about singing—sometimes the teacher wishes they were a little more so, as they do not seem to care whether they sing rightly or wrongly, but plunge ahead without much thought as to what they are doing.

It is doubtful if their sense of rhythm is very marked. This lack is noticeable not only in the singing of the children but in the playing of the native bands and orchestras. Their time is not so good as that of the American negro, who has always a wonderful sense of rhythm. They are great mimics, and it is amusing to see how they try to imitate the teacher. The teachers in Manila as well as in the provinces say that music is a great aid, and that if it comes first there are few tardy marks.

With all the hindrances and difficulties, such as having no charts, books, or other material to work with, good progress has been made this year.

At Iloilo work in music has likewise been conducted successfully, and with its introduction into the curricula of the tributary normal schools the work will continue to increase in scope.

DRAWING.

Prior to the introduction of the present system of drawing in Manila a majority of the schools had no drawing on their regular programmes. In many schools there was no attempt made to teach this branch, and in most of the schools where it was taught the results were not satisfactory.

Two native teachers were assigned by a former city superintendent of schools as special instructors in this work. They possessed marked ability in drawing, but had no training in teaching and were weak in English. The models used, moreover, native hats and baskets, were too difficult for beginners, and the same ones presented week after week made the work tedious and mechanical. Yet some of the pupils acquired considerable ability.

According to the present plan the native teachers are to attend a class conducted by the supervisor of drawing once every fortnight. In this class is outlined in detail the work of the following fortnight and each teacher provided with a mimeographed programme.

This plan has been introduced into the school system and seems well adapted to the needs here. The teachers, both American and Filipino, have shown interest and energy in the work.

All native teachers who teach drawing have attended these normal classes and with the printed outline for each day in detail they have done encouraging work. A considerable number of the Filipino teachers who do not teach drawing have attended these normal classes in order that they might be prepared to do so. The help of the American teacher has been needed, both in understanding and executing the plan, and the work of the Filipino teachers has been most successful where most actively supervised by the former.

A regular programme of drawing work in the various schools has been arranged and these plans are being followed in a satisfactory manner.

Similarly at Iloilo an outline of the work in drawing has been made and is being followed successfully. The tributary normal schools will also include drawing in their curricula. Hence the work is regularly expanding.

SEWING AND WEAVING.

In many of the regular schools throughout the archipelago the girls are taught sewing by the women teachers and they take great interest in the work. At first they seemed to think that such work was hardly a branch to be taught by American teachers, but as soon as they saw that the teachers not only sanctioned but encouraged it their interest increased to such an extent that some of the teachers

could with difficulty find time after school and Saturdays for themselves, the girls were so anxious to learn to sew, make dresses and the like.

Sewing and weaving as a regular branch are taught among the Moros and the work appeals to the people strongly. It is a question if anything in the way of book learning should be attempted among these people, and the success of this industrial work among them seems to show clearly along what lines the education of the Moro children should lie.

XVII.—INDUSTRIAL EDUCATION.

Industrial education is the great want among the Filipinos. The aim of this work of instruction must be a utilitarian one, to meet the needs of the masses; the children are to be fitted for bread-winning occupations. And looking at the possibilities of development of these islands ample returns for the labor expended are awaiting them.

With this purpose in view steps have already been taken and appropriations secured for establishing industrial and agricultural schools at various points in the islands where the conditions are peculiarly favorable, especially at Baguio, Benguet; Bangued, Abra; and in Negros. Trade schools are likewise in process of establishment. Besides the school at Manila, now in operation, plans have been drawn up for a similar institution at Iloilo; and steps have been taken for establishing another at Cuyos, Cuyos Island. But this is only the embryonic stage; it is hoped to have an industrial and agricultural school at no distant date in each of the provinces.

The line of work in the trade schools will be similar to that of the one in Manila. In the schools of agriculture something will be done in the way of seed experimentation, and much stress will be laid upon the introduction of the present improved method of culture.

In Negros it is proposed to establish a general agricultural school and experimental station. A site in the vicinity of La Granja, where a similar school was in operation in Spanish times, has been favorably considered after a careful investigation of the conditions, and is thought to be an ideal one for the purpose. It is in the midst of productive plantations, where sugar, cacao, cocoanuts, rice, corn, garden produce, and trees of market value grow, with high and low land, and the accompanying diversity of climatic conditions.

The following is a report from Mr. Brill, superintendent of agricultural schools, on the agricultural conditions of the island of Negros, with reference to the establishment of an experimental station and school of agriculture there:

Land.—On the east coast of the island of Negros the land rises very gradually from the coast to the foot of the mountain range. Most of the soil of this section is a brown loam, very fertile and easily worked. It contains so much humus that it may be worked while quite wet without baking. In a few places the clay subsoil comes nearer the surface, making the land too wet and heavy for cane growing.

On the west coast the mountains extend almost to the sea and terminate very abruptly, thus giving little room for sugar plantations.

At that part of the island between Bacolod and Valle Hermosa the land for half the distance across the island is taken up for sugar plantations; but around La Castellana the buildings on many of them are burned and no work is being done on the plantations. Beyond La Castellana the land is higher, more rolling, and, with the exception of one or two stretches of forest, is covered with tall, coarse grass. Most of it has been cultivated, but some is so stony and irregular that cultivation under present conditions would not pay. However, it is admirably suited for grazing, provided better grasses were introduced. The sides of the mountains are heavily wooded, extending down nearly to the sea on the west coast.

Some of the planters say that there are large tracts of fine sugar land, belonging to the government, on the southeast and northeast coasts. The reason why

they had not been taken up was that heretofore these sections had been infested with ladrones. Very little seemed to be known of the interior of the island, either by foreigners or natives. There is no path across the island except at the point where the telegraph line crosses the mountains, and even this is a very poor one. There are practically no roads on the island except some short stretches connecting a few coast towns, and most of these have no bridges over the streams.

Sugar.—Negros is considered the best sugar country of the entire archipelago. The sugar crop is of more value than all the other agricultural products of the island combined. The yield of sugar is from 30 to 100 piculs of 137 pounds per hectare of land. The lesser amount is from some of the older plantations along the coast, which have been cultivated for thirty years or less. On these plantations the yield was said to be double this at first. This sugar, however, is of a higher quality than that from the new plantations. On the older plantations near the coast the cane has to be reset each year, while on the higher and newer plantations it is only reset once in three or four years.

The rainfall is sufficient to grow a good crop without irrigation except in very dry years, provided the cane is set at the proper time. In a dry season the irrigation pays well, and yet only one plantation was heard of where it was practiced. On many it would be very easy to do, as many streams come down from the mountains. No fertilizer is used for sugar growing, except that on the older plantations the manure is drawn from buffalo pens and spread on the fields nearest the buildings. Even on the plantations on which the cane has to be reset each year the ground, as a rule, is allowed to lie idle a year between crops, and, as the cultivation is so clean, few weeds come up to cover the ground. Some leguminous crop, as clover, sown in the cane at the last cultivation, would give much pasture for the buffalo and cattle and greatly increase the fertility of the soil, with no expense but the cost of the seed.

Sugar should exhaust the plant food in the soil the least of any crop if properly managed and the stalks and leaves or their ashes returned to it. The plant can get all the elements contained in the sugar from the air and water. This is one reason why sugar growing has been so fostered in Germany and France, and later in the United States.

Tools.—For plowing the land and cultivating the cane, as well as maize and rice, a very crude plow of Chinese style is the only tool used, except an equally crude harrow made of sections of bamboo pinned together with the branches left projecting 5 or 6 inches. The point and mold band of the plow are of very rough castings, and all the rest is of wood and made at home. The two iron castings cost about $2.25 Mexican. On two plantations foreign plows were being used and gave excellent satisfaction, except that each point cost $2 Mexican, or nearly as much as the two castings for the Chinese plow. In the United States they would cost from 50 to 65 cents Mexican, at retail. Certainly many American tools could be used with profit, even if more expensive, as they would do so much more effective work. Most of the plantations away from the coast use water wheels to furnish power for crushing the cane, while along the coast steam engines are used. On most plantations the crushed cane is used for boiling the juice, but under the engine boilers wood is used almost entirely, and as the forests are cleared farther and farther from the coast, this wood becomes quite a large item of expense. On some plantations the wood is supplemented by the stems of the coarse grass, which is cut and stacked under sheds during the dry season.

Even on the best-equipped plantations little attention is paid to saving in labor. Even on Mr. A. Locsan's plantation, which is said to be the best fitted and arranged of any on the island, the laborers have to carry the cane 10 feet and step up 3 feet to get it from the truck on the tramway onto the moving table that carries it to the crushing rollers, and yet there is no apparent reason why the tramway should not come nearer and high enough so that the cane might be thrown from the trucks directly onto the table, thus saving half the labor.

The laborers, aside from the foreman, get 12½ cents Mexican per day and two meals of rice and maize, except during the time of making the sugar, when they get double pay and three meals a day. On some plantations a good share of this is paid in tuba or bino and betelnut. Some of the plantation owners feel that they will have trouble with their laborers under American law. One said that if the laborers knew he could not kick or beat them when they did not do as he told them he could do nothing with them. An American officer said that recently a Spaniard on the west coast was greatly surprised and exceedingly angry for being fined because he severely beat one of his laborers.

It has been so easy to grow a profitable crop of sugar on this fertile new land that little careful study has been given the subject by most planters. One planter, when asked if he thought an experiment station and school of agriculture would

be of much value to the people, replied: "Yes, if you will show us how to grow other crops besides sugar; but there is no use in attempting to teach us to grow sugar or to make it, as any boy on the plantation 12 years old knows all about growing and making it." The sugar made sells for a low price; but whether on plantations of this size it would be profitable to use more expensive machinery and make a better grade of sugar would have to be determined. On Luzon they make a different grade of sugar. One trouble with most of the planters in Negros is that when they get a good crop they spend the money in having a big time in Manila or Hongkong, and then have to borrow money at from 12½ to 25 per cent to care for their next crop.

Colonel Miner said he investigated the titles to the land a little to see if American capital could not be secured at a lower rate, but found most of them too defective for this. The early settlement of land titles is very important, and difficult as well. Some of the American officers as well as planters say that certain planters are enlarging their plantations very rapidly.

Maize and rice.—These are grown on all plantations and often together. They are grown more for use as food for the laborers than to sell in the market. The cultivation of the rice on the dry land is very good. It is difficult to get even an approximate estimate of yield from the planters. Considerable forest land is burned each year for planting maize and upland rice. The burning kills all the weeds and brush so thoroughly, and the ashes make so good a fertilizer, that for two years scarcely any cultivation is necessary, and all the crop costs is the trouble of planting and harvesting. After two years a little hand cultivation is given for a couple of years more and then the land is often allowed to grow grass and brush.

Abaca or Manila hemp.—Next to sugar this is the most important export from the island. The plant closely resembles the banana and grows best when shaded by it or some tree. It grows wild, but when planted the young suckers are generally set on freshly cleared hillsides. Smooth land is not necessary, as most of the cultivation consists simply in keeping the weeds and other small growths down by hand. The plants will yield fiber in from two to three years after they are set. About 140 plants will yield a picul of fiber and require laborers about seven days to draw it. If of the best quality and unstained it will be worth about $20 to $23 Mexican. Much fiber is wasted in drawing, but whether it could be saved at a profit is one of the questions yet to be settled. Many machines have been tried for drawing it, but so far without success. Why more is not planted is not easily understood, except that the planter has to wait two years for any return. The cost of starting a plantation is small and the crop is safe from the attack of the locusts.

Mr. Arenta, who is said to have the largest plantation of abaca on the island, is planting cocoanuts and areca nuts among the plants, as shade, to take the place of bananas, as the former are much more profitable. He says different plants of the abaca vary greatly as to the amount and quality of the fiber they produce.

Tobacco.—Tobacco is for the most part grown in small patches on the hillsides by the plantation laborers on shares. In this way the women and children assist in its cultivation and harvesting. The leaves are generally slung on rattan and hung in the tops of the laborer's house to cure. In this way it is grown and cured at little expense.

Cocoanuts.—Cocoanuts are much grown along the coast on both sides of the island. Very little copra is made, as most owners cut the flower stems for tuba. This is sometimes distilled, but generally sold the same day or next after gathering. Most of the nuts produced are used locally for oil. On the coast the young trees will bear profitable crops of nuts in from five to seven years after planting, while on the upland from seven to nine years are required. On the upland they are more subject to the attacks of locusts and other insects.

Other products.—Quite a large quantity of areca nut is exported. The plant grows well almost everywhere and is quite profitable. The nuts bring about $1 Mexican per 1,000 on the island after they are cleared of the husks.

Coffee and cocoa are grown for local use, but little attention is paid to their cultivation. Small quantities of each are brought to the local market for trade.

Mangoes and bread fruit grow without cultivation where the seeds have been thrown out.

Excellent pineapples are grown on a few plantations and a few are exported.

Bananas grow almost everywhere.

Scarcely any cotton is grown, except the wild tree cotton, which is of no use for spinning.

A wild lemon, as well as the pomelo, grows in the mountains, and probably a cultivated one of good quality would grow equally as well. Some other fruits are grown or grow wild in small quantities.

On each plantation cloth is spun and woven by the women on hand looms. Several fibers are used alone and mixed, as abaca, pineapple, etc. This is about the only manufacturing on the island.

Cattle.—Most of the labor on the plantations is done with the buffalo. The ordinary ox is used for the saddle or to draw the native carriage, even in the villages. He is much quicker in his movements, but not as heavy and stout as the buffalo.

Rinderpest.—On the east coast the rinderpest is very prevalent and many cattle and buffalo are dying daily. On many of the plantations the work in the cane fields is practically at a standstill for lack of animals to do it. The disease is rapidly spreading to the interior of the island. The army surgeons have supplied some material for inoculation, but were short of syringes. Apparently very little attention was given the burning or burying of the bodies, and in some cases they were skinned before being buried. Often they were buried so shallow that the dogs dug them out. At Iloilo so many had died that there were not enough left to handle the freight, and it was a very common sight to see men drawing loaded carts. If these cattle had been properly inoculated before they were actually sick, probably nearly all would have been rendered immune to the disease. It would need close foreign supervision all the time to make inoculation effective.

Locusts.—Locusts are very numerous in certain sections this year. How many broods there are a year or how long the eggs require for hatching could not be learned. Their great numbers are largely due to cutting or burning the forests and then allowing the ground to grow up with grass and weeds; these waste places are where they hatch in such large numbers. In several of the places all the people were out driving the young ones into pits before they were able to fly. In this way they caught bushels of them. One planter had some dry diseased ones, with which he was going to inoculate some of those on his plantation. They will not eat abaca, tobacco, cotton, nor the castor-oil plant.

TRADES.

In the latter part of 1901 an investigation, under the direction of Mr. R. P. Gleason, supervisor of industrial education, was made into the trades of Manila with a view toward gaining an idea of the tools used, the quality of work done, and the wages paid, in order to judge of the degree of advancement made in various lines of industry here.

The following trades were studied:

Mechanical drawing, carpentry, cabinetwork, wood carving, saw and planing mills, masonry, plastering, wall decorations, house and sign painting, plumbing, tinsmithing, pattern making, foundry and machine-shop work, harness and carriage making, carriage painting, printing, the manufacture of musical instruments, bamboo and rattan work, clay modeling, die sinking, tailoring and rope making—a list of 25 industries.

These questions were kept in mind during the investigation: "Do the Filipinos control these industries?" "If not, who does?" "Do they do the best or the higher class of work?" "Who does the best work if the Filipino does not?" "What wages do they earn?" "Do they make good artisans?" "Can they ever become the masters industrially?" "Are they faithful and industrious and to be depended upon?" "Do they work well with those of other countries?" etc. The kind of tools used and methods employed were carefully observed. A list of places visited was kept, with a record of the work done at each.

Drawing.—Work in mechanical drawing by Filipinos is found in several different places in the city, and of several different kinds.

Map drawing, both copying and working from field notes of surveys, was found in the office of the city engineer, the mining bureau, and the weather bureau. Besides map work in the weather bureau, there is much work done in platting results to represent graphically the data gathered by the bureau. Observations are made to a large extent by Filipinos, and their work in drafting is well done. In such work they excel in detail, make excellent copies, and do beautiful lettering.

One fault found with them was that, in completing a drawing, if some error

had been made in it, they would often try to cover it up by stretching a line here or an angle there.

No originality of consequence could be observed, but they have been taught only to copy, so no more can be expected of them, and what the Filipino has been taught to do in this work is well done.

To remedy their faults, it would seem that free-hand drawing should be taught in connection with drafting. Sketches could be made of natural forms, and work in design could be given, calling for use of these forms, both natural and conventional. Mechanical drawings from measurement of machine parts could follow work in orthographic projection of simple geometric forms. By drawing to scale from these forms and then working to scale in the shops from these drawings they would learn to build up definite mental images and so develop useful imaginations. This would help to give them that creative ability and originality the absence of which is so often noted.

At a silversmith shop were found working drawings done by Filipinos that were complete and very similar in form to designs for such work by American and European metal workers. Scenes of Filipino life and tropical foliage were worked out by the engraver in the metal from a working drawing.

Carpentry.—The tools are primitive, but the results obtained surprisingly good. Few American tools are used. An American saw of ordinary size was found in use at one place adapted for oriental usage by drilling a hole through the tail and inserting a large wire spike, so as to use 2-man power.

As a rule the Chinese do the carpentry work, though there are many Filipinos also who work at this trade. There are many Chinese contractors, most of whom, however, have an American partner. A few American carpenters are at work here at prices ranging from $2 to $3 gold per day.

The testimony of those Americans who have employed native labor seems identical—that the Filipino is unreliable when left without a supervisor, but that he has much manual dexterity.

One contractor who has had much experience in Central and South America and on the Panama Canal places the Filipino last in the scale as compared with the people of those countries. One great trouble is lack of responsibility. There are a few graduates of the old Spanish industrial schools who know enough of plans and working drawings to direct workmen from them.

One piece of house construction that is done by the Filipino is the raising and fixing in position of the posts that reach from the ground to the roof, as used in local construction.

If a Chinese contractor has the job, he makes the posts and then lets the contract to a Filipino to raise and put them in place at so much a post. The Filipino does not like the American scaffolding, and will only trust himself on bamboo tied with rattan, and they have been known to go so far as to replace at their own expense bamboo in preference to the scaffolding furnished them by Americans. Skilled workers get from 1 to 3 pesos per day; unskilled labor from 50 to 80 cents Mexican.

Cabinet work, wood carving, and musical instruments.—In cabinet work are found the Japanese, the Chinese, the Filipino, and the Spaniard, but with the Filipino in the minority. However, he is doing a high grade of work, as is shown by samples of carving, turning, polishing, and decorating. They are using the American tools, while the Chinese and Japanese use their own peculiar make.

The Filipino excels in wood carving, and there are many beautiful examples of his skill to be found in Manila, notably that at the church of San Ignacio, where we find much originality in the interior decorations. There are also many handsome pieces of carved furniture to be found in the native stores and private homes.

At the carpenter's shops a Filipino workman was seen designing and carving a back of an old chair, a part of which had been broken and lost. This particular piece of work called for an artistic and original design that should harmonize with the rest of the chair. The superintendent of the shops said that for work of that nature he should always choose a Filipino in preference to one of any other nationality.

In connection with the wood-turning work, a most primitive lathe was seen in one of the little Chino shops. A Chino was turning a fly wheel, some 4 feet in diameter, by means of a crank. In the groove on the face of the wheel ran a hemp cord a fourth of an inch in diameter, which was connected directly with the piece to be turned. Modern gouges and chisels were in use and good results were being accomplished, even though the work did stand still now and then as the rope slipped on the piece of wood.

On Calle Curvalle one can see the Filipinos doing most excellent work in making violins, guitars, mandolins, and other instruments. By their work in this alone they show conclusively that they have mechanical ability of no mean order.

Saw and planing mills.—The greater part of the lumber that is used for building purposes in Manila is ripped from the log by the Chino hand-power saw. These men average about $2 Mexican per day for wages. There are, however, a number of steam-power mills, some with old-style machinery, others with more modern machinery, notably the one near the railroad station—Perez & Co. Here about sixty Filipinos are employed at prices ranging from 80 cents to $1.50 Mexican a day. At this mill they prefer the Filipino to the Chino, for they say that the Chino is neither to be trusted nor depended upon, but that the Filipino is very reliable. Some of the latter have worked there for fifteen years or more.

The Chinese and Japanese do not seem to work well as a general thing with the Filipino, although in one Chinese mill a Filipino bookkeeper and foreman was found.

Masonry.—Nearly all work done in bricklaying is done by the Chinese. The Filipino mason receives about the same wages as the carpenter. Stone dressers get from 3 to 4 pesos per day.

Plastering and wall decoration.—Little plaster is used in interior work where it is seen. Cloth is used as a covering for the wall as a usual thing. This is cut and sewed the right size before putting in place.

In decorating the walls the Filipino is at home. He submits no design, but partly by the use of templates and much free-hand work the results are surprisingly good.

In their stencil work there are few patterns, with occasional variations.

Journeymen painters receive 1 peso a day, decorators 50 cents to $2 Mexican.

House and sign painting.—Some curious instances were heard of regarding the Filipino as a painter. It is said that when the San Sebastian church was built the contract for the painting was let out to natives by the day. They erected some 25 feet of bamboo scaffolding and painted to the top of it, then erected 25 feet more scaffolding and painted to the top of that, and so on until the church was completed. The results were of course poor, as the part first painted was spattered from one end to the other. Painters receive from 60 cents to $1.25 Mexican.

The Filipino is deliberate in his work, as we all know. One contractor said that an American painter on interior work will do as much in the same time and also much better work than 10 Filipinos. In one American sign painter's shop about 7 native boys were at work. They do good work but, "can not be depended upon unless closely supervised."

In other shops the testimony was about the same.

Plumbing and tinsmithing.—Plumbing is a new industry to the Filipinos. A good sanitary condition is an unknown thing, or rather was unknown until the American occupation. This is a trade that even the Chinese have not taken up to any great extent, for it is as unknown in China as it was in Manila.

There are three American plumbing establishments besides that at the quartermaster's shops.

The cost of plumbing is much higher here than in the States, due to the great scarcity of skilled labor and the high price of material.

Here is some testimony from those employing Filipinos:

"The native will never be able to do more than the cruder class of work."

Another says: "Patient, careful training will make the native at least an ordinary, if not an efficient, workman." Still another says that "They are not reliable, faithful, or honest in their work. They will stay until they get a few pesos, then fail to appear until their money is spent." They seem to need constant watching and supervision or they will destroy both their tools and their work. In some ways this is not strange, for the average American who employs such help does not like to spend his time instructing his men.

There are a number of Chinese tinsmithing shops here where a general tinsmithing business is being done. There are a few native tinsmiths who are doing fairly good work at wages ranging from 80 cents to $2 Mexican per day, the majority receiving 1 peso.

Blacksmithing, pattern making, foundry and machine-shop work.—The largest blacksmithing establishment was found at the quartermaster's shops. Here a score or more Filipinos were seen forging and welding the various articles necessary for such a shop. In many cases the work was of quite an intricate nature, but it was well done. A Filipino is in direct charge of this shop, and, according to the master mechanic, is capable and competent. The workmen are

very slow and deliberate; the blows struck by their hammers are of little force, with the result that all operations required more time than was necessary. One incident occurred at this place which gave an opportunity to learn how the different peoples were considered by those in authority. The Filipinos were marched out of one gate and those of the other nations from another. The Filipinos only were stopped in order to undergo an examination to see that no tools or materials were being taken away.

There is very little pattern making in Manila, but at the shipbuilding plant at Cavite considerable molding and casting were being done by natives. The results were good. The superintendent there said that "as long as they were watched and directed the work would be well but slowly done, but without constant supervision the results were far from satisfactory." He has an assistant who has been working for the firm for many years, and he described him as faithful, competent, and industrious.

In the machine shops many Filipinos are employed and doing good work if supervised. At the shops of the Earnshaw Brothers about 800 are listed as being employed there, but 500 is the largest number ever available, and usually about 400 are at work. Of this number 10 receive 3 pesos a day, but the average is 2 pesos. These wages are just twice what they were three years ago.

On Saturday the men receive their weekly pay, and on Monday scarcely half enough appear to do the work. By Tuesday or Wednesday most have returned. One of the foremen there says that "they are good for absence." At other places many natives were seen at work making both simple and complicated pieces of machinery. They do not seem to be successful in working here with those of other nationalities.

Carriage, harness, and painting industries.—The Americans, Spaniards, and Filipinos control these industries, with Filipinos in the lead. These are industries in which Chinese take no part.

In many of these shops most skillful work was seen. The tools and appliances used are old and crude and the methods slow. Many of the conveniences deemed necessary in American shops are lacking here, and all work is done by hand.

The Filipino is doing much work in leather, and there are a number of harness shops. They seem to do good work in painting, following the methods usually prevailing in the States. Salaries here range from 20 to 40 pesos per month, according to the skill required. Foremen command 2 pesos per day. Natives who employ labor complain that wages have doubled since American occupation.

Printing.—Filipinos are employed entirely to do the mechanical work in the printing offices of the city. The Filipino typesetter in the American offices simply follows copy. He knows nothing of the matter he sets up, but simply follows the typewritten copy word for word and letter for letter, and, considering the fact that he does not understand what he is setting up, he makes very good time. The "stick" that he uses holds but one line of type, consequently much time is lost in "dumping" each line. Notwithstanding these handicaps, the native typesetter averages about 400 or 500 ems an hour.

Most of the type cases in use are the old Spanish style, and the presses range from the old Spanish hand press to the latest high-speed Miehle. Between them the printing press products of nearly all countries are represented.

Filipinos are employed exclusively in the press room as press feeders, but require an experienced foreman, for they can not make repairs if anything goes wrong with the machinery.

All the Manila offices make their own printing rollers, Filipinos doing the work.

Since American occupation the wages of native compositors, press feeders, and bookbinders have been nearly doubled. The Spanish and Filipino offices pay the old wages, ranging from $4 to $8 a week. First-class compositors receive the latter amount, while binders and feeders receive less. The American offices pay from $4 to $8 gold a week, and require about nine hours' work each day.

Bamboo and rattan work.—In regard to bamboo and rattan work, relating to chairs, baskets, etc., it was found that practically all of the shops visited had none but Chinese workmen; in fact, not one native was found, although undoubtedly such are engaged in this work somewhere. Many of the articles were imported from China.

At Bilibid prison information was given that this class of work was performed by the natives, and the samples on sale seemed to be of better grade than those seen in the stores of the city.

The natives are trained from childhood to work with these materials, and it is undoubtedly the one thing in which they excel. One sees the necessity of all

this upon examination of their houses, fully constructed throughout without a nail being used.

Clay modeling.—There are a number of Filipinos who are working in clay in connection with painting. Bas-relief forms are modeled on plaques. These are painted, and on the background are depicted native scenes.

Wax is also found in place of clay in many instances. Wood is the material that the natives prefer, however, and, as mentioned above, he does much carving that would do credit to one of any country.

Die sinking.—There is some work in die sinking and cutting, but it is quite limited, and as a general thing the facilities are poor.

Tailoring.—The estimated number of tailor shops in Manila is about 400, a large proportion of which are controlled by Filipinos. Wages range from 50 to 60 cents per day for men and women.

Rope making.—Near Tondo Market one can see the native rope maker at his work during pleasant weather. The hemp is twisted into strands and then into ropes of varying sizes by hand power on a very simple, and to them, apparently, a very satisfactory machine. To a novice the ropes looked well made, and the men, while they did not appear to be overworked, were industrious and attended strictly to business.

In summing up, the consensus of opinion of those who gathered the foregoing information was that few natives were in control of the leading industries, and that while they were doing at the present time much of the rougher class of work, with careful and patient instruction they were capable of better things; that there was much latent mechanical ability, and in time they could rise and take their places as leaders, not immediately, not in the near future, not in one generation, but they have the qualities in them to do the work. They are slow, take life leisurely, putter over their work, and lack responsibility. That, however, is not strange, considering the climate. They no doubt do lack the energy to do the work, but also lack the knowledge. Their thoughts and their natural ability have not been trained to do things. With knowledge to do, ambition may be aroused, and the results, it is hoped, may be such that in time the Filipino may become, not the "helper" that he is to-day, but the leader in all industrial enterprises that will help to put this archipelago on a higher plane.

In October, 1901, circulars were sent out to all division superintendents and their deputies, asking for information regarding the status of the industries of the different provinces at that time. This was done with a view of assisting the department in laying out courses of work in the trade schools that would fit into the industries of the various parts of the archipelago.

Owing to the difficulties in getting about, and the great amount of work necessary in establishing the many English schools, it has been impossible for all to make reports, but enough have been received to give a good general idea of the conditions as they exist at the present time.

The ravages of war have prostrated many industries that flourished in times past. Rinderpest, that dread cattle disease, has done its share to ruin many to whom cattle raising was of the greatest importance. On the island of Masbate alone the number of cattle has been reduced in the past year from between 100,000 and 150,000 to about 5,000 head. The same conditions exist also in other parts of the archipelago.

In the interior of all the islands there is little industrial civilization, except that brought in by the foreigner. Crude, makeshift tools of all kinds and descriptions are found, and methods in vogue centuries ago are still the only ones known to them now. In fact, away from the seaport towns the Philippines are practically still in a state of nature.

There is a great amount of excellent rich land, which under proper cultivation would grow almost any tropical product, but as one man expressed it regarding the tobacco crop, "They trust to the Almighty to not only raise it, but cure it as well." And this remark applies to all crops. There are exceptions to all rules,

but generally speaking the Filipino lives only for to-day, and it is not surprising. In a land where little clothing is required and where food grows without cultivation there is not much incentive for the average person to work. With a bolo and the bamboo which grows on every side the Filipino can not only build himself a house, but he can furnish it as well, scant though that furnishing be; make his head gear, pipes for carrying water, baskets, spoons, fishing traps, bancas or canoes, and many other things which his simple needs demand. Bamboo leaves are also used sometimes as an article of food. This, with the many fruits that grow with no cultivation and the fish that abound in the water, satisfies the great majority of the people.

The consensus of opinion seems to be that with proper guidance and with modern tools and methods the Filipinos could develop into a race of artisans and agriculturists. This would do much to put the islands on a higher plane than they are at present. Many do beautiful work, and while as a rule it is a copy of that done for generations past, it is new to us and the workmanship is excellent. The beautiful fabrics of jusi, piña, and sinamay are entirely made by the Filipino women and are a source of great revenue in certain localities. Those of Iloilo, on the island of Panay, are most noted for their fineness and beauty, as are the woven mats, or petates, of Romblon. The finely woven hats of the province of Bulacan and Pangasinan all testify to the manual dexterity of the Filipino, as the weaving of mats, bags, and baskets, the spinning of the thread, and the making of the beautiful cloths testify to the manual skill of the Moro women of the south, and the work in steel in making bolos and carving of the handles of the same by the Moro men.

In Manila one can see most exquisite work in wood carving and in the making of musical instruments. They excel in light work where great patience is required, but for the heavier grades of work they are of little account. The Chinese are the ones who practically control the labor situation. They are to be found in every manual occupation. They are faithful, work daily, Sundays, holidays, and all times, if need be. Nothing seems to daunt them. They are ingenious and grasp and apply any idea or suggestion with the greatest alacrity. They control many of the mechanical industries; the Filipino but few, except in the interior.

One of the industries of the greatest importance in Manila is the manufacture of cigars and tobacco. In that city alone there are fully 50,000 Filipinos employed, their output being something like 5,000,000 cigars in a day. A few Chinese and some of other nationalities are employed, but their work is of an inferior class to that of the Filipino.

Wages have almost and in many cases have more than doubled since American occupation. In Manila the following wages are paid at the present time: Skilled wood workers, $1 to $3, Mexican, per day; unskilled, 50 cents to 80 cents, Mexican; sawyers of lumber, $2, Mexican; stone dressers, $3 to $4, Mexican; house painters, 60 cents to $1.25, Mexican; tinsmiths, 80 cents to $2, Mexican, majority $1, Mexican; carriage makers, $20 to $40, Mexican, per month, according to skill required. In printing, the Spanish and Filipino offices pay wages ranging from $4 to $8, Mexican, per week, while the American offices pay the same amounts in gold, or double that of the Filipino and Spanish offices. Tailoring, 50 cents to 60 cents, Mexican, per day. Cigar makers are usually paid by the piece; those working in this way can make about $15, Mexican, per week. A great many, however, earn about $5, Mexican, per week. Outside of Manila the wages are considerably lower, especially away from the seaport towns. Common laborers receive as low as 10 cents, gold, per day; skilled workers, 50 cents, gold.

Whether or no the Filipino will ever become the master of the industrial situation depends very much upon what he himself is willing to do to overcome his

inborn inertia. One of the most baneful effects of the Spanish occupation is the idea that hand work is degrading. The desire to occupy some position where it will not be necessary to soil either his hands or his clothes seems to be the great ambition of a large majority of the Filipino race. The prejudice against manual labor must first of all be overcome before it can make any great advancement.

At present, after three hundred years of training in the Spanish school of life, the testimony seems to be that the average Filipino is neither industrious, faithful, or to be depended upon.

Industrial schools will do much to change all this, it is hoped, and with examples of what an energetic race of men and women are accomplishing already, with the introduction of new tools, new appliances, and modern machinery, new ideas will be developed, the land will be cultivated, and this body of people will come forth to play their part in the great struggle for life.

XVIII.—SCHOOL BUILDINGS.

One of the great handicaps in the work at present is the lack of suitable school buildings in many of the towns. During the late insurrections and wars many substantial buildings were partly or wholly destroyed, and in the majority of cases have not been rebuilt, but, instead, replaced by those of a temporary character.

In answer to a special circular letter sent out to the teachers, a detailed report on the 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 church and civil authorities. There are, however, some schools still held in the convents on the express invitation of the local priests.

Oftentimes 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.

This matter of suitable schoolhouses is now claiming serious attention. The general superintendent has made urgent recommendation that a construction fund be provided by the insular government, with the idea of helping the great number of deserving municipalities to a certain extent rather than aid the few entirely. The Bureau of Architecture is now ready to draw up plans from specifications forwarded by the municipalities through the division superintendent and approved by the general superintendent.

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.

XIX.—HOLIDAYS, VACATIONS, AND SCHOOL SESSIONS.

The school year in Spanish times was from six to twelve months, according to the locality. School sessions varied from three to eight hours, and vacations came at all times of the year.

After a consideration of the local conditions peculiar to each province, uniformity in the periods of vacation was found impracticable, and the matter, with certain general regulations, was left to the individual division superintendents to decide. These regulations were:

1. The school day shall be divided into a morning and an afternoon session, and shall not be less than five nor more than five and one-half hours, one of which shall be spent in daily instruction of the Filipino teachers.
2. There shall be allowed fourteen weeks' vacation each year, two of which shall be the usual Christmas vacation.
3. Of the remaining twelve vacation weeks all may be given consecutively, but eight must be.
4. There shall be no more than three vacations during the year, one of these being the Christmas vacation.

In addition to these regular vacations, the following holidays have been established by act of the United States Philippine Commission:

	In 1902.
New Year's Day	January 1.
Washington's Birthday	February 22.
Holy Thursday	March 27.
Good Friday	March 28.
Independence Day	July 4.
Occupation Day	August 13.
Thanksgiving Day	November 27.
Christmas Day	December 25.
Rizal Day	December 30.

In addition to these, the following church fiestas, or such of them as are considered advisable, may be observed as holidays by the schools of these islands:

	In 1902.
Epiphany, or Three Kings' Day	January 6.
Purification of the Blessed Virgin	February 2.
Ascension Day	May 11.
Corpus Christi Day	June 1.
Assumption Day	August 15.
All Saints' Day	November 1.
Conception of the Blessed Virgin Mary	December 8.

Suggestions as to the list of church days were invited from the division superintendents and such changes recommended as might accord better with the customs of their provinces.

XX.—LEGISLATION—NECESSARY ADDITIONAL ENACTMENTS.

Since the passing of the school bill additional enactments have provided for the increase of the number of school divisions to 18 (act 180), the appointment of deputy division superintendents (act 232), and the appointment of teachers for secondary instruction (act 373).

Further legislation is now necessary to provide for the supervision of private schools, to frame a compulsory school law, and to grant additional power to division superintendents over the expenditure of the portion of the municipal revenues which is for school purposes.

Since the coming of the Americans private schools have sprung up like mushrooms. Within ten months, since June, 1901, 29 new ones have been opened in

Manila alone. There are three classes—parochial schools, branches of the Liceo de Manila, designated as feeders to that institution, and primary and secondary schools established by private parties on their own accounts. All of these are patterned after the old order of things, and are teaching either Spanish or the vernacular. The popular demand for English has compelled many of them to make a show of teaching a little of it, but it is generally being attempted without English teachers worthy of the name. The curriculum of these schools, especially those of a primary grade, should conform to the course in the public schools, but with full latitude in matters of religious instruction; and the inspection of them should be made to the extent of seeing that they are schools in fact and not in name only.

The general superintendent has, therefore, recommended that section 25 of act 74 be amended by adding thereto the following:

But these shall be under the control of the general superintendent of public instruction and the division superintendents.

A study of the supervision of private schools in various parts of the United States shows that such is considered necessary, even amid the most favorable educational conditions.

The object of the supervision should be to raise the standard of these schools and get them in line and harmony with the general educational movement. If this is done, these schools are to be welcomed and encouraged; if not so regulated, they are a very positive menace to educational advancement.

The supervision of private schools will insure a general standard of excellence in all of the schools of the islands, and incidentally will make it possible to have a compulsory school law of real worth.

A compulsory school law is a necessary thing for any country where the purpose is to secure general education. Twenty-nine States and two Territories in the United States have passed such laws, defining the ages to which the laws shall apply, the annual term of school attendance, and the penalty imposed upon parents and guardians for violations.

To attempt general education here without such a law would presuppose a greater interest in education than exists in the most cultured nations.

The general superintendent has recommended that the Commission empower the presidentes of the pueblos to compel attendance by proclamation on the advice of the division superintendents (who would not give such advice unless there were sufficient school accommodations). This law should require attendance at some authorized school of all children between 6 and 12 years of age. It should by no means limit the attendance to the public school. It should make special provision for servants within this age, compelling their attendance but a portion of the regular time. Only where the municipal authorities are in sympathy with such a law can it be successfully enforced. The division superintendents have recommended it, stating that many presidentes were willing to pass such a regulation were they so empowered.

In a few cases compulsory-attendance regulations have already been enacted by municipalities eager to push educational interests. This action is as yet hardly constitutional, yet has effected its purpose.

In the matter of expending the money set aside by law for school purposes division superintendents have met with difficulties. As the law at present reads, all initiative in expenditure lies with the municipal council; and the division superintendent, together with the local board, although they take a deeper interest in educational matters and understand better the school needs, have only the power of recommendation. Division superintendents feel that they ought to have a more direct control of the funds which belong to their department, and it is

deemed necessary to give them some power of initiative. It might be well to make the deputy division superintendents members of their respective provincial boards.

XXI.—PRESENT PLANS FOR FUTURE DEVELOPMENT.

It is of vital necessity now, after these people have been given the means of a rudimentary education, that something higher should be held out to them. The movement would be only too certain to end in failure if, after the desire for education had been awakened in them, there was nothing which we could furnish to satisfy it.

Grammar and high schools are therefore being established now, and a school of fine arts, music, and painting, a technical school, and a university are definitely planned.

The grammar and high schools, provincial institutions in nature, are opening in each province. The insular government furnishes the teachers and books, the provincial government the buildings and equipment. The curricula are to include advanced work in English, higher mathematics, Spanish, and Latin.

The school of fine arts, music, and painting, to be opened at Manila, is intended to encourage work in this line, in which the Filipinos have shown unexpected ability.

The technical school, with courses in mining, civil, and electrical engineering, is planned to prepare the young men for practical work in developing their country. At present there are but 120 miles of railroad in the whole archipelago, few good bridges, and numberless poor roads, many of which are mere trails, almost impassable. There are, furthermore, mineral resources, and opportunities for industrial growth by utilizing the innumerable mountain streams for power directly or converting their energy. A well-equipped technical school here, after the pattern of our Massachusetts Institute of Technology, will fill a great need in enabling the people to solve these problems.

A university finally completes the system, with an academic department, graduate school, and schools of medicine and law.

There are additional supplementary agencies planned in the way of reform schools and institutions for the deaf, dumb, and blind, and also a circulating library for the benefit of the teachers.

Thus from the primary institution to the university there is a logical system in which something higher is constantly offered until the highest is reached. The process of development is a steady one along the two lines of perfecting and completing the system of academic training by opening normal schools and higher institutions, and of increasing the scope and efficiency of the work by the establishment of special schools and supplementary educational agencies.

XXII.—EDUCATION OF FILIPINOS IN THE UNITED STATES.

In this system we must beware of the possibility of overdoing the matter of higher education and unfitting the Filipino for practical work. We should heed the lesson taught us in our reconstruction period when we started in to educate the negro. The education for the masses here must be an agricultural and industrial one, after the pattern of our Tuskegee Institute at home.

It is desirable to send certain Filipinos to the United States for the purpose of becoming acquainted with our methods, and of being able to apply them with advantage to their work here. The general superintendent has, therefore, asked each division superintendent to recommend a few especially promising Filipinos, whose names are to be submitted to the Commission for action. In the estimation

of the general superintendent it is preferable to send a small number, for perhaps two years' study, than a large number for a short time; and such will be the principle observed.

XXIII.—RELATION OF EDUCATIONAL WORK TO THAT OF OTHER DEPARTMENTS.

The department of education is in the unclassified civil service, and is regularly becoming a factor in matters not strictly educational. It is associating itself with the post-office department, in that many of the teachers have become postmasters for their respective towns; with the bureau of non-Christian tribes, for the teachers are making investigations for this bureau in their various localities; with the board of health, for many teachers are acting as members of local boards; and with the general government by taking part in the work of getting the census of the archipelago.

XXIV.—EDUCATIONAL POLICY.

The policy followed throughout is steady, slow going, careful, fundamental work, the fruits of which the future alone will bear; our hopes are centered in the new generation; no attempt has been made at display; nothing for which there was no need has been introduced into the system. As the educational wants of the Filipinos grow and their ability to assimilate the new substances likewise increases, they are supplied. The character of the work is entirely practical and utilitarian.

XXV.—EDUCATIONAL OUTLOOK.

The capacity of the Filipinos for education gives to our efforts the promise of permanent results. The change from fee to free schools has been an important one and a prime factor in arousing the interest of the people in education. And in this interest lies in great part the success of the movement. There is a desire for American teachers and schools everywhere; even political enemies have been friendly to the educational movement. The eagerness is shown not only by the children, from whom it might be expected, but also by the old people; and although part of this results from the novelty of the work, the greater part has a deeper foundation.

We must not, however, assume too much. Native dialects will continue to be spoken; but English will become the official language, the medium for the transmission of modern currents of thought—in short, modern civilization. Japan serves as a good illustration of this. And herein lies the justification of the present educational movement: A preparation both for the pursuit of practical life-sustaining occupation, and for the best of past and present civilization in literature, culture, and art.

CHAPTER XXX.

FOREIGN UNIVERSITIES AND OTHER FOREIGN INSTITUTIONS OF HIGHER EDUCATION.

I. Universities arranged according to date of founding.
II. Other seats of learning arranged according to date of founding.
III. Universities, etc., arranged according to number of students.
IV. The same arranged alphabetically.
V. Universities arranged according to countries.
VI. Polytechnica arranged alphabetically.
VII. Agricultural, forestry, and mining schools arranged alphabetically.
VIII. Veterinary schools arranged alphabetically.

INTRODUCTION.

The authors of "Minerva, Jahrbuch der Universtäten der Welt" (K. Trübner and F. Mentz), which is the chief source of information offered in the following lists, say that they have submitted their work at various stages of completion to different professors of the countries mentioned, so that they are assured that their decision as to which of the learned institutions of the world should be regarded as universities is upheld by the most trustworthy authority. They describe their Jahrbuch as a collection of names of teaching bodies, of universities, or similar institutions of the world.

Since this Report of the Bureau of Education contains direct information concerning the higher institutions of learning in the United States, they have been omitted from the following lists, which are devoted exclusively to foreign institutions:

I. *Foreign universities arranged according to age.*

Date of foundation.	Locality.
	Tenth century.
988	Cairo, Egypt.
	Twelfth century.
1119	Bologna, Italy.
1181	Montpellier, France.
1200	Paris, France.
1200	Oxford, England.
	Thirteenth century.
1209	Valencia, Spain.
1222	Padua, Italy.
1224	Naples, Italy.
1233	Toulouse, France.
1243	Salamanca, Spain.
1257	Cambridge, England.
1266	Perugia, Italy.
1288	Coimbra, Portugal.
	Fourteenth century.
1303	Rome, Italy.
1339	Grenoble, France.
1343	Pisa, Italy.
1346	Valladolid, Spain.
1348	Prague, Bohemia, Austria.
1349	Florence, Italy.
	Fourteenth century—Continued.
1361	Pavia, Italy.
1364	Cracow, Galicia, Austria.
1365	Vienna, Austria.
1367	Fünfkirchen, Hungary.
1386	Heidelberg, Baden, Germany.
1391	Ferrara, Italy.
	Fifteenth century.
1402	Würzburg, Bavaria, Germany.
1409	Leipzig, Saxony, Germany.
1409	Aix, France.
1411	St. Andrews, Scotland.
1412	Turin, Italy.
1419	Rostock, Mecklenburg, Germany.
1422	Parma, Italy.
1422	Besançon, France.
1426	Louvain, Belgium.
1431	Poitiers, France.
1437	Caen, France.
1441	Bordeaux, France.
1444	Catania, Sicily, Italy.
1450	Barcelona, Spain.
1451	Glasgow, Scotland.
1456	Greifswald, Prussia, Germany.
1457	Freiburg, Baden, Germany.
1460	Basel, Switzerland.
1463	Nantes, France.

I. *Foreign universities arranged according to age*—Continued.

Date of foundation.	Locality.
	Fifteenth century—Continued.
1465	Budapest, Hungary.
1472	Munich, Bavaria, Germany.
1474	Saragossa, Spain.
1477	Upsala, Sweden.
1477	Tübingen, Würtemberg, Germany.
1478	Copenhagen, Denmark.
1494	Aberdeen, Scotland.
	Sixteenth century.
1501	Valencia, Spain.
1502	Halle-Wittenberg, Prussia, Germany.
1502	Seville, Spain.
1504	Santiago, Spain.
1506	Breslau, Prussia, Germany (1702).
1508	Madrid, Spain.
1527	Marburg, Prussia, Germany.
1531	Granada, Spain.
1531	Sarospatak, Hungary.
1537	Lausanne, Switzerland.
1540	Macerata, Italy.
1544	Königsberg, Prussia, Germany.
1548	Messina, Sicily, Italy.
1549	Debreczen, Hungary, Theological College.
1556	Sassari, Italy.
1558	Jena, Thuringia, Germany.
1559	Geneva, Switzerland.
1566	Olmütz, Moravia, Austria.
1567	Strasburg, Alsace, Germany.
1568	Braunsberg, Prussia, Germany.
1572	Nancy, France.
1575	Leyden, Holland.
1580	Oviedo, Spain.
1582	Rome, Italy (Pontif.).
1583	Edinburgh, Scotland.
1586	Gratz, Styria, Austria.
1588	Kiev, Russia.
1591	Dublin, Ireland.
1596	Cagliari, Italy.
	Seventeenth century.
1605	Manila, Philippine Islands.
1607	Giessen, Hessia, Germany.
1614	Groningen, Holland.
1622	Salzburg, Austria.
1632	Amsterdam, Holland.
1632	Dorpat, Russia.
1636	Utrecht, Holland.
1640	Helsingfors, Finland, Russia.
1657	Kaschau, Hungary.
1665	Kiel, Prussia, Germany.
1666	Lund, Sweden.
1671	Urbino, Italy.
1673	Innsbruck, Tyrol, Austria.
1676	Eperies, Hungary.
1683	Modena, Italy.
	Eighteenth century.
1710	Barbados (Codrington College), West Indies.
1721	Habana, Cuba.
1722	Dijon, France.
1727	Camerino, Italy.
1737	Regensburg, Germany, Theological Lyceum.
1737	Göttingen, Prussia, Germany.
1740	Erlau, Hungary.
1743	Erlangen, Bavaria, Germany.
1743	Santiago, Chile.
1748	Cadiz, Spain.
1755	Moscow, Russia.
1771	Münster, Prussia, Germany.
1777	Siena, Italy.
1779	Palermo, Sicily, Italy.
1784	Lemberg, Galicia, Austria.
1785	Pressburg, Hungary.
1788	Grosswardein, Hungary.
1798	Kasan, Russia, Theological College.
	Nineteenth century.
1800	Edinburgh, Scotland, Medical College.
1804	Kasan, Russia.
1804	Kharkov, Russia.
1805	Yaroslavl, Russia.
1808	Clermont, France.
1808	Lille, France.
1808	Lyon, France.
1808	Rennes, France.
1809	Berlin, Prussia, Germany.
1811	Christiania, Norway.
1812	Genoa, Italy.
1816	Ghent, Belgium.
1816	Warsaw, Poland, Russia.
1817	Liege (Lüttich), Belgium.
1818	Bonn, Prussia, Germany.
1819	St. Petersburg, Russia.
1820	Nezin, Russia, Philological School.
1821	Montreal, Canada.
1826	London (University College), England.
1827	Toronto, Canada.
1827	Sheffield (Medical College), England.
1828	Lampeter (St. David's College), Wales.
1832	Durham, England.
1832	Zurich, Switzerland.
1832	Kiev, Russia.
1834	Freising, Germany, Theological Lyceum.
1834	Brussels, Belgium.
1834	Berne, Switzerland.
1836	London (University), England.
1837	Athens, Greece.
1838	Messina, Italy.
1840	Kingston, Canada.
1843	Eichstätt, Germany, Theological Lyceum.
1845	Cork, Ireland.
1845	Belfast, Ireland.
1845	Galway, Ireland.
1849	Algiers, Algeria.
1850	Sydney, Australia.
1851	Manchester (Victoria University), England.
1851	Newcastle, England.
1853	Melbourne, Victoria, Australia.
1857	Calcutta, India.
1857	Madras, India.
1857	Bombay, India.
1860	Jassy, Roumania.
1862	Kecskemet, Hungary.
1864	Bucharest, Roumania.
1865	Odessa, Russia.
1866	Neuchâtel, Switzerland.
1868	Tokyo, Japan.
1870	New Zealand, New Zealand.
1872	Aberystwith, Wales.
1872	Adelaide, Australia.
1872	Klausenburg, Hungary.
1873	Cape City, South Africa.
1874	Agram, Croatia, Hungary.
1875	Angers, France.
1875	Lille (Faculté Libre), France.
1875	Lyon (Faculté Libre), France.
1875	Czernowitz, Bukowina, Austria.
1875	Birmingham, England.
1876	Bristol, England.
1876	Montevideo, Uruguay.
1876	Montreal, Canada, Université Laval de Quebec.
1877	Leeds, England.
1877	Liverpool, England.
1878	Stockholm, Sweden.
1879	Sheffield (Firth College), England.

I. *Foreign universities arranged according to age*—Continued.

Date of foundation.	Locality.
	Nineteenth century—Continued.
1880	Amsterdam, Netherlands, Free University.
1880	Habana, Cuba.
1880	Dublin, University of Ireland.
1880	Dundee, Scotland.
1880	Nottingham, England.
1882	Prague (Bohemian University), Austria.
1882	Lahore, India.
1883	Cardiff, Wales.
1884	Bangor, Wales.
1885	Odessa, Russia.
1887	Allahabad, India.
1888	Tomsk, Siberia, Russia.
1888	Sophia, Bulgaria.
1889	Freiburg, Switzerland.
1891	Gothenburg, Sweden.
1893	Ouro Preto, Brazil.
1897	Kyoto, Japan.
	Date not known.
	Belgrade, Servia.
	Limoges, France.
	Marseilles, France.
	Montauban, France.
	Cordoba, Argentina.
	Buenos Ayres, Argentina.

II. *Other higher seats of learning arranged according to age.*

Date of foundation.	Locality.
	Eighteenth century.
1745	Brunswick, Germany, Polytechnic.
1761	Lyon, France, Veterinary.
1763	Vienna, Austria, Veterinary.
1765	Freiburg, Germany, Mining.
1766	Alford, France, Veterinary.
1773	St. Petersburg, Russia, Mining.
1774	Dresden, Germany, Veterinary.
1775	Clausthal, Germany, Mining.
1779	Berlin, Germany, Polytechnic.
1786	Budapest, Hungary, Veterinary.
1790	Berlin, Germany, Veterinary.
1790	Munich, Germany, Veterinary.
1791	London, England, Veterinary.
1791	Milan, Italy, Veterinary.
1792	Madrid, Spain, Agricultural and Veterinary.
1794	Paris, France, Polytechnic.
1798	Stockholm, Sweden, Polytechnic.
	Nineteenth century.
1802	Cordoba, Spain, Veterinary.
1804	Kharkof, Russia, Veterinary.
1806	Berlin, Germany, Agriculture.
1806	Prague, Austria, German Polytechnic.
1811	Tharandt, Germany, Forestry.
1811	Stockholm, Sweden, Agriculture.
1811	Grätz, Austria, Polytechnic.
1815	Vienna, Austria, Polytechnic.
1816	St. Etienne, France, Mining.
1818	Hohenheim, Germany, Agriculture.
1819	Altenburg, Hungary, Agriculture.
1820	Eberswalde, Germany, Forestry.
1820	Santiago, Spain, Veterinary.
1821	Stuttgart, Germany, Veterinary.
1821	Stockholm, Sweden, Veterinary.
1823	Stockholm, Sweden, Forestry.
1824	Nancy, France, Forestry.
1825	Karlsruhe, Germany, Polytechnic.
1825	Toulouse, France, Veterinary.
1827	Munich, Germany, Polytechnic.
1828	Dresden, Germany, Polytechnic.
1828	Grignon, France, Agriculture.
1828	St. Petersburg, Russia, Polytechnic.
1829	Stuttgart, Germany, Polytechnic.
1829	Copenhagen, Denmark, Polytechnic.
1832	Moscow, Russia, Polytechnic.
1832	Riga, Russia, Polytechnic.
1835	Madrid, Spain, Polytechnic.
1837	Lisbon, Portugal, Polytechnic.
1844	Aschaffenburg, Germany, Agriculture.
1844	Lemberg, Austria, Polytechnic.
1846	Poppelsdorf, Germany, Agriculture.
1847	Helsingfors, Russia, Polytechnic.
1849	Pribram, Austria, Mining.
1850	Brünn, Austria, Polytechnic.
1851	Zürich, Switzerland, Polytechnic.
1854	Beauvais, France, Agriculture.
1856	Budapest, Hungary, Polytechnic.
1857	Lyon, France, Polytechnic.
1858	Copenhagen, Denmark, Agriculture and Veterinary.
1858	Turin, Italy, Polytechnic.
1859	Evois, Russia, Forestry.
1859	Eisenach, Germany, Forestry.
1860	Berlin, Germany, Mining.
1860	Gembloux, Belgium, Agriculture.
1863	Naples, Italy, Polytechnic.
1863	Milan, Italy, Polytechnic.
1864	Bukarest, Roumania, Veterinary.
1864	Delft, Netherlands, Polytechnic.
1865	Keszthely, Hungary, Agriculture.
1865	Debreczen, Hungary, Agriculture.
1865	Kaschau, Hungary, Agriculture.
1868	Münden, Germany, Forestry.
1868	Darmstadt, Germany, Polytechnic.
1868	Prague, Austria, Bohemian Polytechnic.
1869	Kolozsmonostor, Hungary, Agriculture.
1870	Aix-la-Chapelle, Germany, Polytechnic.
1872	Montpellier, France, Agriculture.
1872	Portici, Italy, Agriculture.
1872	Vienna, Austria, Agriculture.
1877	Oporto, Portugal, Polytechnic.
1879	Hanover, Germany, Polytechnic.
1880	St. Petersburg, Russia, Forestry.
1884	London, England, Polytechnic.
1884	Kharkov, Russia, Polytechnic.
1885	Coopers Hill, England, Polytechnic.
1885	Sheffield, England, Polytechnic.
1885	Coopers Hill, England, Forestry.
1885	Lille, France, Agriculture and Industrial.
1886	Glasgow, Scotland, Polytechnic.
1887	Campinas São Paulo, Brazil, Agriculture.
1888	Donai, France, Agriculture.
1888	Toronto, Canada, Agriculture.

II. *Other higher seats of learning arranged according to age*—Continued.

Date of foundation.	Locality.
	Nineteenth century—Continued.
1890	Nancy, France, Polytechnic.
1890	Rennes, France, Agriculture.
1891	Marseilles, France, Polytechnic.
1891	Bordeaux, France, Agriculture and Industrial.
1892	Nowaja-Alexandria, Russia, Agriculture and Forestry.
1892	Ouro-Preto, Brazil, Mining.
1894	Leoben, Austria, Mining.
1894	São Paulo, Brazil, Polytechnic.
1899	Jekaterinoslaw, Russia, Mining.
	Date not known.
	London, England, Mining and Agriculture.
	Paris, France, Agriculture.
	Date not known—Continued.
	Paris, France, Mining.
	Hanover, Germany, Veterinary.
	Naples, Italy, Veterinary.
	Milan, Italy, Agriculture.
	Turin, Italy, Veterinary.
	Warsaw, Russia, Veterinary.
	Dorpat, Russia, Veterinary.
	Kasan, Russia, Veterinary.
	Moscow, Russia, Agriculture and Forestry.
	Saragossa, Spain, Veterinary.
	Leon, Spain, Veterinary.
	Utrecht, Netherlands, Veterinary.
	Mons, Belgium, Mining.
	Schemnitz, Hungary, Forestry and Mining.

III.—*Foreign universities, etc., arranged according to number of students.*

[The attendance stated is that of 1900-1901.]

A. UNIVERSITIES.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
1	Paris, France	12,171	48	Heidelberg, Germany	1,464
2	Berlin, Germany	12,063	49	Klausenburg, Hungary	1,403
3	Cairo, Egypt	9,060	50	Cracow (Galicia), Austria	1,405
4	Vienna, Austria	6,009	51	Palermo, Italy	1,400
5	Budapest, Hungary	5,661	52	Christiania, Norway	1,400
6	Naples, Italy	5,165	53	Upsala, Sweden	1,384
7	Madrid, Spain	5,118	54	Kharkov, Russia	1,384
8	Moscow, Russia	4,483	55	Genoa, Italy	1,351
9	Munich, Germany	4,414	56	Toronto, Canada	1,322
10	Bukarest, Roumania	4,314	57	Marburg, Germany	1,286
11	Leipzig, Germany	3,739	58	New Zealand, New Zealand	1,244
12	St. Petersburg, Russia	3,613	59	Berne, Switzerland	1,230
13	Oxford, England	3,499	60	Habana, Cuba (in 1894)	1,226
14	Prague (Bohemian), Austria	3,224	61	Wurzburg, Germany	1,210
15	Athens, Greece (about)	3,000	62	Salamanca, Spain	1,200
16	Manchester, England (about)	3,000	63	Strassburg, Germany	1,194
17	Cambridge, England	2,985	64	Prague (German), Austria	1,185
18	Tokyo, Japan	2,908	65	Manila, Philippines (in 1895)	1,144
19	Edinburgh, Scotland	2,800	66	Warsaw (Poland), Russia	1,122
20	Turin, Italy	2,700	67	Rome (University Pontificale), Italy	1,115
21	Buenos Ayres, Argentina	2,665			
22	Helsingfors (Finland), Russia	2,495	68	Montreal, Canada	1,111
23	Lyon, France	2,458	69	Lille, France	1,110
24	Bonn, Germany	2,420	70	Pisa, Italy	1,100
25	Rome (Royal University), Italy	2,348	71	Kiel, Germany	1,071
			72	Brussels, Belgium	1,060
26	Kiev, Russia	2,316	73	Rennes, France	1,457
27	Lemberg (Galicia), Austria	2,060	74	Dublin, Ireland	1,047
28	Toulouse, France	2,040	75	Nancy, France	1,034
29	Bordeaux, France	2,030	76	Innsbruck (Tyrol), Austria	1,032
30	Glasgow, Scotland	2,030	77	Pavia, Italy	1,029
31	Copenhagen, Denmark (about)	2,000	78	Leyden, Netherlands	1,014
32	Louvain, Belgium	1,890	79	Utrecht, Netherlands	1,003
33	Barcelona, Spain	1,887	80	Santiago, Chilé (about)	1,000
34	Halle-Wittenberg, Germany	1,863	81	Erlangen, Germany	994
35	Freiburg, Germany	1,847	82	Catania, Italy	981
36	Dorpat (Jurjew), Russia	1,790	83	Amsterdam, Netherlands	975
37	Gottenborg, Sweden	1,775	84	Saragossa, Spain	966
38	Breslau, Germany	1,748	85	Giessen, Germany	950
39	Valencia, Spain	1,728	86	Konigsberg, Germany	923
40	Coimbra, Portgual	1,684	87	Aberdeen, Scotland	905
41	Gratz (Styria), Austria	1,650	88	Zurich, Switzerland	901
42	Montpellier, France	1,602	89	Kasan, Russia	859
43	Liege, Belgium	1,601	90	Agram, Hungary	829
44	Padua, Italy	1,536	91	Greifswald, Germany	820
45	Tübingen, Germany	1,521	92	Geneva, Switzerland	819
46	Göttingen, Germany	1,500	93	Jena, Germany	809
47	Bologna, Italy	1,459	94	Aix en Province, France	772

III.—*Foreign universities, etc., arranged according to number of students*—Cont'd.

A. UNIVERSITIES—Continued.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
95	Ghent, Belgium	753	118	Kyoto, Japan	363
96	Poitiers, France	736	119	Freiburg, Switzerland	345
97	Modena, Italy	711	120	Stockholm, Sweden	337
98	Lausanne, Switzerland	711	121	Quebec, Canada	331
99	Basel, Switzerland	695	122	Adelaide, Australia	316
100	Lund, Sweden	695	123	Perugia, Italy	298
101	Odessa, Russia	675	124	Camerino, Italy	287
102	Kingston, Canada	672	125	Clermont, France	267
103	Caen, France	659	126	St. Andrews, Scotland	264
104	Dijon, France	649	127	Besançon, France	256
105	Melbourne, Australia	647	128	Toronto (Victoria University), Canada	250
106	Messina, Italy	626	129	Cagliari, Italy	243
107	Lyon (free university), France	600	130	Paris (Sorbonne), France	233
108	Sydney, Australia	583	131	Durham, England	220
109	Parma, Italy	579	132	Siena, Italy	215
110	Grenoble, France	573	133	Sassari, Italy	160
111	Lille (free university), France	550	134	Macarata, Italy	155
112	Rostock, Germany	549	135	Urbino, Italy	148
113	Czernowitz, Austria	483	136	Montevideo, Uruguay	132
114	Sophia, Bulgaria	483	137	Amsterdam (free university), Netherlands	122
115	Groningen, Netherlands	427	138	Ferrara, Italy	109
116	Jassy, Roumania	420			
117	Belgrade, Servia	412			

B. COLLEGES, INDEPENDENT FACULTIES, AND SCHOOLS FOR ORIENTAL LANGUAGES.

1	Paris, France, National Art School	2,000	30	Rome, Italy, College of St. Thomas	296
2	Nottingham, England, College	1,902	31	Kasan, Russia, Theological Academy	280
3	Newcastle, England, College	1,650	32	Eperies, Hungary, Law Academy	256
4	London, England, King's College	1,300	33	Dundee, Scotland, College	253
5	Edinburgh, Scotland, Medical School	1,200	34	Nantes, France, Medical School	243
6	Leeds, England, College	1,137	35	St. Petersburg, Russia, Theological Academy	242
7	London, England, University College	1,020	36	Presburg, Hungary, Law Academy	242
8	Birmingham, England, College	967	37	Recife, Brazil, Law Academy	237
9	London, England, St. Bartholomew Hospital Medical School	950	38	Oviedo, Spain, University College	234
10	Münster, Germany, Theological and Philosophical Faculties	811	39	Neuchâtel, Switzerland, Academy	227
11	Algiers, Algeria, College	786	40	Grosswardain, Hungary, Law Academy	222
12	St. Petersburg, Russia, Military Medical School	750	41	Newcastle, England, Medical School	220
13	Montreal, Canada, University Laval	605	42	Cork, Ireland, College	212
14	Florence, Italy, Women's University	602	43	Kaschau, Hungary, Law Academy	201
15	Paris, France, School of Political Science	600	44	London, England, Women's Medical School	200
16	Cardiff, Wales, College	577	45	Kiev, Russia, Theological Academy	189
17	Tomsk, Siberia, University	557	46	Olmütz, Austria, University College	185
18	Bristol, England, College	542	47	Regensburg, Germany, Theological Academy	172
19	Aberystwith, Wales, College	524	48	Rome, Italy, Women's University	165
20	London, England, Guy's Hospital Medical School	500	49	Freising, Germany, Theological School	165
21	Rome, Italy, Papal Seminary	480	50	Rouen, France, Medical School	157
22	Sheffield, England, College	450	51	Macerata, Italy, Law School	155
23	Paris, France, Oriental School	415	52	Florence, Italy, Women's University	152
24	Rome, Italy, College of Propaganda	402	53	Sorospatak, Hungary, Law Academy	148
25	Stockholm, Sweden, Medical School	380	54	Vienna, Austria, Oriental Academy	147
26	Jaroslawl, Russia, Lyceum	368	55	Fünfkirchen, Hungary, Law Academy	145
27	Belfast, Ireland, College	357			
28	St. Petersburg, Russia, Law School	330			
29	Debreczen, Hungary, Theological and Law College	319			

III.—*Foreign universities, etc., arranged according to number of students*—Cont'd.

B. COLLEGES, INDEPENDENT FACULTIES, AND SCHOOLS FOR ORIENTAL LANGUAGES—Continued.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
56	Santiago, Chile, Institute of Pedagogy	141	68	Rheims, France, Medical School	92
57	Montevideo, Uruguay, Medical School	132	69	Naples, Italy, Oriental School	91
58	Dillingen, Germany, Theological Lyceum	131	70	Montauban, France, Theological School	85
59	Kecskemet, Hungary, Law Academy	120	71	Rome, Italy, College of St. Anselmo	68
60	Lampeter, Wales, College	120	72	Braunsberg, Germany, Theological Academy	68
61	Eichstätt, Germany, Theological Seminary	111	73	Salzburg, Austria, Theological Academy	60
62	Galway, Ireland, College	110	74	Moscow, Russia, Lazarev Institute	56
63	Paris, France, Superior Normal School	110	75	Budapest, Hungary, Theological Academy	44
64	St. Petersburg, Russia, Historical Institute	101	76	Vienna, Austria, Theological Academy	29
65	Nantes, France, Free Faculties	100	77	Jerusalem, Palestine, Theological School	25
66	Milan, Italy, Academy	97	78	Madrid, Spain, Diplomatic School	21
67	Erlau, Hungary, Law Academy	95			

C. EXAMINING UNIVERSITIES IN HINDOSTAN.

1	Madras	7,400	4	Allahabad	3,310
2	Calcutta	7,210	5	Lahore	2,664
3	Bombay	3,374			

D. TECHNOLOGICAL INSTITUTES.

1	Berlin, Germany	4,441	24	Lisbon, Portugal	560
2	Münich, Germany	2,488	25	Copenhagen, Denmark	500
3	Vienna, Austria	2,027	26	Brunswick, Germany	483
4	Budapest, Hungary	1,835	27	Turin, Italy	482
5	Riga, Russia	1,770	28	Paris, France (Polytechnic)	472
6	Darmstadt, Germany	1,683	29	Milan, Italy	467
7	Karlsruhe, Germany	1,494	30	Stockholm, Sweden	428
8	Hanover, Germany	1,483	31	London, England (2 schools)	423
9	Zürich, Switzerland	1,456	32	Brünn, Austria	395
10	Dresden, Germany	1,241	33	Grätz, Austria	395
11	Prague (Bohemian), Austria	1,180	34	Helsingfors, Russia	372
12	St. Petersburg, Russia (first)	1,100	35	St. Petersburg, Russia (third)	353
13	Stuttgart, Germany	1,056	36	St. Petersburg, Russia (fourth)	330
14	Moscow, Russia	1,002	37	Oporto, Portugal	237
15	Kharkov, Russia	1,000	38	Naples, Italy	210
16	St. Petersburg, Russia (second)	863	39	São Paulo, Brazil	175
17	Delft, Netherlands	783	40	Coopers Hill, England	131
18	Sheffield, England	750	41	Paris, France (Ponts et Chaussée's)	118
19	Paris, France (Arts and Manufactures)	700	42	Paris, France (Phys. et Chem)	100
20	Lemberg, Austria	698	43	Lyon, France	98
21	Aix-la-Chapelle, Germany	611	44	Paris, France (Electricity)	89
22	Glasgow, Scotland	605	45	Madrid, Spain	80
23	Prague (German), Austria	588	46	Paris, France (Architecture)	70

E. AGRICULTURAL, FORESTRY, AND MINING ACADEMIES.

1	Berlin, Germany (Agriculture)	628	9	Schemnitz, Hungary (Mining)	263
2	St. Petersburg, Russia (Mining)	550	10	Leoben, Austria (Mining)	250
3	St. Petersburg, Russia (Forestry)	516	11	Moscow, Russia (Agriculture)	225
4	Freiberg, Germany (Mining)	372	12	Madrid, Spain (Agriculture)	223
5	Vienna, Austria (Agriculture)	360	13	Nowaja-Alexandria, Russia (Forestry)	218
6	Poppelsdorf, Germany (Agriculture)	325	14	Berlin, Germany (Mining)	212
7	Mons, Belgium (Mining)	325	15	Clausthal, Germany (Mining)	212
8	Copenhagen, Denmark (Agriculture)	300	16	Milan, Italy (Agriculture)	180
			17	Kaschau, Hungary (Agricul ture)	150
			18	Paris, France (Mining)	146

III.—*Foreign universities, etc., arranged according to number of students*—Cont'd.

E. AGRICULTURAL, FORESTRY, AND MINING ACADEMIES—Continued.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
19	Altenburg, Hungary (Agriculture)	136	28	Pribraur, Austria (Mining)	95
20	Keszthely, Hungary (Agriculture)	123	29	London, England (Mining)	90
21	Grignon, France (Agriculture)	120	30	Kolozsmonostor, Hungary (Agriculture)	80
22	St. Etienne, France (Mining)	120	31	Tharandt, Germany (Forestry)	72
23	Rennes, France (Agriculture)	118	32	Aschaffenbur', Germany (Forestry)	66
24	Hohenheim, Germany (Agriculture)	107	33	Eberswalde, Germany (Forestry)	64
25	Portici, Italy (Agriculture)	105	34	Münden, Germany (Forestry)	45
26	Beauvais, France (Agriculture)	104	35	Eisenach, Germany (Forestry)	42
27	Debreczen, Hungary (Agriculture)	97	36	Douai, France (Agriculture)	30
			37	Nancy, France (Forestry)	28
			38	Evois, Russia (Forestry)	22

F. VETERINARY SCHOOLS.

1	Berlin, Germany	486	13	Naples, Italy	200
2	Kasan, Russia	452	14	Lyon, France	180
3	Budapest, Hungary	384	15	Milan, Italy	165
4	Madrid, Spain	344	16	Toulouse, France	164
5	Vienna, Austria	305	17	Dresden, Germany	160
6	Munich, Germany	300	18	Kharkow, Russia	150
7	Copenhagen, Denmark	300	19	Stuttgart, Germany	126
8	Alford, France	294	20	Leon, Spain	99
9	Dorpat, Russia	288	21	Bucharest, Roumania	95
10	Saragossa, Spain	276	22	Turin, Italy	91
11	Hanover, Germany	273	23	Utrecht, Netherlands	83
12	London, England	230	24	Stockholm, Sweden	57

NOTE.—The number of students in higher seats of learning not mentioned has not been ascertained.

IV. *Foreign universities, etc., arranged alphabetically, with faculties and number of students.*

1. *Aberdeen, Scotland:* University of Aberdeen. 905 students. Philosophical, theological, law, and medical faculties; library.
2. *Aberystwith, Wales:* University College of Wales, with college at Bangor, 524 students.
3. *Adelaide, Australia:* University of Adelaide, 316 students. Observatory.
4. *Agram, Croatia, Hungary:* Königl. Universität Agram, 829 students. Theological, law, and philosophical faculties; library.
5. *Aix-en-Provence, France:* Université d'Aix, 772 students. Law and philosophical faculties: library.
6. *Algiers, Algeria, Africa:* Académie d'Alger, 786 students. Law, medical, scientific, and philosophical faculties; library, observatory.
7. *Allahabad, India:* University of Allahabad. Examining board, 3,310 candidates.
8. *Amiens, France:* École Prep. de Medicine. Medical school.
9. *Amsterdam, Netherlands:* Universiteit te Amsterdam. 975 students. Law, medical, scientific, philosophical, and theological faculties; library and several institutes.
10. *Amsterdam, Netherlands:* Free University, 122 students. Theological, law, and philosophical faculties.
11. *St. Andrew's, Scotland:* University of St. Andrew's, 264 students. St. Salvador, St. Leonard's, and St. Mary's College.
12. *Angers, France:* Université Catholique de L'Ouest. Law, scientific, theological, and philosophical faculties: library.
13. *Angers, France:* École Prep. de Medicine. Medical school.
14. *Athens, Greece:* National University, 3,000 students. Theological, law, medical, and philosophical faculties; public library.
15. *Bangor, Wales:* University College of North Wales.

16. *Barcelona, Spain:* Universidad de Barcelona, 1,887 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; library.
17. *Basel, Switzerland:* Universität Basel, 695 students. Theological, law, medical, and philosophical faculties; public library.
18. *Belfast, Ireland:* Queen's College, 337 students.
19. *Belgrade, Servia:* Serpska Kraljevska Velika Skola, 412 students. Philosophical, law, and technological faculties; library.
20. *Berlin, Prussia, Germany:* Königl. Friedr.-Wilhelms-Universität, 12,063 students. Theological, law, medical, and philosophical faculties; seminary for oriental languages, and 11 other seminaries, library, and 36 university institutes and museums.
21. *Berne, Switzerland:* Universität Bern, 1,230 students. Catholic and Protestant theology, law, medical, and philosophical faculties; city libraries.
22. *Besançon, France:* Université de Besançon, 256 students. Scientific, philosophical, and medical faculties; library.
23 *Birmingham, England:* Mason College, 967 students. Arts and science, medical and dental faculties; library.
24 *Bologna, Italy:* Regia Università di Bologna, 1,469 students. Philosophical, scientific, law, medical, and pharmaceutical faculties; veterinary and engineers' schools; library.
25. *Bombay, India:* University of Bombay. Examining board, 3,474 candidates; five preparatory colleges.
26. *Bonn, Prussia, Germany:* Rheinische Friedr.-Wilhelms-Universität, 2,420 students. Protestant and Catholic theological, law, medical, and philosophical faculties; library and many institutes.
27. *Bordeaux, France:* Facultés de Bordeaux, 2,080 students. Law, medical, scientific, and philosophical faculties; library.
28. *Braunsberg, Prussia, Germany:* Königl. Lyceum Hosianum, 68 students. Theological and philosophical faculties; library.
29. *Breslau, Prussia, Germany:* Königl. Universität Breslau, 1,748 students. Catholic and Protestant theological, law, medical, and philosophical faculties; library.
30. *Bristol, England:* University College, 542 students (197 women). College faculty and medical school; library.
31. *Brussels, Belgium:* Université libre de Bruxelles, 1,060 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; also polytechnical school; library.
32. *Bucharest, Roumania:* Universitatea din Bucuresti, 4,314 students. Scientific, philosophical, law, medical, and theological faculties; library.
33. *Budapest, Hungary:* Királyi Magyar Tudomány-Egyetum, 5,661 students. Theological, law, medical, and philosophical faculties; library.
34. *Buenos Ayres, Argentina:* Universidad Nacional, 2,665 students. Law, medical, and general faculties.
35. *Cadiz, Spain:* Facultad de Medicina (belonging to Seville). Medical faculty; library.
36. *Caen, France:* Université de Caen, 659 students. Law, scientific, and philosophical faculties; library.
37. *Cagliari, Sardinia, Italy:* Regia Università di Cagliari, 243 students. Law, medical, and scientific faculties; library.
38. *Cairo, Egypt:* Azhar University, about 9,060 students and hearers.
39. *Calcutta, India:* University of Calcutta, 7,210 candidates, of whom 3,475 passed. Examining board; library.
40. *Cambridge, England:* University of Cambridge, 2,985 students. Schools of theology, law, oriental, classical, and modern philology, music, moral science, history and archæology, astronomy, physics, chemistry, mineralogy, biology, geology, and medicine; library.
41. *Camerino, Italy:* Libera Università degli Studi di Camerino, 287 students. Law, medical, and pharmaceutical faculties, and veterinary school; communal library.
42. *Cape Town, South Africa:* University of the Cape of Good Hope.
43. *Cardiff, Wales:* University of South Wales, 577 students. Philosophical and scientific faculties and department of engineering; library.
44. *Catania, Sicily, Italy:* Regia Università degli Studi di Catania, 981 students. Law, medical, scientific, and philosophical faculties; library.
45. *Christiania, Norway:* Kongelige Frederiks Universitet, 1,400 students. Theological, law, medical, philosophical, and scientific faculties; library.
46. *Clermont-Ferrand, France:* Université de Clermont, 267 students. Scientific and philosophical faculties; library.

47. *Coimbra, Portugal:* Universidade de Coimbra, 1,684 students. Theological, law, and scientific faculties; library.
Copenhagen. (See Kjøbenhavn.)
48. *Cordoba, Argentine:* Universidad Nacional. Law, scientific, and medical faculties; observatory.
49. *Cork, Ireland:* Queen's College, 212 students.
Cracow. (See Krakau.)
50. *Czernowitz, Bukowina, Austria:* K. k. Franz-Josephs-Universität, 483 students. Theological, law, and philosophical faculties; library.
51. *Debreczen, Hungary:* Evangelical Reformed Universität, 319 students. Law, theological, and philosophical faculties.
52. *Dijon, France:* Facultés de Dijon, 649 students. Law, scientific, and philosophical faculties; library.
53. *Dillingen, Bavaria, Germany:* Theological Lyceum, 131 students.
54. *Dorpat (Jurjew), Russia:* Kaiserliche Universität, 1,790 students. Law, theological, medical, and philosophical faculties.
55. *Dublin, Ireland:* University of Dublin, 1,047 students.
56. *Dublin, Ireland:* Royal University of Ireland, about 600 candidates. Examining board.
57. *Dundee, Scotland:* University College, 253 students.
58. *Durham, England:* Durham University, 220 students. To this university belong the Codrington College, on the island of Barbados, and the Fourah Bay College, in Sierra Leone; also the College of Science, at Newcastle-on-Tyne, which has an enrollment of 1,500 students.
59. *Edinburgh, Scotland:* University of Edinburgh, 2,800 students. Philosophical, theological, law, and medical faculties; library.
60. *Edinburgh, Scotland:* School of Medicine, 1,200 students.
61. *Eichstätt, Bavaria, Germany:* Bishöfliches Lyceum, 111 students. Theological and philosophical faculties.
62. *Eperies, Hungary:* Evangelische Rechtsakademie, 256 students. Law school.
63. *Erlangen, Bavaria, Germany:* K. Bayerische Friedr.-Alexander-Universität, 994 students. Theological, law, medical, and philosophical faculties; library.
64. *Erlau, Hungary:* Erzbischöfliche Rechtsakademie, 95 students. Law school.
65. *Ferrara, Italy:* Libera Università di Ferrara, 109 students. Law, scientific, and medical faculties; library.
66. *Florence, Italy:* R. Instituto di Studi Superiori Practici e di Perfezionamento, 602 students. Philosophical, scientific, medical, and pharmaceutical faculties; library.
67. *Florence, Italy:* R. Instituto di Magistero Femminile, 152 students. Woman's university.
68. *Freiburg, Baden, Germany:* Badische Albert-Ludwigs-Universität, 1,847 students. Law, theological, medical, and philosophical faculties; library.
69. *Freiburg, Switzerland:* Katholische Universität, 345 students. Theological, law, and philosophical faculties; library.
70. *Freising, Bavaria, Germany:* Königl. Bayerisches Lyceum, 165 students. Theological and philosophical faculties.
71. *Fünfkirchen, Hungary:* Bischöfliche Rechtsakademie. Law school, 145 students.
72. *Galway, Ireland:* Queen's College, 110 students.
73. *Geneva, Switzerland:* Université de Genève, 819 students. Theological, law, medical, philosophical, and scientific faculties; five libraries.
74. *Genoa, Italy:* R. Università degli Studi di Genoa, 1,351 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmaceutics; library.
75. *Ghent, Belgium:* Université de Gand, 753 students. Philosophical, law, scientific, and medical faculties; library.
76. *Giessen, Hessia, Germany:* Hessische Ludwigs Universität, 950 students. Theological, law, medical, and philosophical faculties; library.
77. *Glasgow, Scotland:* University of Glasgow, 2,030 students.
78. *Gothenburg, Sweden:* Göteborgs Högskola, 1,795 hearers.
79. *Göttingen, Prussia, Germany:* Georg-Augusts-Universität, 1,500 students. Theological, law, medical, and philosophical faculties; library.
80. *Granada, Spain:* Universidad de Granada. Philosophical, law, scientific, medical, and pharmaceutical faculties; library.
81. *Grätz, Styria, Austria:* K. k. Karl-Franzens Universität, 1,650 students. Theological, law, medical, and philosophical faculties; library.

82. *Greifswald, Prussia, Germany:* Universität, 820 students. Theological, law, medical, and philosophical faculties; library.
83. *Grenoble, France:* Université de Grenoble, 573 students. Law, scientific, and philosophical faculties; library.
84. *Groningen, Netherlands:* Rijks Universiteit te Groningen, 427 students. Theological, law, medical, scientific, and philosophical faculties; library.
85. *Grosswardein, Hungary:* Jógakademia, 222 students. Law school.
86. *Halle, Prussia, Germany:* Friedr.-Universität Halle-Wittenberg, 1,863 students. Theological, law, medical, and philosophical faculties; library.
87. *Habana, Cuba:* Universidad de la Habana, 671 alumnos and 555 under private tutors. Philosophical, scientific, medical, and law faculties; library.
88. *Heidelberg, Baden, Germany:* Ruprecht-Karls-Universität, 1,464 students. Theological, law, medical, philosophical, and scientific faculties; library.
89. *Helsingfors, Finland, Russia:* Kejersliga Alexanders Universitet i Finland, 2,495 students. Theological, law, medical, and philosophical faculties; public library.
90. *Innsbruck, Tyrol, Austria:* K. k. Leopold-Franzens Universität, 1,032 students. Theological, law, medical, and philosophical faculties; library.
91. *Jaroslawl (or Yaroslavl), Russia:* Demidovskij juridiceskij Licej, 368 students. Law school.
92. *Jassy, Roumania:* Universitatea din Jasi, 420 students. Law, philosophical, scientific, and medical faculties; library.
93. *Jena, Thuringia, Germany:* Sächsische Gesammt-Universität, 809 students. Theological, law, medical, and philosophical faculties; library.
94. *Jerusalem, Palestine:* École Pratique d'Étude Bibliques. Theological school, 25 students.

Jurjew. (See Dorpat.)

95. *Kasan, Russia:* Imperatorskij Kazanskij Universitet, 859 students. Philosophical, scientific, law, and medical faculties; library.
96. *Kasan, Russia:* Theological academy, 280 students.
97. *Kaschau, Hungary:* Rechts-Akademie, 201 students. Law school.
98. *Kecskemet, Hungary:* Rechts-Akademie, 120 students. Law school.
99. *Kharkov, Russia:* Imperatorskij Charkowskij Universitet, 1,384 students. Philosophical, scientific, law, and medical faculties; library.
100. *Kiel, Prussia, Germany:* K. Christian-Albrechts-Universität, 1,071 students. Theological, law, medical, and philosophical faculties; library.
101. *Kiev, Russia:* Imperatorskij Universitet, 2,316 students. Medical, law, and philosophical faculties; institutes and library.
102. *Kiev, Russia:* Theological academy, 189 students.
103. *Kingston, Ontario, Canada:* University of Queen's College, 672 students. Theological, arts, law, and medical faculties; museum.
104. *Kjöbenhavn (Copenhagen) Denmark:* Kjöbenhavns Universitet, about 2,000 students. Theological, law, medical, philosophical, and scientific faculties and polytechnic institute; library.
105. *Klausenberg, Siebenbürgen, Hungary:* K. k. Klausenberger Universität, 1,403 students. Law, medical, philosophical, and scientific faculties; library.
106. *Königsberg, Prussia, Germany:* K. Albertus Universität, 923 students. Theological, law, medical, and philosophical faculties; royal and university library.
107. *Krakau, Galicia, Austria:* Jagellonische Universität, 1,405 students. Theological, law, medical, and philosophical faculties; library.
108. *Kyoto, Japan:* Imperial University, 363 students. Law, medical, and scientific faculties.
109. *Lahore, India:* The Punjab University, 2,664 candidates, of whom 1,398 passed. Oriental languages, arts, law, medicine, science, and engineering departments.
110. *Lampeter, Wales:* St. David's College, 120 students.
111. *Lausanne, Switzerland:* Université de Lausanne, 711 students. Theological, law, medical, philosophical, and scientific faculties.
112. *Leeds* (see Manchester), *England:* Yorkshire College, 1,137 students.
113. *Leyden, Netherlands:* Rijks-Universiteit, 1,014 students. Medical, scientific, philosophical, theological, and law faculties; library.
114. *Leipzig, Saxony, Germany:* Universität, 3,739 students. Theological, law, medical, and philosophical faculties; library.
115. *Lemberg, Galicia, Austria:* K. k. Franzen's Universität in Lemberg, 2,060 students. Theological, law, and philosophical faculties; library.

Liége. (See Lüttich.)

116. *Lille, France:* Facultés de Lille, 1,110 students. Law, medical, scientific, and philosophical faculties; library.
117. *Lille, France:* Facultés Libres, 550 students. Theological, law, medical, scientific, and philosophical faculties; library.
118. *Lima, Peru:* Universidad Mayor de San Marcos. Theological, law, medical, and philosophical faculties.
119. *Limoges, France:* École de Médecine et de Pharmacie, 108 students. Medical and pharmaceutical courses.
120. *Lisbon, Portugal:* Ecola Medico Cirurgica. Medical college.
121. *Liverpool* (see Manchester), *England:* University College, about 560 students.
122. *London, England:* University of London, about 5,000 candidates. Examining board; library.
    To the university belong:
    (1) University College, with philosophical, law, scientific, and medical faculties; library; about 1,020 students.
    (2) King's College, with theological, philosophical, and medical faculties; library; 1,300 students.
    (3) School of Modern Oriental Languages.
    (4) Eight other colleges with 511 students.
    (5) Ten medical schools connected with hospitals; about 4,000 students.
123. *Louvain, Belgium:* Université Catholique de Louvain, 1,890 students. Theological, law, medical, philosophical, and scientific faculties; library.
124. *Louvain, Belgium:* Philosophical School of St. Thomas Aquinas.
125. *Lund, Sweden:* Kongl. Universitet i Lund, 675 students. Theological, law, medical, and philosophical faculties; library.
126. *Lüttich* (or *Liége*), *Belgium:* Université de Liége, 1,601 students. Philosophical, law, scientific, and medical faculties; library.
127. *Lyon, France:* Facultés Libres, about 600 students. Theological, law, scientific, and philosophical faculties.
128. *Lyon, France:* Université de Lyon, 2,458 students. Law, medical, scientific, and philosophical faculties; two libraries.
129. *Macerata, Italy:* Regia Università di Macerata, 155 students. Law faculty.
130. *Madras, India:* University of Madras, about 7,420 candidates. Examining board.
131. *Madrid, Spain:* Universidad Central de España, 5,118 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; libraries.
132. *Manchester, Liverpool, and Leeds, England:* Victoria University, about 3,000 students. This institution consists of:
    (1) Owens College, Manchester, 1,065 students.
    (2) University College, Liverpool, about 1,000 students.
    (3) Yorkshire College, Leeds, 1,039 students.
133. *Manila, Philippine Islands:* Real y Pontificia Universidad de Santo Tomás de Manila, 1,144 students. Theological, law, medical, and pharmaceutical faculties; library.
134. *Marburg, Hessia, Germany:* Universität Marburg, 1,286 students. Theological, law, medical, philosophical, and scientific faculties; library.
135. *Marseilles, France:* Belongs to Facultés d'Aix, 174 students. Scientific, medical, and law faculties; library.
136. *Melbourne, Victoria, Australia:* University of Melbourne, 647 students.
137. *Messina, Italy:* Regia Università degli Studi di Messina, 626 students. Law, medical, scientific, philosophical, and pharmaceutical faculties; library.
138. *Mexico, Mexico:* Instituto Médico Nacional. Medical faculty.
139. *Milan, Italy:* Academia Scientifico-litteraria, 97 students. Scientific school.
140. *Modena, Italy:* Regia Università degli Studi di Modena, 711 students. Law, medical, scientific, and pharmaceutical faculties; library.
141. *Montauban, France:* Belongs to Facultés de Toulouse, 85 students. Law, medical, scientific, and philosophical faculties; library.
142. *Montevideo, Uruguay:* University, 132 students. Medical, law, and mathematical faculties; library.
143. *Montpellier, France:* Facultés de Montpellier, 1,602 students. Law, medical, scientific, and philosophical faculties; library.
144. *Montreal, Canada:* McGill College and University, 1,111 students.
145. *Montreal, Canada:* Succursale de L'Université Laval de Quebeck, 650 students. Theological, medical, and law faculties.
146. *Moscow, Russia:* Imperatorskij Moskowskij Universitet, 4,483 students. Philosophical, scientific, law, and medical faculties; library.

147. *Moscow, Russia:* Duchovnaja Akademija, 212 students. Theological faculty; library.
148. *Munich, Bavaria, Germany:* K. Bayerische Ludwig-Maximilians-Universität, 4,414 students. Theological, law, medical, and philosophical faculties; library.
149. *Münster, Prussia, Germany:* K. Preussische Theologische und Philosophische Akademie, 811 students. Theological and philosophical faculties; library.
150. *Nancy, France:* Université Nancy, 1,034 students. Law, medical, scientific, and philosophical faculties, and pharmaceutical school; library.
151. *Nantes, France:* École de Médecine de Nantes, 243 students.
152. *Nantes, France:* École Libre de Droit, 100 students.
153. *Naples, Italy:* Regia Università degli Studi di Napoli, 5.165 students. Philosophical, law, mathematical, scientific, and medical faculties, and pharmaceutical school; library.
154. *Neuchâtel, Switzerland:* Académie de Neuchâtel, 227 students. Philosophical, scientific, theological, and law faculties; library.
155. *Newcastle, England:* The colleges belong to Durham University.
(1) College of Medicine, 220 students.
(2) Durham College of Science, 1,650 students.
156. *New Zealand:* University, consisting of four colleges, 1,244 students.
157. *Nezin, Russia:* Historical and Philological Institute, 81 students.
158. *Nottingham, England:* University College, 1,902 students. Philology, law, and scientific faculties, and school of engineering; free public libraries.
159. *Odessa, Russia:* Noworossijskij Universitet, 675 students. Philosophical, scientific, and law faculties; library.
160. *Olmütz, Moravia, Austria:* Theologische Facultät, 185 students.
161. *Ouro-Preto, Brazil:* Facultade de Direito. Law academy.
162. *Oviedo, Spain:* Universidad Literaria, 234 students. Law faculty; library.
163. *Oxford, England:* University, 3.499 students. Theological, law, medical, scientific, and philosophical faculties; Bodleian library.
164. *Padua, Italy:* Regia Università degli Studi di Padua, 1,536 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; library.
165. *Palermo, Sicily, Italy:* Regia Università degli Studi di Palermo, 1,400 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; library.
166. *Paris France:* (1) Université de Paris, 12,171 students. Protestant theological, law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; libraries.
167. *Paris France:* (2) Facultés libres. Law and philosophical faculties; library.
168. *Paris France:* (3) Collége de France.
169. *Paris, France:* (4) École Libre de Sciences Politiques, 600 students.
170. *Paris, France:* (5) École pratique des hautes études en Sorbonne, 233 students. Philosophical and theological faculties; library.
171. *Paris, France:* (6) École nationale des beaux-arts, 2,000 students.
172. *Paris, France:* (7) École nationale de chartes, 69 students.
173. *Paris, France:* (8) Ecole du Louvre.
174. *Paris, France:* (9) École des langues orientales vivantes and other special schools, 415 students.
175. *Paris, France:* (10) École Normale Superieure, 110 students.
176. *Parma, Italy:* Regia Università degli Studi di Parma, 579 students. Law, medical, and scientific faculties, and veterinary and pharmaceutical schools.
177. *Pavia, Italy:* Regia Universtà degli Studi Pavia, 1,029 students. Law, medical, scientific, and philosophical faculties; pharmaceutical school and library.
178. *Perugia, Italy:* Università Libera degli Studi di Perugia, 298 students. Law and medical faculties, and pharmaceutical and veterinary schools; library.
179. *St. Petersburg, Russia:* Imperatorskij Universitet, 3,613 students. Philosophical, scientific, law, and oriental languages faculties; library.
180. *St. Petersburg, Russia:* Imperatorskij Wozensio-Medicineskaja Akademja, 750 students. Medical faculty; library.
181. *St. Petersburg, Russia:* Theological Academy, 242 students; also a law school, 330 students, independent of the university.
182. *St. Petersburg, Russia:* Military medical school, 750 students.
183. *St. Petersburg, Russia:* Law Academy, 330 students, and several other special schools.
184. *St. Petersburg, Russia:* Hist. Philological Institute, 101 students.

185. *St. Petersburg, Russia:* Higher Courses for Women, 1,000 students.
186. *Pisa, Italy:* Regia Università degli Studi di Pisa, 1,100 students. Law, philosophical, medical, and scientific faculties, and engineering, pharmaceutical, veterinary, and agricultural schools; library.
187. *Poitiers, France:* Université de Poitiers, 736 students. Law, scientific, and philosophical faculties; library.
188. *Prague, Bohemia, Austria:* K. k. Deutsche Carl-Ferdinands Universität, 1,185 students. Theological, law, medical, and philosophical faculties; library.
189. *Prague, Bohemia, Austria:* C. k. česk Universitet Karlo-Ferdinandovij, 3,224 students. Theological, law, medical, and philosophical faculties; library.
190. *Pressburg, Hungary:* Jógakademia, 242 students. Law and philosophical faculties; library.
191. *Quebec, Canada:* Université Laval, 331 students. Theological, law, medical, and arts faculties; library and museum.
192. *Recife, Brazil:* Faculdade de direito, 237 students. Law faculty.
193. *Regensburg, Bavaria, Germany:* Lyceum, 172 students. Theological and philosophical faculties.
194. *Rheims, France:* École Prép. de Médecine, 92 students. Medical school.
195. *Rennes, France:* Facultés de Rennes, 1,057 students. Law, scientific, and philosophical faculties; library.
196. *Rome, Italy:* Regia Università degli Studi di Roma, 2,348 students. Philosophical, scientific, law, and medical faculties; engineering and pharmaceutical schools; library.
197. *Rome, Italy:* A number of colleges supported by the church, with 975 students; also a woman's university with 165 students.
198. *Rome, Italy:* Pontificia Universitas Gregoriana in Collegio Romano, 1,115 students. Theological, law, and philosophical faculties.
199. *Rostock, Mecklenburg, Germany:* Grossherzogliche Universität, 549 students. Theological, law, medical, and philosophical faculties; library.
200. *Rouen, France:* École Prép. de Médecine. Medical school, 157 students.
201. *Salamanca, Spain:* Universidad de Salamanca, 1,200 students. Philosophical and law faculties; library.
202. *Salzburg, Austria:* Theologische Fakultät, 60 students.
203. *Santiago, Chile:* University with 4 faculties and 1,000 students.
204. *Santiago, Spain:* Universidad de Santiago. Law, medical, and pharmaceutical faculties; library.
205. *Saragossa, Spain:* Universidad de Zaragoza, 966 students. Philosophical, law, medical, and scientific faculties; provincial library.
206. *Sarospatak, Hungary:* Theologische und Rechtsschule, 148 students.
207. *Sassari, Italy:* Regia Università degli Studi di Sassari, 160 students. Law, medical, and scientific faculties; library.
208. *Seville, Spain:* Universidad de Sevilla. Philosophical, law, and scientific faculties; library.
209. *Sheffield, England:* University College (belongs to Oxford University), 450 students; also a medical school.
210. *Siena, Italy:* Regia Università degli Studi di Siena, 215 students. Law and medical faculties and pharmaceutical school; library.
211. *Sophia, Bulgaria:* Wische utschilische w Sophia, 483 students.
212. *Stockholm, Sweden:* Stockholms Högs Kola, 337 students.
213. *Stockholm, Sweden:* Medical Institute, 330 students.
214. *Strasburg, Alsace, Germany:* Kaiser Wilhelms Universität, 1,194 students. Theological, law, medical, philosophical, and scientific faculties; provincial library.
215. *Sydney, New South Wales, Australia:* University of Sydney, 583 students.
216. *Tokyo, Japan:* Teikoku, Daigaku, 2,908 students. Law, medical, philosophical, and scientific faculties and school of engineering; library.
217. *Tomsk, Siberia:* Imperatorskij Tomkij Universitet, 557 students. Theological and medical faculties; library.
218. *Toronto, Canada:* University of Toronto, 1,322 students. Philosophical, law, and medical faculties; library.
219. *Toronto, Canada:* Victoria University, 250 students. Arts and theology; library.
220. *Toronto, Canada:* Three medical schools.
221. *Toulouse, France:* Université de Toulouse, 2,040 students. Law, philosophical, scientific, and medical faculties; library.
222. *Toulouse, France:* Institut Catholique, 100 students. Theological and philosophical faculties; library.

223. *Tours, France:* École Prép. de Médecine, 85 students. Medical school.
224. *Tübingen, Würtemberg, Germany:* K. Eberhard Karls Universität, 1,521 students. Theological, law, medical, philosophical, and scientific faculties; library.
225. *Turin, Italy:* Regia Università degli Studi di Torino, 2,700 students. Law, medical, philosophical, and scientific faculties and pharmaceutical school; library.
226. *Upsala, Sweden:* Kongl. Universitet i Upsala, 1,384 students. Theological, law, medical, and philosophical faculties; library.
227. *Urbino, Italy:* Libera Università degli Studi di Urbino, 148 students. Law and mathematical faculties and pharmaceutical and surgical schools; library.
228. *Utrecht, Netherlands:* Rijks Universität te Utrecht, 1,003 students. Philosophical, medical, theological, law, and scientific faculties; library.
229. *Valencia, Spain:* Universidad de Valencia, 1,726 students. Law, scientific, and medical faculties; library.
230. *Valladolid, Spain:* Universidad de Valladolid. Law and medical faculties; library.
231. *Vienna, Austria:* K. k. Universität, 6,009 students. Law, theological, medical, and philosophical faculties; library and numerous university institutes.
232. *Vienna, Austria:* Protestantische Theologische Fakultät, 29 students.
233. *Vienna, Austria:* Lehranstalt für Orientalische Sprachen, 147 students.
234. *Vienna, Austria:* Consular Academy, 33 students.
235. *Warsaw, Poland, Russia:* Imperatorskij Warschawskij Universitet, 1,122 students. Philosophical, scientific, law, and medical faculties; library.
236. *Würzburg, Bavaria, Germany:* K. Julius-Maximilians Universität, 1,210 students. Theological, law, medical, and philosophical faculties; library.
237. *Zurich, Switzerland:* Schweizerische Hochshule, 901 students. Theological, law, medical, and philosophical faculties; cantonal and city libraries.

V. *Foreign universities, arranged according to countries.*

Argentina: Cordoba, Buenos Ayres.
Australia: Adelaide, Melbourne, Sydney.
Austria: Czernowitz, Grätz, Innsbruck, Cracow, Lemberg, Olmütz, Prague (German), Prague (Bohemian), Salzburg, Vienna.
Belgium: Brussels, Ghent, Liège, Louvain.
Bolivia: (Universities not mentioned in "Minerva.")
Brazil: Recife, Ouro-Preto.
Bulgaria: Sophia.
Canada: Kingston, Montreal, Quebec, Toronto.
Cape Colony: Cape City.
Chile: Santiago.
China: (College of Foreign Knowledge.)
Colombia: (Universities not mentioned in "Minerva.")
Corea: (None.)
Costa Rica: (None.)
Cuba: Habana.
Denmark: Copenhagen.
Ecuador: Quito.
Egypt: Cairo.
England: (See also Ireland, Scotland, and Wales, below.) Birmingham, Bristol, Cambridge, Durham, Leeds, Liverpool, London, Manchester, Newcastle, Nottingham, Oxford, Sheffield.
France: Aix, Algiers, Angers, Besançon, Bordeaux, Caen, Clermont, Dijon, Grenoble, Lille, Limoges, Lyons, Marseilles, Montauban, Montpellier, Nancy, Nantes, Paris, Poitiers, Rennes, Toulouse, and four separate medical schools.
Germany: Berlin, Bonn, Braunsberg, Breslau, Dillingen, Eichstätt, Erlangen, Freiburg, Freising, Giessen, Göttingen, Greifswald, Halle, Heidelberg, Jena, Kiel, Königsberg, Leipzig, Marburg, Munich, Münster, Regensburg, Rostock, Strasburg, Tübingen, Würzburg.
Greece: Athens.
Guatemala: (None.)
Haiti: (None.)
Hawaii: (None.)
Honduras: (None.)

Hungary: Agram, Budapest, Debreczen, Eperies, Erlau, Fünfkirchen, Grosswardein, Kaschau, Kecskemet, Klausenburg, Pressburg, Sarospatak.
India: Allahabad, Bombay, Calcutta, Lahore, Madras.
Ireland: Belfast, Cork, Dublin, Galway.
Italy: Bologna, Cagliari, Camerino, Catania, Ferrara, Florence, Genoa, Macerata, Messina, Modena, Naples, Padua, Palermo, Parma, Pavia, Perugia, Pisa, Rome, Sassari, Siena, Turin, Urbino, and several colleges.
Japan: Kyoto, Tokyo.
Mexico: (Schools of law, medicine, engineering, etc.)
Montenegro: (Theological seminary, not mentioned in "Minerva.")
Morocco: (None.)
Netherlands: Amsterdam, Groningen, Leyden, Utrecht.
New Zealand: One university.
Nicaragua: (None.)
Norway: Christiania.
Orange Free State: (None.)
Paraguay: (National college, not mentioned in "Minerva.")
Persia: (Several colleges, not mentioned in "Minerva.")
Peru: Lima.
Palestine: Jerusalem.
Philippine Islands: Manila.
Portugal: Coimbra.
Roumania: Bucharest, Jassy.
Russia: Kharkov, Dorpat, Helsingfors, Yaroslavl, Kasan, Kiev, Moscow, Nezin, Odessa, St. Petersburg, Warsaw.
Salvador: (One university, not mentioned in "Minerva.")
Santo Domingo: (None.)
Scotland: Aberdeen, St. Andrews, Dundee, Edinburgh, Glasgow.
Servia: Belgrade.
Siam: (None.)
Siberia: Tomsk.
South African Republic: (None.)
Spain: Barcelona, Cadiz, Granada, Madrid, Oviedo, Salamanca, Santiago, Saragossa, Seville, Valencia, Valladolid.
Sweden: Gothenburg, Lund, Stockholm, Upsala.
Switzerland: Basel, Berne, Freiburg, Geneva, Lausanne, Neuchâtel, Zurich.
Turkey: (Several colleges not mentioned in "Minerva.")
Uruguay: Montevideo.
Venezuela: (Universities not mentioned in "Minerva.")
Wales: Aberystwith, Bangor, Cardiff, Lampeter.

VI. *Technological schools.*

1. *Aachen* (Aix-la-Chapelle), *Prussia, Germany*, founded 1870; 611 students.
2. *Berlin, Prussia, Germany*, founded 1779; 4,441 students.
3. *Brunswick, Germany*, founded 1745; 483 students.
4. *Brünn, Austria*, founded 1850; 416 students.
5. *Budapest, Hungary*, founded 1856; 1,835 students.
6. *Copenhagen, Denmark*, founded 1829; 500 students.
7. *Coopers Hill, England*, founded 1885; 131 students.
8. *Darmstadt, Hessia, Germany*, founded 1868; 1,683 students.
9. *Delft, Netherlands*, founded 1864; 783 students.
10. *Dresden, Saxony, Germany*, founded 1828; 1,241 students.
11. *Glasgow, Scotland*, founded 1886; 605 students.
12. *Grätz, Styria, Austria*, founded 1811; 395 students.
13. *Hanover, Prussia, Germany*, founded 1879; 1,483 students.
14. *Helsingfors, Finland, Russia*, founded 1847; 372 students.
15. *Karlsruhe, Baden, Germany*, founded 1825; 1,494 students.
16. *Kharkov, Russia*, founded 1884; 1,000 students.
17. *Lemberg, Galicia, Austria*, founded 1844; 698 students.
18. *Lisbon, Portugal*, founded 1837; 560 students.
19. *London, England*, 2 institutions, founded 1884; 238 and 185 students.
20. *Lyon, France*, founded 1857; 98 students.
21. *Madrid, Spain*, founded 1835; 80 students.
22. *Marseilles, France* [1891]; 30 students.
23. *Milan, Italy*, founded 1863; 467 students.
24. *Moscow, Russia*, founded 1832; 1,002+350 students.

25. *Munich, Bavaria, Germany*, founded 1827: 2,488 students.
26. *Nancy, France*, founded 1890; 102 students,
27. *Naples, Italy*, founded 1863; 210 students.
28. *Paris, France*, founded 1794; five schools, with 1,350 students.
29. *Oporto, Portugal*, founded 1877; 237 students.
30. *Prague, Bohemia, Austria*, founded 1806 and 1868; 2 schools, with 1,768 students.
31. *Riga, Russia*, founded 1832; 1,770 students.
32. *St. Petersburg, Russia*, founded 1828; 4 schools, with 2,616 students.
33. *São Paulo, Brazil*, founded 1894; 175 students.
34. *Sheffield, England*, founded 1885; 750 students.
35. *Stockholm, Sweden*, founded 1798; 428 students.
36. *Stuttgart, Würtemberg, Germany*, founded 1829; 1,056 students.
37. *Turin, Italy*, founded 1858; 482 students.
38. *Vienna, Austria*, founded 1815; 2,027 students.
39. *Zurich, Switzerland*, founded 1851; 1,456 students.

NOTE.—Several noted technological schools in Italy and in other countries are connected with universities, hence are not mentioned separately in this list.

VII. *Higher agricultural, forestry, and mining schools.*

[Figures in brackets signify date of founding.]

1. *Altenburg, Hungary* [1819], Agricultural Academy; 136 students.
2. *Aschaffenburg, Bavaria, Germany* [1844], Forestry Academy; 66 students.
3. *Beauvais, France* [1854], Agricultural Institute; 104 students.
4. *Berlin, Prussia, Germany* [1806], Agricultural Academy; 628 students.
5. *Berlin, Prussia, Germany* [1860], Mining Academy; 212 students.
6. *Bordeaux, France* [1891], School of Chemistry, Industry, and Agriculture.
7. *Campinas São Paulo, Brazil* [1887], Agricultural Institution.
8. *Clausthal, Prussia, Germany* [1775], Mining Academy; 212 students.
9. *Coopers Hill, England* [1885], Forestry Academy and Engineering College; 131 students.
10. *Copenhagen, Denmark* [1858], Veterinary and Agricultural Academy; 300 students.
11. *Debreczen, Hungary* [1865]; Agricultural Academy; 97 students.
12. *Douai, France* [1888], Agricultural College; 30 students.
13. *Eberswalde, Prussia, Germany* [1820], Forestry Academy; 64 students.
14. *Eisenach, Saxe-Weimar, Germany* [1859], Forestry Academy; 42 students.
15. *Evois, Finland, Russia* [1859], Forestry Academy; 22 students.
16. *Freiberg, Saxony, Germany* [1765], Mining Academy; 372 students.
17. *Gembloux, Belgium* [1860], Agricultural Academy.
18. *Grignon, France* [1828], Agricultural Academy; 120 students.
19. *Hohenheim, Würtemberg, Germany* [1818], Agricultural Academy; 107 students.
20. *Jekaterinoslaw, Russia* [1899], Mining Academy; 128 students.
21. *Kaschau, Hungary* [?], Agricultural Academy; 124 students.
22. *Keszthely, Hungary* [1865], Agricultural Academy; 123 students.
23. *Kolozsmonostor, Hungary* [1869], Agricultural Academy; 80 students.
24. *Leoben, Styria, Austria* [1894], Mining Academy; 250 students.
25. *London, England* [?], Mining and Agricultural College; 90 students.
26. *Lille, France* [1885], Industrial and Agricultural School.
27. *Madrid, Spain* [?], Schools of Agriculture and Veterinary Science; 223 students.
28. *Milan, Italy* [?], Agricultural Academy; 180 students.
29. *Mons, Belgium* [?], Mining Academy; 325 students.
30. *Montpellier, France* [1872], Agricultural School; 200 students.
31. *Moscow, Russia* [?], Agricultural and Forestry Academy; 225 students.
32. *Münden, Prussia, Germany* [1868], Forestry Academy; 45 students.
33. *Nancy, France* [1824], Forestry Academy; 28 students.
34. *Nowaja-Alexandria, Poland, Russia* [1892], Agricultural and Forestry Academy; 218 students.
35. *Ouro-Preto, Brazil* [1892], Mining Academy.
36. *Paris, France* [?], Mining Academy; 146 students.
37. *Paris, France* [?], Agricultural College; 260 students.
38. *Poppelsdorf, Prussia, Germany* [1846], Agricultural Academy; 325 students.
39. *Portici, Italy*, founded 1872, Agricultural College, 105 students.

40. *Pribram, Bohemia, Austria* [1849]. Mining Academy; 95 students.
41. *Rennes, France* [1890], Agricultural College; 118 students.
42. *Schemnitz, Hungary* [?], Forestry and Mining Academy; 263 students.
43. *St. Etienne, France* [1816], Mining Academy; 120 students.
44. *Stockholm, Sweden* [1823], Forestry School; also Agricultural Academy [1811].
45. *St. Petersburg, Russia* [1773], Mining Institute; 550 students.
46. *St. Petersburg, Russia* [1880], Forestry Institute; 516 students.
47. *Tharandt, Saxony, Germany* [1811], Forestry Academy; 72 students.
48. *Toronto, Canada* [1888], Agricultural College.
49. *Vienna, Austria* [1872], Agricultural Academy; 360 students.

NOTE.—Other similar higher institutions of learning are connected with universities, hence they are not mentioned in this list of separate institutions.

VIII. *Veterinary schools.*

1. *Alford, France* [1766]; 294 students.
2. *Berlin, Germany* [1790]; 486 students.
3. *Bucharest, Roumania* [1861]; 95 students.
4. *Budapest, Hungary* [1786]; 384 students.
5. *Cordoba, Spain* [1802]; —— students.
6. *Copenhagen, Denmark* [1858]; see above in VI.
7. *Dorpat, Russia* [?]; 288 students.
8. *Dresden, Germany* [1774]; 160 students.
9. *Hanover, Germany* [?]; 273 students.
10. *Kasan, Russia* [?]; 452 students.
11. *Kharkov, Russia* [1804]; 150 students.
12. *Leon, Spain* [?]; 99 students.
13. *London, England* [1791]; 230 students.
14. *Lyon, France* [1761]; 180 students.
15. *Madrid, Spain* [1792]; 344 students.
16. *Milan, Italy* [1791]; 165 students.
17. *Munich, Germany* [1790]; 300 students.
18. *Naples, Italy* [?]; 200 students.
19. *Santiago, Spain* [1820]; —— students.
20. *Saragossa, Spain* [?]; 276 students.
21. *Stockholm, Sweden* [1821]; 57 students.
22. *Stuttgart, Germany* [1821]; 126 students.
23. *Toulouse, France* [1825]; 164 students.
24. *Turin, Italy* [?]; 91 students.
25. *Utrecht, Netherlands* [?]; 83 students.
26. *Vienna, Austria* [1764]; 305 students.
27. *Warsaw, Russia* [?]; —— students.

CHAPTER XXXI.

REPORT ON EDUCATION IN ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., June 16, 1902.

SIR: I have the honor to submit the sixteenth annual report of the Alaska division for the fiscal year ending June 30, 1901.

During the year there have been maintained in Alaska 28 public schools under the immediate supervision of this Bureau, with 37 teachers and an enrollment of 1,963 pupils.

During the autumn of 1900 pneumonia prevailed extensively through Arctic Alaska, causing many deaths among the native population. In order as far as possible to prevent the starvation of the stricken people, under authority from the Secretary of the Interior, the revenue cutter *Bear* gave out provisions among the settlements along the shores of Bering Sea, which were distributed by the missionaries, teachers, and officers in that region. At Port Clarence many of the children whose parents had died were gathered into an orphanage established by the teacher. In the spring of 1901 smallpox made its appearance among natives of southeastern Alaska, and spread with great rapidity. As a precautionary measure several of the public schools in that section were closed during the prevalence of the disease.

The appropriation for education in Alaska, which had been continued annually since 1886, was not renewed by the last session of Congress. An amendment to section 203, Title III, of the "Act making further provisions for a civil government for Alaska" (approved March 3, 1901) provides that "50 per centum of all license moneys provided for by said act of Congress, approved March 3, 1899, and any amendments made thereto, that may hereafter be paid for business carried on outside incorporated towns in the district of Alaska, and covered into the Treasury of the United States, shall be 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."

SAXMAN.—Mrs. J. W. Young, teacher; enrollment, 66; population, Thlingket. Mrs. Young reports:

Our school year opened under very favorable conditions, and for a part of the year the school was well attended and there was a marked degree of interest. Very good progress was made in all branches taught, especially in arithmetic and language, as my assistant, Miss Eva Sill, was a tireless worker and competent in all branches. Having an assistant, we had more time to devote to each pupil. Had it not been for sickness, we expected an enrollment of 100 or more, and a good attendance, as the "potlatches" and feasts were few. Early in the winter the people contracted a contagious malady, resembling smallpox. It soon spread so that nearly the whole population was infected with it. Several deaths occurred. Hence the attendance was very irregular, although the children usually came to

school as long as they could sit up, and returned as soon as possible, being, by reason of the ravages of the disease, frightful looking objects.

On the 12th of February the local school committee ordered the school closed. The people who were not sick became panic-stricken and left the town. I could not open the school again until May, when a few of the people returned. We were disappointed that we could not keep the school open, as the children were very much interested and learning fast.

We made a practice of visiting the homes of the pupils often, especially if any were sick or absent. The natives are naturally very fond of music, both instrumental and vocal. We had the use of an organ in school; it belongs to the community, being paid for by subscription.

GRAVINA.—Mrs. Alice B. Hamblet Davis, teacher; enrollment, 69; population, Thlingket. Mrs. Davis reports:

The attendance until June was very good, but during that month the people began to move from the village to their fishing haunts and to canneries where they secured employment. Then in the village, the fathers being gone, the girls and boys had to help in the box factory. The pupils and patrons are greatly interested in the school work, although the home habits of irregularity add greatly to the teacher's duties.

In dress and personal habits the children are reasonably neat, but most of the native homes lack cleanliness. My greatest difficulty is to make the children speak English outside of the schoolroom. Since the teacher is the only one in this vicinity who speaks English, it is not surprising that the children hesitate to use it regularly. I have tried English afternoons, picnics, stories, object lessons, and various other methods, still they use very little English in their everyday conversation. Our people are to be commended for having erected a very comfortable school building, which was completed last May. It is furnished with serviceable desks, and the teacher can accomplish much more than was possible under former conditions. My pupils are very fond of drills and calisthenics. They take to song with a naturalness and ease seldom found among white children. Their voices are musical and well modulated. As a rule, they are energetic and cheery, displaying none of the sullenness common among some native tribes. Their progress this year has been very noticeable.

JACKSON.—Miss Nellie Green, teacher; enrollment, 88; population, Hydah. Miss Green writes:

The new desks and blackboards which the Department kindly sent us added greatly to the appearance of the schoolroom this year. At the beginning of the year a native committee was appointed to secure the school attendance of delinquent members, which worked admirably. Most of the children, though often late, attended regularly.

A number of former pupils are successfully supporting themselves by making use of the instruction they received while at school. There are two native storekeepers in the village, former pupils, who go to Seattle in their own schooners whenever it is necessary to order goods. Other pupils are boat builders and carpenters. One of the carpenters has just completed a two-story house with bay windows and porches. Another is assisting in building a warehouse at Hunters Bay. Others are successful assistant engineers and others are good pilots and interpreters.

FORT WRANGELL No. 1.—Miss Minnie Robertson, teacher; enrollment, 68; population, Thlingket. Miss Robertson writes:

I find the native children quite bright and willing to learn, but owing to their irregular attendance they do not make as much progress as the whites. Those who stay in town the year round are quite regular, but most of the native population are on the move the greater part of the time. They have their seasons for hunting, fishing, and trapping, which keeps them out of school the greater part of the year. This accounts for the high enrollment and the low average daily attendance. The natives are very fond of music, and assisted in several entertainments during the winter; we have an organ in the schoolroom, and they derive a great deal of enjoyment from it. They are also very fond of kindergarten work, and as they learn mostly by object lessons, I find that the introduction of kindergarten work into the school has proved of great benefit to them. The older ones as well as the younger take a great interest in it.

One young man who attended school during the winter months has been working at the sawmill this spring, and his sister, a young lady of 15, who has

attended quite regularly during the whole year, left just a few days before school was out to work in a boarding house. These are the only two who have come directly under my notice.

FORT WRANGELL No. 2.—Victor L. Holt, teacher; enrollment, 80; population, white. Mr. Holt reports:

In the absence of the assistant teacher at the commencement of the school, I had charge of both the natives and the whites. I found it necessary for a while to continue the sessions of the school until 5 o'clock in the afternoon, and from 7 until 9 in the evening, in order that all of the classes might be heard. When the teacher for the natives came the press on this department was relieved for a time. A number of students came in from neighboring places, and more would have come if we could have accommodated them.

There are now seven grades in our school, and there are to be at least eight next year. Through the efforts of the friends of education here we have secured a library of 259 volumes, for the use of the school. The books have been carefully selected, and have proven of inestimable value to the school. A librarian has been employed, and funds have been raised by the students to keep the library open all summer.

It is to be hoped that Fort Wrangell will have a new school building in the near future.

KAKE.—Mrs. Anna R. Moon, teacher; enrollment, 88; population, Thlingket. Mrs. Moon writes:

The usual letter from the Bureau of Education, asking for an annual report of my school, did not reach me until recently. Our mail is very irregular. Sometimes we find that our letters have been carried up to Dawson, or out to western Alaska, before they finally reach us at this little out of the way village. Our nearest post-office is Fort Wrangell, which is 100 miles distant. The journey in an open boat between Kake and Fort Wrangell is a hazardous one during the winter months. Sometimes as long as two or three weeks are consumed in making the trip. Our messengers are usually natives, who frequently stop to hunt to and from Fort Wrangell.

The white population of this island consists of my husband and myself, our two children, and the merchant. There are about 300 natives that regard Kake Village as their headquarters. They are of a nomadic disposition, which naturally interferes considerably with the regularity of their attendance at school. Many of the old customs, which have disappeared among the natives living near the larger towns of Alaska, are still observed in this region. The feast for the dead, for instance, frequently takes them to remote settlements. With all these drawbacks, we nevertheless see an improvement. This is especially marked in the appearance of their houses. In this village every house but one now contains a heating and cooking stove, stools, chairs, beds, and dishes. The horn spoons and wooden bowls are now relics of the past. Men, women, and children now dress in "store clothes," as do the common people in other parts of the country: they do not wear the blanket suits that they formerly used to make in imitation of the white man's clothing.

No hoochinoo has been brewed in the village in almost two years. Some of our natives, however, are very much tempted when visiting towns which the steamers touch and where liquor is plentiful.

We have lumber ready for use in erecting a church. The natives have subscribed very liberally toward paying for it, and they will give their labor gratis in erecting the church. Many of them are good mechanics. Most of them realize the benefits to be derived from taking advantage of the privileges offered them by the school.

SITKA, No. 1.—Miss Cassia Patton, teacher; enrollment, 48; population, white. Miss Patton reports:

The year was a very pleasant and profitable one until the Christmas recess, after which unusual sickness made great inroads on our work.

Our second annual fair in October was a very successful affair, and I am convinced that the one-room school with a programme already full can do something along industrial lines in this way. The children displayed paddles, paper knives, kites, houses, pincushions, aprons, pillowcases, bags, darning, patching, lace, bread, cake, cookies, cottage cheese, syllabub, butter, jelly, and canned fruit; also three models of full-rigged vessels on which the boys had spent many hours during the summer vacation. Our display chart contained language, arithmetic,

month was almost broken up by the smallpox, which we hope will amount to nothing more than a scare.

Yet, with all the difficulties of hard rains, deep snows (and they were the deepest that have been known in this part of Alaska for many years), carelessness, and indifference on the part of some of the parents in not keeping the children in school, we feel that this year has not been an entire failure; it has certainly been an exceedingly busy one in our school. Our greatest progress was made in spelling, geography, and arithmetic. We have a good local committee, who have been very kind and helpful and have encouraged us greatly.

The Government was kind enough to have part of our school ground cleared of logs and stumps, which adds much to the attractiveness of our surroundings and gives us a little room for a playground, which we were very glad to have.

We received a donation of 52 books from the Congregational Public Library of Douglas, which addition to our library was very thankfully received.

HAINES.—Miss May Mackintosh, teacher; enrollment, 46; population, white and Thlingket. Miss Mackintosh reports:

This year I have had a better average attendance than last year. I try to visit the homes of the children every other day, and oftentimes each day after school. I make music an important study, and as in this they all take an interest, some will come for that when they would not for other things.

WOOD ISLAND.—Charles E. Bunnell, teacher; enrollment, 63; population, Russian creole and Aleut. Mr. Bunnell reports:

The attendance has been the largest in the history of the school, and our schoolroom has been taxed to the utmost capacity.

Through the entire session I have taught a night school four evenings each week. While this was designed principally as a study hour for the older mission children, it was open to all the natives who did not attend during the day. During the winter months there was an enrollment of 28 besides the older mission children. The eagerness with which they studied their primers and readers and worked over their arithmetic was very encouraging and added greatly to the interest of the school.

We have been seriously handicapped this year for floor room and breathing space. A large school means hard work, but a large school in cramped quarters adds much to the work of the teacher and the restlessness of the children.

AFOGNAK.—Mrs. Charles W. Pajoman, teacher; enrollment, about 43; population, Russian creole and Aleut. Mrs. Pajoman writes:

From the Aleut village the attendance has been very irregular from various causes. The children make excuse that they have no shoes to wear; that they must fish in the lake; that they must help in the potato planting. About the middle of May they leave the village with their parents for the bays, where they spend the whole summer fishing and drying salmon, so the school year is necessarily short.

At 2 a. m. October 9, 1900, the whole village was awakened by quite a shock of earthquake. The shock continued every day for a week, then every once in a while all winter. Even now during the summer there are slight shocks.

UNGA.—Frank A. Golder, teacher; enrollment, 39; population, white, Russian creole and Aleut. Mr. Golder reports:

School opened the first Monday in September, and before the week had passed nearly all the pupils were sick with the measles. From that time until the 1st of October the school was closed, but after that the attendance was regular and the pupils worked hard and faithfully, and they are justly proud of what they have accomplished and of the prizes which, through the generosity of Mr. F. C. Driffield, were awarded to the most faithful at the end of the year.

The course of study pursued during the year by the advanced class, whose average age is 12 years, will give an idea of the quality and quantity of the work done, and it is therefore stated here.

It reviewed fractions and completed Milne's Elements of Arithmetic, and did satisfactory work in Cook and Cropsey's Advanced Arithmetic. In mental arithmetic the class completed Bailey's Mental Arithmetic, and are doing good work in Brook's New Normal Mental Arithmetic. Every problem is analyzed and fully explained.

Much time has also been spent on composition and letter writing, and on the whole the work is satisfactory, considering the fact that the English language is

not the language of the mother and the home, and with most of the pupils it is only idiomatic; some use the Russian and Aleut construction. The Aleut language has only one word for both "he" and "she," and many of the children are unable to grasp the distinction between the pronouns and to use them properly. This is only one of the many difficulties the pupils contend with.

History is another difficult subject to the class, since much of the subject-matter is unfamiliar and almost beyond their imagination. The text-books are far from satisfactory for these pupils. Daniel Boone, Andrew Jackson, Lincoln, and Washington are very much admired on account of some feat of strength or daring.

Geography is studied with pleasure and much profit by the class.

According to their ability the other classes have worked equally as hard and have accomplished equally as much. The primary classes alternate study with kindergarten work.

The teacher feels under great obligation to the parents and many others who assisted him in so many ways. Through their generosity the school had a Christmas tree, and presents for all the children of the island.

UNALASKA.—Miss Frances Mann and A. W. Newhall, teachers; enrollment, 95; population, Russian creole and Aleut. Miss Mann writes:

The daily attendance at school has been very good for Alaska. The natives are realizing more the value of the public school and are more willing to send their children.

There has been much sickness in the village during the fall and winter and an epidemic of measles caused the death of about one-third of the population.

At Christmas time the exercises by the children were held in the schoolhouse. All the people in the village were invited and the room was well filled. Every one was remembered with a gift at the close of the exercises from a well-filled Christmas tree. This pleasant occasion increased the interest of the parents in the school and lessened their ignorance and prejudice toward our work.

Our new school building is of good size, the rooms are large and conveniently arranged, and a new flag floats proudly above the building.

CARMEL.—Mrs. Emma Luber Rock, teacher; enrollment, 52; population, Eskimo. Here there is a home for native children under the Moravian missionaries as well as a public school.

Mrs. Rock writes under date of January 30, 1902:

From the beginning we have found that day scholars make very slow progress, and we attribute this mainly to irregular attendance. When they do come regularly for a few months and have learned a few of the rudiments, both they and their parents think they have all the education necessary. On the other hand, such children as have been taken into the home learn the ordinary English branches readily. They make steady progress until they reach what we might call an intermediate grade. From that point it is uphill work and only the brighter ones persevere.

EATON REINDEER STATION.—Frederick E. Willard, teacher; enrollment, 10; population, Laplander and Eskimo. This school was kept in fulfillment of an agreement with the Lapp employees of the Bureau of Education that their children should have educational facilities.

Mr. Willard reports:

School began October 23 and closed April 26, during which time school was in regular session, with the exception of holiday vacations. The number of pupils enrolled during the first term was 10, 7 of whom were Eskimos, 2 Lapps, and 1 American. Gradually, as the parents moved away and the hunting seasons opened, the attendance decreased. The ages of the pupils ranged from 6 to 21 years, most of whom had attended school before, some at the station and others at the mission school at Unalaklik.

A large part of the time was taken up with conversation, in teaching the proper use of the English language. Lessons were given in reading, writing, arithmetic, spelling, geography, and drawing. The children take great interest in their school work, and it has been not an infrequent occurrence to have a boy or girl come to school without his or her breakfast. The pupil furthest advanced reads nicely in the third reader and has studied arithmetic as far as common fractions.

The natives, though of a sluggish nature, are bright and very fond of music. Indeed, the children teach their parents songs that they have learned in school.

Their use of English savors of the vernacular, they having acquired a good deal of it from passing prospectors. For example, upon asking a boy if he liked to come to school, I received the reply, "You bet!" This has to a certain extent been overcome and purer English taught in its place.

NOME.—Miss Cora B. Young and Miss Florence Mauzy teachers; enrollment, 63; population, white. In April, 1901, Nome became an incorporated town, and from that date the school has not been under the Bureau of Education, but under a local board of education.

In regard to the school year previous to that date Miss Mauzy writes:

When we came to Nome in August, 1900, we began school in the library of the Congregational Church, which we were expected to vacate on demand at any time. We commenced with three pupils, but after days of street canvassing and calling from house to house we built up a school of some numbers. At times, because of lack of funds for fuel, we felt that we should be compelled to suspend work: but this problem was solved for us, when in November the church needed the room we occupied and the school was closed until another building could be secured.

A vigorous effort was then made to raise by subscription enough money to buy fuel, pay a janitor, and rent a building. The response in actual money was not very satisfactory, but a building was donated and coal furnished free of charge.

We have enrolled over sixty pupils and almost every State in the Union has been represented. We have had but two Eskimos and they remained in school but two days. While it has been real pioneer work we have taken great interest in building up as good a school as possible, and on the whole have found it a pleasant task.

GAMBELL, St. Lawrence Island.—P. H. J. Lerrigo, M. D., teacher; enrollment, 72; population, Eskimo.

Dr. Lerrigo makes the following report:

We have been interrupted by many things in the course of the year. After Mr. Doty commenced school on September 4, the *Bear* arrived and the landing of coal and supplies, together with the departure of Mr. Doty, prevented us from resuming until the latter part of the month. It was then continued without interruption, except for a day or two, when we were occupied with the reindeer work, until the Christmas holidays.

Having resumed on January 2, we were again interrupted toward the latter part of the month by the threatened epidemic of smallpox, and immediately following that by the rescue of Mr. Egan, a shipwrecked seaman, and the search for his companion. Returning from the search I found it necessary to operate upon Mr. Egan's foot. The next event was my own sickness from varioloid, which laid me up until nearly the end of February.

School was closed upon the 1st of April, both because there were many things about the premises which we were compelled to leave undone when the winter closed in, and because the ice breaking away very early (about a month sooner than usual) took most of the children away from school.

The attendance has been about the same as last year, but it was only by great exertion that I could induce the children to come at all. The school has lost its novelty; there is no royal road to learning, and the mental application required is repellant to them.

I have used every inducement, making the work as light as possible, endeavoring to render the sessions attractive, introducing new methods and offering rewards for regularity; but the inducements are not sufficient recompense for the waste of gray matter upon their part, and time after time I have been reduced to the necessity of going out and capturing my pupils before commencing school, and that with but indifferent success.

The progress of those scholars who have approximated regularity in their attendance has been quite gratifying. Some of the older ones have advanced as far as fractions in arithmetic. Most of the pupils who were in the classes last year have been advanced one grade, and great improvement has been made by all in reading, writing, and the use of the English language.

Perhaps in the latter branch of study the most marked progress has been made. Having picked up a large part of their English from the whaling vessels, it was formerly a heterogeneous compound of pigeon English, intermingled with Kanaka words (as *pau*, *wahinny*, etc.), French (as *savez*), and other foreign words. It has been my endeavor to correct these bad habits of speech and to substitute

grammatical and idiomatic English. While there is still much to be desired, the improvement is remarkable.

The premises.—During the past year the schoolroom has been enlarged by the addition of 20 feet to the front of the building. The frame was constructed by carpenters supplied by Captain Tuttle, Revenue-Cutter Service, from the revenue cutter *Bear*, and the addition completed by us with the assistance of the natives. We have applied three coats of paint to the new part and have given one coat to the old.

The old part of the house still needs another coat of paint, but the white lead gave out and we were compelled to leave it as it is.

We have also doubled the size of the coal shed by building a lean-to upon the north side for the protection of the lumber.

TELLER REINDEER STATION.—T. L. Brevig, teacher; enrollment, 30; race, Eskimo.

School was kept from the beginning of September to the end of May, and as the pupils were all in the building the attendance was regular and progress was marked. School was taught 180 days, with an average daily attendance of 16. Besides the regular studies the girls have been taught sewing and housekeeping, and the boys had their regular hours of work every day, and all have done their best to do their duties.

During the epidemic last summer 45 natives were fed for some time, and food was prepared for 32 and the sick looked after for six weeks before any Government aid was sent in. In the near vicinity about 30 died. I buried 20 in all, who died in the buildings or in tents pitched around the buildings for sick natives. Many orphans were left. The mission took in 12 orphans, 2 widows, each with a child, and 3 young men, who have been cared for. Ten orphans and the 3 young men are yet with us, the 3 latter being employed as apprentices.

CAPE PRINCE OF WALES.—Charles T. Kittredge, teacher; enrollment, 107; population, Eskimo. Mr. Kittredge reports:

The school opened September 25, 1900, and closed May 31, 1901. The chart and first and second reader classes were quite regular in attendance all the time. A few big boys in a higher class did well also, but it is almost impossible for the young men to make much advancement, as they have to go seal hunting every day the weather will permit.

Whooping cough, brought from Siberia last summer, kept many of the school children coughing until nearly Christmas, which added to the unpleasantness of a crowded schoolroom.

In arithmetic the pupils liked addition best and never tired of rivalry in adding columns of figures. Other favorite work was writing and drawing, where their ability is equal to that of white children.

POINT BARROW.—S. R. Spriggs, teacher; enrollment, 111; population, Eskimo. Mr. Spriggs sends the following report of this school, the northernmost on the continent:

School began on September 4 and continued for nine months, broken only by a week's vacation at Christmas, and one other day when a severe winter blizzard absolutely prevented attendance. In all, one hundred and eighty-one days were taught. The attendance has been something remarkable. In the deep winter months of December, January, and February the attendance was at times from 60 to 70, and some of the pupils had to be seated on boxes and some upon the floor (a native's natural chair). For the month of February the average attendance reached 58 and for the entire year 41.

The children and their parents have taken an interest in school not manifested heretofore, and many of the children I know have made special endeavors, in some cases, denials, that they might attend school. The favorable whaling season of the previous year made it possible for many more than usual to remain in the village the entire year, and thus their children could attend school; and during the early part of the whaling season this spring school was possible, because the children were anxious to attend. The village has not had a greater population in several years than it had the past winter. Several families came from Herschell Island, some from Point Hope, several families were here from the Wainwright Inlet district, many more from that region were here for several months; besides there were some inland natives who seldom come here.

The interest taken in school will be numerically represented by stating that the total enrollment for the year was 111. The disparity between the total enrollment and the average attendance is because so many natives have necessarily to go

inland fishing and hunting at times, and then their children accompany them. Thus all the children of school age are never here at one time.

One man told us that if we did not find that his children did as we directed them and study diligently, we should use physical force; but this is unnecessary among these Eskimos.

The children average bright, are quick to learn, and are all anxious to acquire English; some have succeeded very well, now being in the second reader; history and geography, however, will necessarily always be more or less advanced studies to them.

To me, who have taught them, the progress of the school has been very satisfactory. In the early part of the year we had a severe epidemic of whooping cough, which, with complications, took away several of our school children.

Historical table—Statistics of public schools in Alaska, 1892 to 1901.

Schools	Length of school term and enrollment of pupils.																	
	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.		1897-98.		1898-99.		1899-1900		1900-1901	
	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.
Southeast Alaska.																		
Sitka:																		
No. 1 (whites)	9	50	7	43	9	57	9	40	9	39	9	42	9	31	9	47	8	48
No. 2 (natives)	9	48	9	110	9	180	9	156	9	154	8	170	9	175	9	184	8	131
No. 3 (natives)																		151
Juneau:																		
No. 1 (whites)	9	23	9	25	9	54	9	70	9	86	9	72	9	74	9	93		
No. 2 (natives)	9	61	9	65	9	50	9	67	9	70	9	49	9	71	9	70	9	75
Douglas:																		
No. 1 (whites)	8	13	9	30	9	42	9	57	7	75	9	46	9	70	8	100	6	95
No. 2 (whites)									8	32	9	25	9	28	9	37	8	37
Douglas (natives)	9	108	9	87	7	26												
Skagway (whites), 4 schools													7	109	9	214		
Wrangell (whites and natives)	9	49	9	54	8	61	9	92	9	64	9	71	9	80	9	114	9	148
Jackson (natives)	9	82	8	90	7	80	8	64	9	84	9	121	9	67	9	51	8	88
Haines (natives)	9	54	9	41	9	64	8	60	9	68	7	49			8	64	7	46
Hoonah (natives)							8	144	5	120	9	141	9	126	9	125	8	121
Metlakahtla (natives)					6	105							9	144				
Saxman (natives)							7	31	8	75	8	63	9	62	9	76	7	66
Killisnoo (natives)	9	137	5	75														
Klawock (natives)					2	50												
Gravina (natives)															8	61	7	69
Dyea (natives)															5	23		
Kake (natives)															4	87	3	88
Western Alaska.																		
Kadiak (whites and natives)	9	74	9	59	9	56	8	49	9	52	9	72	9	44	8	68	8	107
Afognak (natives)	8	40	9	38	9	38	9	39			9	59	9	36			8	43
Wood Island (natives)											2	56	7	56	9	61	8	63
Unga (whites and natives)	8	35	9	36	9	40	9	44	9	40	9	40	7	36	9	47	9	39
Unalaska (whites and natives)			9	24	9	39	9	39	9	48	9	68	8	31	9	76	9	95
Karluk (natives)							9	27	9	28								
Arctic Alaska.																		
Nome																	8	63
Port Clarence (natives)	5	20	7	30	8	56	9	56	9	53	7	50					8	18
St. Lawrence Island					7	52	9	68	9	66			8	70	8	72		72
Cape Prince of Wales							9	104	7	132								107
Point Barrow									6	66	6	68		48		50		111
Circle City									8	43								
Eaton Station														11				30
Carmel																	5	52
Total		794		807		1,030		1,197		1,395		1,250		1,369		1,723		1,963

Public schools in Alaska—Enrollment and attendance of pupils during 1900–1901.

Schools.	1900.							
	September.		October.		November.		December.	
	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.
Southeast Alaska.								
Sitka:								
No. 1 (white)	35	28	34	27	31	24	30	26
No. 2 (natives)	55	15	47	12	61	14	63	27
Juneau, No. 2	23	13	37	20	27	21	36	25
Douglas:								
No. 1 (whites)	67	59	69	63	65	60	65	62
No. 2 (natives)	30	28	28	27	26	25	24	20
Jackson	46	15	42	26	62	39	79	57
Haines	21	11	32	8	31	16	25	17
Hoonah	48	10	36	11	61	15	83	20
Saxman	7	6	31	16	54	27	51	30
Gravina	20	16	47	24	29	21	------	------
Kake	------	------	------	------	39	13	80	35
Fort Wrangell:								
No. 1	56	41	43	41	40	36	43	34
No. 2	23	17	40	15	31	16	48	27
Western Alaska.								
Kadiak	------	------	61	57	57	41	52	48
Wood Island	------	------	56	45	52	44	55	31
Night school	------	------	------	------	------	------	39	31
Afognak	------	------	43	26	39	24	37	22
Unga	30	22	31	27	32	29	34	30
Unalaska	17	15	65	45	79	67	87	60
Arctic Alaska.								
Cape Prince of Wales	74	53	81	39	79	47	77	54
Nome	20	10	42	22	45	28	47	38
St. Lawrence Island	------	------	------	------	------	------	------	------
Port Clarence	16	16	19	19	19	19	19	18
Carmel	24	18	------	------	29	24	28	27
Eaton Station	------	------	------	------	------	------	------	------
Point Barrow	70	43	46	29	49	32	60	43
Sitka Industrial School:								
Schoolroom No. 1	131	29	31	28	31	28	31	28
Schoolroom No. 2	45	44	46	45	45	44	45	44

Schools.	1901.										
	January.		February.		March.		April.		May.		
	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.
Southeast Alaska.											
Sitka:											
No. 1 (whites)	36	22	33	19	34	25	32	25	------	------	48
No. 2 (natives)	62	18	55	12	67	14	32	12	------	------	131
Juneau No. 2	18	9	23	11	25	13	20	11	14	10	75
Douglas:											
No. 1 (whites)	------	------	57	46	59	58	66	62	73	68	95
No. 2 (natives)	20	16	22	21	20	18	18	12	------	------	37
Fort Wrangell:											
No. 1 (whites)	38	35	38	32	42	32	43	32	38	26	68
No. 2 (natives)	40	21	26	13	26	12	31	11	25	12	80
Jackson	72	33	21	15	28	14	18	12	------	------	88
Haines	27	19	46	22	31	20	------	------	------	------	46
Hoonah	83	16	65	17	64	12	50	7	------	------	121
Saxman	39	22	23	9	------	------	------	------	12	7	66
Gravina	------	------	31	30	36	27	28	21	29	19	69
Kake	82	40	------	------	------	------	------	------	------	------	88
Western Alaska.											
Kadiak	69	32	81	76	84	55	66	45	66	48	107
Wood Island	56	40	57	41	50	39	47	36	39	33	63
Night school	38	24	38	27	34	24	29	19	19	16	------
Afognak	39	23	33	22	32	21	26	17	23	9	43
Unga	31	25	30	27	31	28	28	26	28	27	39
Unalaska	92	70	92	69	92	69	93	63	95	64	95

Public schools in Alaska—Enrollment and attendance of pupils 1900–1901—Continued.

Schools.	1901.										
	January.		February.		March.		April.		May.		
	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.
Arctic Alaska.											
Cape Prince of Wales	66	38	67	32	67	34	70	46	70	39	107
Nome	51	38	47	36	46	38	47	39	.....	.....	63
St. Lawrence Island											72
Port Clarence	17	17	17	17	17	16	16	16	.....	.....	18
Carmel	28	22	29	24	32	24	32	26	30	25	52
Eaton Station											30
Point Barrow	65	50	79	58	69	48	67	46	35	21	111
Sitka Industrial School:											
Schoolroom No. 1	34	24	36	24	38	24	37	30	37	27	70
Schoolroom No. 2	44	40	43	41	43	41	43	35	41	38	81

Total enrollment during session 1900–1901, 1,963.

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 of appropriation for education in Alaska, 1900–1901.

Amount appropriated	$30.000.00
Salaries of 4 officials	4,865.00
Salaries of 31 teachers	18,392.38
Supplies for 25 schools	4,542.36
Fuel and lighting	869.05
Repairs	521.41
Rent	180.00
Traveling expenses	546.25
Freight	34.95
Balance for outstanding liabilities	48.60
Total	30,000.00

Cost per capita of enrollment, $17.78.

PERSONNEL.

Name.	Office.	State.
Dr. 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, 1900–1901.

School.	Teacher.	State.
Sitka:		
No. 1	Miss Cassia Patton	Pennsylvania.
No. 2	Mrs. M. A. Saxman	Do.
Do	Miss Mary Moon	Alaska.
Sitka Industrial School	George J. Beck	New York.
	M. A. Carty	Kansas.
	Miss Olga Hilton	Alaska.
	Mrs. E. C. Heizer	Iowa.
	Mrs. Selina Gamble	Alaska.
Juneau, No. 2	Miss Elizabeth Saxman	Pennsylvania.
Douglas:		
No. 1	Miss Gertrude H. Spiers	Kansas.
Do	Miss Kate Spiers	Do.
No. 2	Mrs. M. MacA. Davis	West Virginia.
Fort Wrangell:		
No. 1	Victor L. Holt	Oregon.
No. 2	Miss Minnie Robertson	Alaska.
Jackson	Miss Nellie Green	Kansas.
Haines	Miss May Mackintosh	Alaska.
Hoonah	Mrs. J. M. McFarland	West Virginia.
Saxman	Mrs. J. W. Young	Washington.
Gravina	Mrs. Alice B. Davis	Alaska.
Kake	Mrs. Anna R. Moon	Indiana.
Kodiak	Dr. Arthur W. Ball	Pennsylvania.
Do	Mrs. Arthur W. Ball	Do.
Afognak	Mrs. Charles Pajoman	Alaska.
Wood Island	Charles E. Bunnell	Pennsylvania.
Unga	Frank A. Golder	Do.
Belkofsky	do	Do.
Unalaska	Miss Frances Mann	Oregon.
Do	A. W. Newhall	Massachusetts.
Nome	Miss Florence Mauzy	
Do	Miss C. B. Young	California.
Port Clarence	Rev. T. L. Brevig	Minnesota.
St. Lawrence Island	P. H. J. Lerrigo, M. D	New York.
Cape Prince of Wales	C. T. Kittredge	Minnesota.
Point Barrow	S. R. Spriggs	New Jersey.
Eaton Station	Frederic Willard	Illinois.
Carmel	Mrs. Emma H. Rock	Pennsylvania.
Kosoreffsky:		
No. 1	William Markham	
No. 2	Mary Winifred	

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

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

Douglas: School No. 1, P. H. Fox, appointed January 15, 1891; C. A. Hopp, appointed September 26, 1899. School No. 2, R. J. Willis and William Mackie, appointed July 25, 1899.

Wrangell: Thomas Willson, 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.

Kadiak: Frederic Sargent, appointed July 22, 1893; William J. Fisher and P. D. Blodgett, appointed March 21, 1900.

Unga: C. M. Dederick, appointed September 22, 1894; George Levitt 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.

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

Sitka: Hon. James Sheakley, N. K. Peckinpaugh, 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. Metlakahtla: 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. Heid, 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.

MISSIONARIES AND TEACHERS AT MISSION STATIONS IN ALASKA.

Baptists.

Wood Island: Rev. and Mrs. Curtis P. Coe, Mr. and Mrs. F. H. Forby, Mrs. M. G. Campbell, Dr. C. F. Miller.

Congregational.

Cape Prince of Wales: Mr. and Mrs. W. T. Lopp; native assistants, Sokweena and Elobwok.

Nome: Rev. William C. Fowler; 61 communicants.

Valdez: Rev. D. W. Cram; 8 communicants.

Douglas: Rev. William Davis; 28 communicants.

Episcopalian.

Sitka: Bishop Peter Trimble Rowe, D. D.; J. N. Dudley.

Juneau: H. J. Gurr, J. M. Davis.

Skagway: Rev. James G. Cameron, Charles Riga; Mrs. Bow, at hospital.

Ketchikan: Miss Agnes Edmond.

Circle City: Miss E. M. Deane.

Fort Yukon: Rev. L. H. J. Wooden.

Rampart City: Mr. E. J. Knapp.

Anvik: Rev. and Mrs. John W. Chapman, A. R. Hoare, Miss B. M. Sabine, Miss A. C. Farthing, Miss M. Leighton.

Point Hope: Mr. John B. Driggs.

Tanana: Rev. and Mrs. Jules L. Provost, A. A. Selden.

Nome: Rev. C. H. H. Bloor, A. B. Wright. Six native assistants.

Friends.

Kotzebue: Rev. and Mrs. Robert Samms, Miss Martha E. Hadley.
Douglas: Rev. and Mrs. Charles Replogle, Miss Jennie Lawrence.
Taku Harbor: J. L. Campbell.
Kaak: Rev. and Mrs. Silas R. Moon. Several native assistants.

Methodist Episcopal.

Unalaska: Dr. and Mrs. A. W. Newhall, M. D.; Miss Ella A. Darling, Miss Elizabeth Schwab, Miss Harriet Barnett.

Moravian.

Bethel: Rev. and Mrs. J. H. Romig, M. D.; Rev. and Mrs. Joseph Weinlick.
Ugavig: Rev. and Mrs. Benjamin Helmick.
Carmel: Rev. and Mrs. J. H. Schoechert, Rev. and Mrs. Samuel Rock, Miss Mary Huber, Miss Phillippine C. King, trained nurse. Twenty-one native assistants.

Norwegian Evangelical Lutheran.

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

Presbyterian.

Eagle City: Rev. and Mrs. James Wollaston Kirk.
Haines: A. R. Mackintosh; 96 native communicants.
Saxman: Rev. and Mrs. Edward Marsden (natives); 43 native communicants.
Skagway: Rev. and Mrs. S. Hall Young, D. D., general missionary, Rev. and Mrs. N. B. Harrison; 33 white communicants.
Rampart: Rev. M. Egbert Koonce, Ph. D.
Sitka: Rev. and Mrs. W. S. Bannerman, Mrs. Matilda K. Paul (native), interpreter; 16 white and 355 native communicants.
Hoonah: Rev. and Mrs. William W. Carle, Mr. Willis Hammond (native), interpreter; 117 communicants.
Wrangell: Rev. H. P. Corser; 90 communicants.
Jackson: Rev. and Mrs. D. R. Montgomery, Mr. Samuel Davis (native), interpreter; 96 communicants.
Juneau: Rev. and Mrs. L. F. Jones, Rev. and Mrs. J. H. Condit, Mr. and Mrs. Frederick L. Moore (native), interpreter and assistant at Douglas Island (station), Juneau; 30 white and 178 native communicants.
Point Barrow: Rev. and Mrs. H. R. Marsh, M. D., Mr. Koonooya (native), interpreter.
Klawack: Rev. and Mrs. David Waggoner.
Sitka hospital: B. K. Wilbur, M. D., physician and surgeon; Miss Esther Gibson, head nurse; Miss Anna Hinds (native), assistant nurse.
Sitka training school: Mr. William A. Kelly, superintendent; Mr. Dean W. Richards, assistant superintendent; Miss Susan Davis, Miss Sadie Martindale, Miss Anna M. Sheets, Miss Lucile Owen, Miss Frances H. Willard (native), matrons; Mr. John E. Gamble, Mr. Howard George (native), teachers.
Teller: E. J. Meacham, M. D., in charge.

Roman Catholic.

[From report of 1900.]

Juneau: Rev. John B. René, S. J.
Dawson, Northwest Territory: Rev. William Judge, S. J., chaplain of the hospital and of the Sisters of St. Ann; Brother Bernard Cunningham, lay brother.

Koserefski (Holy Cross Mission): Rev. R. J. Crimont, S. J. (superior); Rev. John Lucas, S. J.; Rev. A. Robaut, S. J.; Rev. F. Monroe, S. J.; Rev. J. B. Post, S. J.; Brothers V. O'Hare, S. J.; B. Marchisio, S. J.; J. Twohig, S. J.; P. Brancoli, S. J.

Nulato: Rev. J. Jetté, S. J. (superior); Rev. A. Ragaru, S. J.; Rev. J. Perron, S. J.; Brothers C. Giordano, S. J., and J. Negro, S. J.

Dawson Hospital: Sisters of St. Ann; Mary Zephirine (superior), Mary of the Cross, Mary Pauline, Mary Joseph, Mary John Damascene, Mary Prudentia.

Koserefski (Holy Cross Mission, girls' school): Sisters Mary Stephen (superior), Mary Prudence, Mary Seraphine, Mary Winifred, Mary Benedict, Mary Antonia, Mary of the Passion, Mary Magdalen.

Russian Orthodox Church.

Sitka: Rev. Antonius Dashkevich; in missionary school, J. Popoff and S. Cherepnin.

Juneau: Rev. Alexander Jaroshevich.

Killisnoo: Rev. John Soboleff.

Nuchek: Hieromonk Methodius.

Kadiak: Rev. Tikhon Shalamoff.

Afognak: Rev. Basil Martysh.

Kenai: Rev. John Bortnovsky.

Belkovsky: Rev. Euphimius 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.

Ikohmut: Rev. Hieromonk Amphilochius.

Pavlovsk: Rev. Constantin Pavloff.

Nushagak: Rev. Nicholas Kashevaroff.

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

Swedish Evangelical Mission Covenant.

Yakutat: Rev. Albin Johnson, Mrs. Albin Johnson, Rev. August Berggren, Miss Hilda Anderson.

Unalaklik: Rev. Julius F. Qvist, Rev. Axel E. Karlson, Mrs. A. E. Karlson, Miss Selina Peterson, Stephen Ivanoff (a native worker), Mrs. Ivanoff, Mrs. Ojeark Rock.

Golofnin Bay: Rev. J. Hendrickson, Rev. O. P. Anderson, Mrs. O. P. Anderson, Miss Amanda Johnson, Dr. C. O. Lind, and Mrs. C. O. Lind.

BAPTIST MISSIONS IN ALASKA.

Skagway.—The North Star Baptist Church was dedicated here August 27, 1899. The church numbers 22 members, and has a fine building, the first church building to be erected at this southern terminus of the Yukon and White Pass Railroad.

Wood Island.—(By the Rev. Curtis P. Coe, superintendent.) The great need at present is a boys' dormitory. Until this can be supplied I have transformed my own cottage into a place for the boys. I have also established a reading room for the children and their parents, and for the sailors who may be in port.

This is the only Baptist mission to the natives in the territory. The church has 10 members, and during the year has contributed $116 for missionary purposes.

To show the work which is being done in the orphanage, I quote from a letter of Mr. Robert Stifer, a former Government teacher here:

"The work here is worthy of the attention it is receiving. It is doing a vast amount of good. It has never been my lot to meet a people so hard to work with as the creoles of this section. The mission children are, in most cases, the very worst that could be found to deal with when they come into the mission; in a short time they are better than the best of the outsiders."

CONGREGATIONAL MISSION.

[From the report of Rev. F. P. Woodbury, D. D., corresponding secretary of the American Missionary Association.]

Cape Prince of Wales.—Mr. W. T. Lopp has continued faithfully his work at Cape Prince of Wales and is now closing twelve years of service under the American Missionary Association. The reindeer herd in his charge has grown to be the largest in Alaska, numbering nearly 1,000 head, two-thirds of which belong to the natives. During the winter the herd is kept from 30 to 40 miles away. Last year Mr. Lopp reported the sale of 15 male deer for $460. He was thus enabled to put up a nice, comfortable frame house for the herders, which has four bedrooms, a kitchen and dining room, and a storeroom. An undivided share of three-fourths of this house has been sold to three of the native helpers. The probability is that the reindeer will be increasingly useful every year now.

The quarters for this mission comprise several buildings, which are comfortably fitted up for the various uses to which they are put. Mr. Lopp has reported that it would be advantageous to open up a small hospital with provisions for eight or ten patients. He reports that the Government school has been well attended and has been in charge of an experienced teacher. The religious services have also been very well attended. The natives offered during the year in Sunday collections about $65, and, by their request, $50 of this was sent to be used in the work of the association in Porto Rico. About 100 of the natives are now, in the mature judgment of the missionary, Christian believers. The missionary reports that he has had less drunkenness to contend with last year than almost any other year since he has been in the work. The reformation of an influential native, Ok-ba-ok, has had a very marked influence in the whole community in favor of temperance. Ok-ba-ok is the wealthiest native in the settlement and has steadily refused, during the year, to drink any intoxicants, giving as his reason, "I am a Christian." He is called by the whites, "The Chief." He has now a good frame house in addition to his large under-ground house.

The last year has been a fairly prosperous and healthy one for the Eskimos throughout this region. The walrus catch was unusually large. With the progress of the natives in civilization there has been a commercial advance. An enterprising San Francisco firm of very high character has put into the hands of the leading native, Ok-ba-ok, a stock of goods, and the demand for them is steady and increasing. Besides the houses which belong to the mission, there are now six frame houses in the settlement, which were built by the natives. Most of the families are now using stoves. Mr. Lopp reports that there is no reason why the progress made hitherto can not be continued, so that most of these natives will have better houses and more of the conveniences of civilization.

After so many years of continuous service, Mr. Lopp has found it advisable to return with his family to the States, his children now being of such an age that they should have American environment and school privileges. The association has therefore appointed a new missionary for its service at Cape Prince of Wales. It has been able to secure the services of Mr. Hugh J. Lee, of Connecticut. Mr. Lee has already had a good deal of experience with arctic life. He spent two years with the Peary expedition, and Mrs. Lee, his wife, was with him during a large part of one year. During this time Mr. Lee familiarized himself with the habits and, to quite a considerable extent, with the language of the Eskimos, and is exceptionally well equipped to take hold of the work which Mr. Lopp has to relinquish.

This Alaska mission has attracted wide attention among the constituents of the American Missionary Association and receives a steady and ample support. Its establishment and progress have vindicated fully the effort to plant it, which began in the midst of uncertainties and involved the sacrifice of the life of Mr. Thornton, but which has now eventuated in great gain to the Eskimos of that region and is reaching in its influence over into Siberia.

In addition to the mission at Cape Prince of Wales to the Eskimos, the Congregational Home Missionary Society reports work at three other places for the whites:

Douglas, where there is a church of 28 members.

Nome, where the church has 61 members and is self-supporting.

Valdez, where the church reports 8 members.

MISSIONS OF THE PROTESTANT EPISCOPAL CHURCH IN ALASKA.

[From the report of the Right Rev. Dr. Rowe, bishop.]

Sitka.—The church building is of stone and wood and cost a little over $4,000, the gift of a devoted church woman in New York. There are twenty or more communicants connected with the station.

Juneau.—Juneau is rapidly becoming a place of homes, and among its population of 4,000 the church has her place of influence and importance. The property is valuable, the church building neat and commodious, and the rectory adjoining it complete and in excellent condition.

Skagway.—In a late letter from Mr. Cameron, he says: "Our new church (the gift of a New York church woman) is a great comfort. It is yet unplastered, but otherwise is complete." Again, "Through Mrs. Burnham's kind help we have succeeded in getting a dwelling house under way. It will be a frame building 1½ stories high, with 6 rooms, and will cost when furnished $1,000.

The hospital is doing its noble work. Beginning with one single log building, improvements have been made from time to time, until now there stands a hospital that is a credit to the church.

Douglas Island has no church building. The services are held in a rented hall and are well attended. The women are most faithful and loyal to the church. For four years they have continued as a guild, and by their united efforts have purchased an organ and paid for the rent of the hall. They are trying now to raise money for the erection of a chapel.

Rampart City has become another hospital center, St. Andrew's. Mr. E. J. Knapp, a layman, who supports himself, is busily engaged in nursing the sick. The hospital building was erected by the citizens of Rampart, at a cost of $3,000, on the lots belonging to the mission.

There are eight schools at present in the mission, namely: a boarding school and day school at Anvik, and day schools at Circle City, Fort Yukon, Rampart, Tanana, Point Hope, and Ketchikan.

MORAVIAN MISSIONS IN ALASKA.

[From the annual reports of the missionaries.]

The missionary force consists of 5 brethren and 7 sisters. There are 11 native assistants who hold services and 10 other native helpers, a total of 21 helpers.

Bethel.—The work at the mission has been that of the regular church services, the care of the sick, and the management of the work at the four out-stations. From the mission also have the various missionary trips and efforts been carried to completion.

A stricken and sorrowing people, with homes emptied or nearly emptied by the ravages of the epidemic of 1900, called for a union of those left. Much work was open for the missionary to do, that the home and happiness (if such can be termed the lot of these Eskimos) should be preserved or established for the widowed or the orphan in their dire situation, and each member of the force has carried his or her share of the burden of the year.

Ugavig.—Among these people much earnest work and self-denial has been done by Brother and Sister Helmich. More noticeable are the good effects of such a work to those who visit than to those who are striving to elevate their people to a standard ever above, and in advance of the step they seem so slowly to take. Our visits at Ugavig have been pleasant ones, for to visit a kindred people and not to have the worry of the trials of their lives to burden one, but simply to enjoy the benefits of others' earnest work is a true pleasure and encouragement.

Carmel.—Easter service at Carmel on the Nushagak. "About 4 a. m. both bells were rung, which soon brought the natives together, the men filling the boys' room of the schoolhouse and the women coming into our kitchen. All were served with a cup of hot tea. The next bell called us together in our schoolroom and chapel, where the morning service was opened in the usual way. Part of the Scripture was read in English and part in the native language. Then we went to

the cemetery, where there was from three to four feet of snow, but as there was a good crust on the snow there was no difficulty in walking upon it or moving around. Although there was a sharp, cold wind blowing and the morning cloudy, yet every one seemed pleased to remember the resurrection of Christ while standing among the graves of the departed ones. Later a mother related how her son could not sleep for fear he would miss hearing the bell for the services.

FRIENDS' MISSION.

[From reports of the missionaries.]

Kotzebue.—The educational, medical, and gospel work at this mission of the Friends has been remarkably blessed, and all interested feel that God's power has been manifest in many ways. Marriage has been solemnized among the natives, many have confessed their sins and sought pardon, and a little organization has been made of the confessing ones. Some of the young people have proved themselves real missionaries in carrying the gospel stories to others and in holding services in places where the missionaries could not go.

Kaak.—A new church has been built here and the natives have subscribed very liberally in paying for it. They also assisted in the work of building and in subscribing toward the cost of an organ for the new church. We have had 73 accessions to the church, who are trying to live consistent Christian lives.

Douglas.—In the past year our natives have scattered greatly. The work in the mines having become more dangerous than they liked, they have sought and found work at the various canneries about Douglas. This has caused us to change somewhat our former methods and secure assistants both of natives and whites to occupy the fishing stations with them. We have a minister and his family, with one field matron and one day-school teacher, stationed at Douglas. Here we have an enrollment in the day school of something near 65 pupils all told, and a membership in the Friends Church of about 200 natives and 50 whites. We also have an out station in Taku Harbor, with J. L. Campbell as worker. There is a day school now being held in Taku Harbor, but it is not yet permanent, as we have not yet completely furnished it, but Mr. Campbell is doing what he can, without salary. The natives, having been unfairly deprived of their homes in Douglas, are seeking a new location, and will possibly locate at this place permanently. We are longing for the time to come when the native can be protected in his home without the necessity of a long, tedious lawsuit with some moneyed corporation.

MISSION OF THE METHODIST EPISCOPAL CHURCH.

[From the report of Mrs. S. L. Beiler, secretary of Alaskan bureau.]

Unalaska.—At the Jesse Lee Home the year has been uneventful in any great degree. Much has been done in the way of teaching English and trying to inculcate American ideas of government and that the Czar and the Russian flag do not rule the Aleutian Islands, but that they are under the Stars and Stripes, which are kept floating as an object lesson. Much has been done in industrial training in cooking, sewing, gardening—everything toward home making for both girls and boys.

One of the boys writes thus of the work: "I am going to tell you about Jesse Lee Home. I milk the cow and feed her, give some hay, and feed the calf every morning and every afternoon, and I feed the hens. I hunt all the time, only Sunday I don't hunt, because holy day, and we must rest for Jesus and sing to him. I like to learn how to read and write and how to talk English, and I am going to the school next winter."

There are so many reasons why we need a hospital that as soon as sufficient money is in the treasury we will "rise to build." The Marine Hospital will take only marine cases, not natives nor travelers, nor even the sick at the North American Commercial Company's homes. If we had our hospital and some one to take care of it we could take in every one of these.

The garden is doing well. We have a hotbed, and in that way we start small vegetables. Our cows graze seven months in the year. The silo is a success. The chickens are a luxury; the milk and fresh eggs for the sick have been a blessing few can have in the Aleutian Islands. Our whole plant is an object lesson to all around.

Our growth is not rapid. We have unusual obstacles to overcome, but we are firmly planted, and are a great light to those who sit in darkness.

MISSION OF THE NORWEGIAN EVANGELICAL LUTHERAN CHURCH IN AMERICA.

[From report of the missionary.]

On June 30, 1900, Rev. T. L. Brevig, a Norwegian[1] Lutheran clergyman, with his family and an assistant, returned to Teller Reindeer Station as superintendent of the Government and native reindeer herds in the vicinity and as the first Norwegian Lutheran missionary in Alaska. An epidemic of grippe and measles then raging among the natives carried away over 50 per cent of the population that year, leaving many orphans, so that it became necessary to establish a home for them.

From the first from 10 to 18 orphans have been cared for at the station, and this has become a most important feature of the work.

PRESBYTERIAN MISSIONS IN ALASKA.

[From report of Rev. George F. McAfee, superintendent school work, Presbyterian Board of Missions.]

Alaska is no less inviting a field for missionary effort than in past years. In fact, the past year has been one of great blessing, though there have been many things to perplex the missionaries. Intemperance, impurity of life, and old heathen customs have held firmly in their grasp the great mass of the people, but there have been conversions from among the most noted natives, and from the Sitka school alone have come over 40 who have named the name of Christ.

The woman's board has the last year paid the salaries of the 16 missionaries and interpreters of the board who have served the churches and missions at Haines, Fort Wrangell, Hoonah, Jackson, Juneau, Klawak, Saxman, Sitka, and Douglass Island, at a total cost of $10,491.80. The total cost of all Presbyterian missions in Alaska is $32,609.22.

Point Barrow.—Dr. and Mrs. Marsh, with their friend, Koonooya, the elder, and his wife, returned to their field in July last, after a year's rest. This mission is to the Eskimo, and is very hopeful. Dr. Marsh rendered valuable service to the woman's board while in the States by his many addresses to churches and women's societies. Missionaries, 2; salaries, $1,200; other expenses, $977.59; total, $2,177.59.

St. Lawrence Island.—Dr. P. H. J. Lerrigo, who occupied that field last year, returned home in September last, and was succeeded by Dr. D. E. O. Campbell. Dr. Lerrigo in his report says: "Mr. Gambell fought devil worship; Mr. Doty fought the whisky traffic, and both with marked success. I had the privilege of continuing their work, so well begun, and of preaching to the people, without serious opposition, salvation by grace through faith in a crucified and risen Lord."

Sitka Training School.—This is a coeducational institution, and is open to all the tribes in Alaska, not excepting the Eskimos and the Russian Creoles. In the school the pupils are taught the Bible regularly and systematically. A common English education is given, and the industrial work is emphasized. The girls are taught to do all kinds of housework as well as the proper care of their persons, clothing, etc. The boys are taught carpentry, boatbuilding, shoemaking, and other industries which fit them for earning an honest support. The graduates of the Sitka school are settling in many parts of Alaska. They are doing business on their own account, carrying on trades, working in mines, fisheries, and lumber mills, and everywhere are recognized, trusted, and respected as industrious, honest, and consistent Christians, as well as patriotic citizens. The race is being redeemed. Since the work was established, in 1878, there have been over 1,000 converts baptized, many of them being pupils of the school. Some noted miracles of grace are reported. The old chief, Kat le an, who for twenty-five years steadily and stoutly resisted the truth and fought the work of the missionaries and teachers most resolutely, has, during the present year, submitted himself to Christ. He is clothed and in his right mind—a most marvelous conversion. Like the man of Gadara, out of whom Jesus cast the legion of devils, he is going about among the native villages telling his people "what great things the Lord hath done for him." Pupils—boarding, 150; day, 5; total, 155; teachers, 15; salaries, $6,949.91; current expenses, $7,995.89; repairs, etc., $997.03; total, $15,939.83. Tuition received, $605.75.

Sitka hospital.—Physician and two nurses. Over 1,500 patients have been treated in the hospital and at the ranches, and a large number of successful opera-

[1] Mr. and Mrs. Brevig first came to Teller as teachers in 1894.

tions performed. Smallpox was epidemic, and physicians, nurses, and teachers acted heroically in caring for the sufferers.

Several of the Sitka pupils have been trained as nurses and have rendered valuable service here in the hospital and in the homes to which they have gone. While a comparatively small part of the time is devoted to religious work, yet the Bible study is emphasized; services are held regularly in the ward every evening and the Sabbath-school lesson is taught every Sunday. That much real good is accomplished in quickening the spiritual life of all who come under the influence exerted in hospital life is abundantly shown by the character of those who have gone forth and are teaching or caring for the sick as opportunity offers.

Many of the pupils have earned and are still earning good wages simply by their knowledge of the English language by acting as guides, interpreters, and packers for the large number of white men who have come into the territory within recent years. Especially was this true during the memorable season of 1897–98, when the miners found the assistance of our boys of incalculable value. The miners found the boys invariably honest and trustworthy.

As far as can be traced, the boys educated in the Sitka school are now employed as follows:

Eleven in the boot and shoe trade, 3 in boat building, 22 in carpentry, 3 in coopering, 2 in clerking, 4 in cannery, 2 in engineering, 3 in mining, 2 as missionaries, 2 as teachers, 4 as merchants, 1 as painter and paper hanger, 4 in sawmills, and 1 as silversmith.

The following number of girls are employed in work: Two in cooking, 4 in dressmaking, 2 as missionaries, 4 as teachers, and 2 as nurses.

In addition to the foregoing, the following from the pen of a native teacher marks as one blessed result the breaking down of tribal enmities and the unifying of race sentiment:

"Here at Sitka are 133 of the cleanest, happiest boys and girls to be found in all this great land of ours. Eskimos from the north, Aleuts from the west, Haidas from the south, Tinneh from the interior, Tsimsheans and Thlingkets from the coast are living together in most friendly fashion in our mission school; and yet the grandparents, and even the fathers and mothers, of these children were bitter enemies.

"My grandmother taught me to hate the Sitka people because members of our Stickine tribe had been massacred by them long ago. An insult was never forgotten. The mother taught her children to hate and revenge, and when the children grew up they, in their turn, taught their children the same wicked lessons. That is the reason why it seems almost a miracle that representatives of all these one-time enemies should live so lovingly together. What has accomplished this change? It is the power of the Prince of Peace."

SCHOOL WORK OF THE RUSSIAN ORTHODOX CHURCH IN ALASKA.

[From report of school work in Russian Orthodox American Messenger.]

In the districts of Sitka and Unalaska 802 children of both sexes have attended school. Out of this number, 9½ per cent were the wards of the charity institutions of the Russian Church. The general impression of our church school activities in this country is that the foundation for the education of the masses has been established, they being taught religion, reading, and arithmetic.

The satisfactory state of the work in the Sitka district only increases our wish that it should be enlarged and strengthened as far as possible, so as to be implanted in the very spirit of the inhabitants who are constantly unsettled by offers, flattery, and invitations of various kinds.

MISSIONS OF THE SWEDISH EVANGELICAL MISSION COVENANT IN ALASKA.

[From the report of D. Nyvall, secretary.]

Yakutat, a place not different from an abode for wild animals when our missionaries first landed there some fourteen years ago, is now rapidly growing into a city. Fishing is the actual business of the place, with much mining in prospect. Steamboats come and go every month, winter and summer, and consequently post and other conveniences of modern life help to make the sojourn at Yakutat nothing at all like what it was some five years ago.

Still, the evils of the liquor traffic coming in the wake of these conveniences more than offset the blessings, so that our missionaries are tempted to ask to be left alone as of old, with the natives and the gospel. They strongly protest against

the lawlessness of some captains in selling strong drinks to the natives. They describe most vividly the evil influences of alcohol upon the natives, who seem to lack every power of resistance to temptation from the whites, many of whom are morally slaughtering all the natives they are able to reach.

The missionaries are teaching 60 children in the Sunday school and are caring for 5 girls in the mission home, and report a successful year in spite of discouragements.

Unalaklik.—A great revival visited Unalaklik last winter. Almost the whole population became seekers of truth and a new life, and the missionaries saw the fruit of their patient sowing. The influence of the mission can be seen in a radius of 50 miles around the station in the cleanliness and other good habits of the natives.

Golofnin Bay.—Last summer almost every family at Golofnin Bay was visited by the angel of death, and the missionary was for a long time the only man in the village able to bury the dead. A great many children were left orphans and worse than homeless. Our missionaries picked them up on the beach in a state impossible to describe and could only take them to the mission home. In this way the great need of an orphanage made itself felt, and friends among the gold discoverers subscribed $6,000 for this purpose. With this a home was erected and dedicated to its mission of mercy on Thanksgiving Day, 1900. The home is large enough to receive 50 children, which means at least $6,000 more expense for this mission. It is a great blessing, although a blessing that calls for new sacrifices from those who support our missions. But our whole experience as a missionary society is to walk in faith and do what often seems impossible.

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

Very respectfully, yours,

SHELDON JACKSON,

United States General Agent of Education in Alaska.

The COMMISSIONER OF EDUCATION.

CHAPTER XXXII.

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

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., December 30, 1901.

SIR: I have the honor to submit to you the Eleventh Annual Report on the Introduction of Domestic Reindeer into Alaska.

The year has been one of progress. Among the more noteworthy events were the securing of a number of reindeer from the region back of Ola, Siberia, to cross with the existing herds, the larger employment of reindeer for transportation, and the more favorable treatment of the reindeer enterprise by the newspaper press.

From the commencement of purchasing reindeer, in 1891, when 16 were bought as an experiment, up to the present time 1,320 reindeer have been procured in Siberia and delivered in Alaska. From these, 4,462 fawns have been born. In 1898 265 reindeer were killed by the Government, mainly for food for the icebound whalers at Point Barrow, and 1,353 have been killed for food for the herders and their families or died from disease or accident during the past ten years, leaving 4,164 in the herds at the present time.

Eaton reindeer station.—Personnel: Francis H. Gambell, M. D., superintendent; Frederick Willard and J. T. Lindseth, assistants. The Lapp herders were Ole Bahr, Nils Klemetsen, and Per Mathisen Spein. The Eskimo herders were Okitkon, Tatpan, and Nellagoroak.

The station buildings are in good condition. The school was taught by Mr. Frederick Willard, who reports that school began October 23, 1900, and closed April 26, 1901. Of the 10 pupils, 7 were Eskimo, 2 were Lapps, and 1 American. Their ages ranged from 6 to 21 years. The most advanced pupil reads well in the Third Reader and has studied arithmetic as far as fractions. Some of the children manifest their desire for education by not infrequently coming to school without waiting for breakfast.

The latter part of September men were sent to Nucleet to bring in the herds of the station for the winter. Encountering a severe storm on their return from the herd, the boat was capsized at the mouth of Egavik River and the personal effects, clothing, and Government stores were lost.

There being large forests of birch at this station, and not at the other reindeer stations, 100 sets of harness trees and a large amount of sled timber were cut out during the winter at the Eaton station, which last summer was distributed by the revenue cutter *Bear* to the several stations.

Two Eskimo herders, Okitkon and Tatpan, at Golofnin, not doing very well, it was thought best to remove them and their herds to the neighborhood of Eaton Station in order to place them under the supervision of Dr. Gambell.

All the fuel for summer and winter used at the station, with its dozen dwelling houses, was drawn by "green" deer. In this way between 30 and 35 young deer were broken to harness and made ready for the trail the following year.

During the winter an epidemic attacked the dogs, so that hundreds died along

the shores of Bering Sea. Over 200 dogs were hauled away from the small village of Unalaklik after the snow disappeared. The same epidemic affected to a small extent the Lapp dogs used in herding the deer.

With furnishing relief for two detachments of United States infantry snowbound to the eastward of the station, the furnishing of reindeer transportation for building of the military telegraph line between Unalaklik and Kaltag, the separation from the Government herd of the reindeer loaned to the Roman Catholics and of those loaned to the Moravians, together with a tour of inspection of Kotzebue Sound and the reindeer herds on Seward Peninsula by the superintendent, the year was a very busy one.

Moravian Mission reindeer herd, Bethel, Kuskokwim River.—J. H. Romig, M. D., local superintendent; Lapp herders, Nils P. Bals and his son, Persen N. Bals.

The Moravian herd left Eaton Station in charge of Mr. J. T. Lindseth about the 26th of February, arriving at St. Michael March 1, where the herd was turned over to Henry Noreen, representing the Moravian Mission. The herd made the trip in good condition, crossing the Yukon River in the neighborhood of Andreafski and arriving at Bethel on the 27th of March. Abundance of moss pasturage was found during the whole distance of over 300 miles. The herd was attended on the entire trip by Nils Klemetsen, an experienced Laplander, who, upon the completion of the trip, returned to the headquarters station at Eaton. The herd made from 20 to 30 miles a day.

On March 29 the herd, numbering 88 males and 88 females, was driven through and beyond the mission to the pasturage grounds that had been chosen in the region of Mount Hamilton. The coming of this herd had been long anticipated by the missionaries. With the fast disappearance of the game food and fur-bearing animals the native population was beginning to face starvation, and it is hoped that the increase of this herd will create a new industry and a new means of support to those needy Eskimos.

After the long trip from Eaton reindeer station to Bethel, in March, it is of interest to note that the 88 does composing the herd each gave birth to a fawn during April, May, or June, and all the fawns lived but two.

Protestant Episcopal Mission reindeer herd.—Rev. J. L. Prevost in charge. This herd is still on the seacoast, 49 head being in the herd of the Swedish Mission at Golofnin Bay and 60 in the Government herd at Eaton Station.

Roman Catholic Mission herd.—Rev. J. M. Treca, S. J., superintendent; Lapp herder, Isak A. Bango. After several years of conference and correspondence with the Roman Catholics, during the past winter arrangements were finally consummated by which they would take charge of the deer which the Government had promised to loan them. When it came time, however, to drive the herd to the Catholic Mission at Nulato a blizzard was raging which delayed the trip. After the blizzard came a thaw, then another blizzard, making an ice cap several inches in thickness on the snow.

Hearing of the unusual depth of snow upon the portage between Eaton and the Yukon River, on the 11th of November Dr. Gambell made a reconnoissance with reference to the feasibility of driving the herd set apart for the Roman Catholics over that route. There were from 30 to 40 inches of snow on the level, upon which it had rained and frozen, causing a crust several inches thick of frozen snow, which made it impossible for the deer to secure food.

In loose snow not over 4 feet deep the reindeer will paw down to the ground and pasture on the moss, but when a rain or thaw occurs, followed by a freeze creating a coating of heavy ice or thick layer of frozen snow, it becomes impossible for the deer to break through the crust and dig down to the moss. On account of this condition of the snow, after a conference with Father Treca, the Roman

Catholic priest in charge, it was decided to leave the herd for another season in the neighborhood of the reindeer station. The herd, which had been separated from the Government deer and marked with the brand chosen for the Catholic herd, was then, at the request of Rev. J. M. Treca, S. J., missionary at Nulato, placed in charge of Isak Bango, an experienced Lapp, and sent to a pasturage by themselves not very far distant from the headquarters station. It is very much to be hoped that the herd this present winter (1901–2) will reach its destination in safety.

Swedish Evangelical Union Mission herd, Golofnin Bay, Alaska,—Rev. J. Hendrickson in charge. Eskimo herders, Constantine and Toktok. They report the total number of reindeer belonging to the mission at 221; the number belonging to the herders, Constantine 17, and Toktok 17. There are also in the herd at this station 49 deer belonging to the Episcopal Mission. From the 68 does 65 fawns were born, all of which lived but two.

Presbyterian Mission reindeer herd, Gambell, St. Lawrence Island.—Personnel: Superintendent, P. J. H. Lerrigo, M. D.; assistant, Ole Krogh; herder, Nils Sara; Eskimo apprentices, Ahtakyak, Betwinkhuk, and Sepilla. The attendance at school for the year was 60. Some of the older pupils have advanced as far as fractions in arithmetic; the majority of those in attendance the previous year advanced one grade and steady improvement has been made by all in reading and writing, and especially in the use of the English language. Having picked up a large part of their English from the whalers, it was formerly a heterogeneous compound of pigeon English intermingled with Hawaiian words, such as "pau," "wahinny," etc., and of French "savez," and other foreign words. The teacher made a specialty of grounding them in grammatical and idiomatic English. The school was taught by the superintendent.

During last season the schoolroom was enlarged by the addition of 20 feet to the front of the building and the coal shed doubled in size by building a lean-to on the north side. The station buildings being on the ridge midway across the peninsula and a mile from the beach, where supplies are landed from ships, it was thought advisable to erect a small warehouse near the north beach for the temporary storage of the annual supplies, which was done. The health of the community was good with the exception of five cases of smallpox, of which number one case proved fatal. The superintendent had an attack of varioloid. The community had all been vaccinated, but the vaccine matter was seven months old and did not take well.

July 27, 1900, 29 reindeer were brought from Siberia by the cutter *Bear* and located about 15 miles east of the station. On September 9 the *Bear* landed 41 more deer from Port Clarence, together with Nils P. Sara, herder, and his family. A herder's house 20 miles east of the station was finished October 12. On the 26th of April, 1901, the first fawns were born. The fawning season continued through May and June, 33 being born in all. Four were born dead and 3 died subsequently. The total number of deer that died during the year was 9.

Synrock reindeer herd.—Mrs. Charlie Antisarlook (a native woman) in charge. The herd numbers 360, of which Mary, widow of Charlie, owns 272; her sister-in-law, widow of Achickchick, owns 45; Sagoonuk (son of Achickchick, aged 16 years), owns 10; Kotak (Charlie's brother, aged 21), owns 12; Angalcok (Charlie's brother, aged 16), owns 9; Aseebuk, aged 18, owns 6, and Kokenyok owns 6. There is one sled deer in the herd belonging to the Government. From 198 does in the herd 148 fawns were born.

White men passing through the country from one mining region to the other have killed some of the deer from this herd. The unlawful interference with the herds has been so great during the past season that the family expect to remove

their herd to the neighborhood of Unalaklik, on the eastern shore of Norton Sound.

Norwegian Evangelical Lutheran Mission herd, Teller Reindeer Station, Alaska.—Local superintendent, Rev. T. L. Brevig; Lapp herders, Johan I. Tornensis and Per L. Anti; Eskimo herders, Sekeoglook, Tautook, Dunnak, and Ablikak; apprentices, Coxrook, Kozetuk, Serawlook, Erlingnuk, Ahmukdoolik, Nunahzarlook, and Bahsuk.

The Rev. T. L. Brevig, upon his return from the States, June 30, 1900, found that the station had not flourished during his absence of two years. An epidemic of influenza had broken out among the small Eskimo villages in the neighborhood of the station, from which ultimately half of the population died. When the epidemic was at its height the Eskimos in the neighborhood, in their fear, fled to the station and pitched their tents around the mission, where 20 of them died and were buried by Mr. Brevig. For six weeks, before any Government aid was sent in, of which mention is made later in the report, 45 natives were fed and their sick cared for at the station, and later on 12 orphans, 2 widows (each with a child), and 3 young men were taken into the station and cared for during the winter by the Norwegian Lutheran Mission and from "supplies for destitute natives" left by the revenue cutter *Bear*. There are at the close of this report 43 persons in the care of the mission. Information received December, 1901, from Labrador by the way of London, gives an account of the ravages of influenza among the Eskimos on the northeastern coast of America at the same time that it was raging around the coasts of Bering Sea, both in Asia and America.

During the fall the herd was kept on the north side of Grantly Harbor until New Year's, after which it was driven and kept on the Agiapuk Creek until June. During the summer it was driven and kept 7 miles to the northwest of the station.

The destruction of pasturage by burning the moss in the neighborhood of the mining camps around Teller Reindeer Station necessitates the removal of the herds from that neighborhood. If present arrangements are carried out the herds will be driven from Port Clarence to the country east of Norton Sound.

The school at this station has been taught during the year by the superintendent, having under his care 17 orphans whose parents died in the epidemic of last year. The attendance was regular and the children made good progress in their studies. The station being on the direct route between Nome and the mines at York, Shismarieff Inlet, and Good Hope Bay, there were many calls from passing miners. In addition to all his other duties, Mr. Brevig was in charge of the distribution of the relief supplies furnished by the Government and left by the revenue cutter *Bear* for the natives in the neighborhood of Port Clarence. During the year the log schoolhouse, which had not been used for several years (school being taught at headquarters), was removed to the new mining town of Teller for the use of the public school started at that place this fall.

Congregational Mission herd, Cape Prince of Wales, Bering Straits.—Mr. W. T. Lopp in charge. There are several Eskimo young men who are part owners in the mission herd, but no report has been received of their names or the names of the apprentices. During the year the Eskimo herders secured from the miners contracts for freighting with the reindeer amounting to $600. In the spring 276 fawns were born to the herds, 48 of which died from desertion or freezing or were stillborn; 75 deer were killed for clothing and meat, and 33 died from disease and accident, leaving a present total of 993 head.

The school was taught by Mr. C. B. Kittredge, with a total enrollment of 107 and an average of 42 pupils.

Friends Mission reindeer herd, Cape Blossom, Kotzebue Sound, Arctic Ocean.—Robert Samms in charge; Lapp herder, Alfred Nilima. During the year 100 head

of reindeer have been loaned this mission, and during the present winter will be driven to their destination, a distance of 300 miles.

Presbyterian Mission reindeer herd, Point Barrow, Arctic Ocean.—Rev. S. R. Spriggs, superintendent; Eskimo herder, Ojello; apprentices, Tokpuk, Panneoneo, Taukawana, Otpelle, Panyoona, and Ungawisbuk. Total number of deer, 227, of which Government owns 100, mission 85, and Ojello 42. The herd is located 25 miles from the station. The school was taught during the season by the superintendent.

Point Hope reindeer herd.—No report has been received from this station.

As it has not been found expedient and practicable to secure the supervision of a white man over the Eskimo herd in the neighborhood of Point Hope, instructions have been given to move that small herd northward to Point Barrow, where it will be placed under the general oversight of Dr. Marsh, the local superintendent at that station.

WINTER TOUR OF INSPECTION.

On the 27th of February Dr. Gambell left Eaton Reindeer Station for a tour of inspection. Journeying northward to the head of Norton Bay, he ascended the Koyuk River 25 miles, then passing over the divide between Bering Sea and the Arctic, he traveled down the right fork of the Buckland River to its mouth; then crossing Elephant Point, he passed over Eschscholtz Bay (an arm of the Arctic Ocean) on the ice to the peninsula, 40 miles distant from the mission station of the Friends. Along much of the route he found great destitution of food and clothing among the Eskimos, and a very earnest desire on their part that domestic reindeer should be brought to their part of the country.

Leaving the Friends Mission on the 12th of March and crossing an arm of the Arctic Ocean on the ice 60 miles to Cape Espenberg, he followed down the sub-Arctic coast southward to Cape Prince of Wales. The herd in connection with that station was found suffering for the want of a sufficient supply of moss on account of the hard crusted condition of the snow.

After inspecting the herd at Cape Prince of Wales he journeyed to Port Clarence, visiting the Synrock herd, which was in the mountains 25 miles distant. Passing eastward along the Bering seacoast of the Seward Peninsula, the herd connected with the Swedish Evangelical Mission at Golofnin Bay was inspected, reaching Eaton Station on the 19th of April, having made a sledge trip of 1,000 miles.

Now that the herds have been sufficiently long in the country for one intelligently to form a system of dealing with them, it is important that this annual inspection should be kept up, as it affords an opportunity for ascertaining not only the condition of the several herds, but also for comparing one with another; it enables the local superintendent to ask and answer questions concerning methods; it enables the Eskimo herders to secure more and more information with regard to their calling, and excites an emulation among them to have their herds in the best possible condition.

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, 1901.	When loaned.	When due.
Congregational Mission, Cape Prince of Wales	118	993	Aug., 1894	
Swedish Evangelical Mission, Golofnin Bay	50	201	Jan. 16, 1896	
Protestant Episcopal Mission, Golofnin Bay	50	109	do	
Presbyterian, Point Barrow	100	185	Sept., 1898	Sept., 1903
Presbyterian, St. Lawrence Island	70	87	July 30, 1900	July, 1905
Norwegian Evangelical Lutheran, Teller	100	160	Sept. 1, 1900	Sept., 1905
Roman Catholic, Nulato	100	136	Mar., 1901	Mar., 1906
Moravian, Bethel	88	128	Feb. 26, 1901	Feb., 1906
Moravian, Carmel	88	128	do	do
Friends Mission, Kotzebue	100	100	Sept. 2, 1901	Sept., 1906

Proposed new herds.

Point Hope, Episcopal Mission	200
Anvik, Episcopal Mission	200
Koserffsky, Roman Catholic	200
Ikogmute, Russo-Greek	200
Total	800

Tabulated statement of reindeer in Alaska July 1, 1901.

OWNERSHIP AT EATON.

Owners.	Adults.	Fawns.	Total.
Okitkon	36	15	51
Tatpan	35	18	53
Nellagoroak	6	5	11
Government	174	78	252
Stephan	14	10	24
Episcopal	34	26	60
Moses	74	21	95
Nulato	100	36	136
Lindseth	10		10
Walker	1		1
Golofnin Bay	3		3
Total			696

OWNERSHIP AT TELLER.

Government	139	42	181
Tautook	93	48	141
Dunnak	42	24	66
Ablikak	74	41	115
Mission	94	66	160
Sekeoglook	41	33	74
Total			737

OWNERSHIP AT GOLOFNIN.

Mission	156	65	221
Constantin	11	6	17
Toktok	10	7	17
Government	2		2
Dexter's wife	3	2	5
Episcopal Mission	49		49
Total			311

Tabulated statement of reindeer in Alaska July 1, 1901—Continued.

OWNERSHIP AT SYNROCK.

Owners.	Adults.	Fawns.	Total.
Charlie's widow	270	100	370
Achickchick's widow	45	20	65
Kotoak	12	8	20
Sagoonuk	10	5	15
Angalook	9	5	14
Aseebuk	6	5	11
Kokengok	6	5	11
Government	1		1
Total			507

OWNERSHIP AT CAPE PRINCE OF WALES.

Mission	765	228	993

OWNERSHIP AT POINT HOPE.

Electoona	55	20	75
Ahlook	55	20	75
Total			150

OWNERSHIP AT POINT BARROW.

Mission	140	45	185
Ojello			42
Total			227

OWNERSHIP AT KOSKOWIM MISSION.

Mission	176	80	256

OWNERSHIP AT ST. LAWRENCE ISLAND.

Mission	61	26	87

Reindeer in Alaska	3,964
Received from Siberia	200
Total	4,164

Increase from 1892 to 1901.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.
Total from previous year		143	323	492	743	1,000	1,132	1,877	2,538	2,854
Fawns surviving		79	145	276	357	466	625	638	756	1,110
Purchased during summer	171	124	120	123			161	322	29	200
Imported from Lapland							144			
Total October 1	171	346	588	891	1,100	1,466	2,062	2,837	3,323	4,164
Losses	28	23	96	148	100	[1]334	185	299	469	
Carried forward	143	323	492	743	1,000	1,132	1,877	2,538	2,854	

[1] One hundred and eighty deer killed at Point Barrow for food; 66 lost or killed en route.

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		
1898	12,500	Total	133,000
1899	12,500		

Expenditure of reindeer fund, 1900–1901.

Amount appropriated	$25,000.00
Salaries of employees	10,430.37
Supplies for stations	2,724.99
Coal for revenue cutter *Bear*	2,202.57
Freight	2,731.07
Printing reports, 1899–1900	909.75
Photographs and electrotypes for use in reports	39.64
Traveling expenses of general agent and assistant	337.07
Cost of 428 reindeer at $13.12½[1]	5,617.50
Balance	7.13
Total	25,000.00

EFFICIENCY OF NATIVE HERDERS.

The question has been asked of late. "How do the Eskimos take to the management of the reindeer?" The enterprise has been in progress for ten years, and during this time 30 to 35 herders have served an apprenticeship of two to five years. Twenty of them now have reindeer of their own. To those interested in the movement it is a question of moment whether the Eskimos show adaptation and inclination to the work. Mr. William T. Lopp, who is the agent of the American Missionary Association, and has had a herd since August, 1894, has from that date to this used exclusively Eskimo herders in the care and management of his herd, now numbering nearly 1,000 head. Mr. Lopp's apprentices had received two years' training under the direction of the Siberian herders, who, during 1892 and 1893, cared for the Government herd at Teller Reindeer Station.

Mr. Lopp has been so well satisfied with the efficiency of his Eskimo young men that he has steadily refused to receive a Lapp teacher in connection with his herd. The Rev. T. L. Brevig, who has been connected with the Teller Reindeer Station since 1895, and who has warm friends among the Laplanders brought by the Government from Norway for the instruction of native Eskimo men in the management of reindeer, says:

The native deer men have been faithful with the herd, and their efficiency has been demonstrated not only by their skill in driving between camp and the station and in hauling wood, but also by longer trips with freighting trains. And in this connection I would especially mention Kozebuk, a young man or boy about 17 years old, the youngest of the 3 mission apprentices. In May he, with Johan Tornensis, took a train of 18 loaded sleds to Tuttle Creek, on the Arctic slope, about 65 miles from the station: Kozebuk driving a string of 5 deer with loaded sleds, the 4 last being tied to the preceding sled. From there he alone took 2 harnessed deer with sleds and 10 loose deer to Mr. Lopp's herd, 45 miles distant, returning to camp and in a week taking 10 more deer to Mr. Lopp's herd. Returning to camp on June 1, he started for the station with 4 deer and 8 empty sleds during the worst possible condition of travel, the snow melting and rivers open-

[1] Transportation charges on these deer, being paid from the appropriation for 1902, will appear in the next report.

ing, arriving at the station June 4 without accident and the deer in good condition, having traveled 245 miles with a string of deer and all alone, showing that natives can learn to handle deer. This is his first year's apprenticeship.

Francis H. Gambell, M. D., for the past two years superintendent of all the reindeer stations in Alaska, writes with reference to them as follows:

I find that they take an interest not only in lassoing and breaking the deer, but that they are anxious as to the outcome of their herds.

They are very quick at making harness and sleds, and take a great deal of pride in doing their work well.

While I do not consider them as efficient as the Laplanders, nevertheless I think that the deer would go on and increase were outside influences removed and they (Eskimos) were left wholly in charge of the respective herds.

Lieut. E. P. Bertholf, Revenue-Cutter Service, who was one of the Point Barrow Relief Expedition of 1898, testifies:

In January, 1898, I was en route with provisions from St. Michael to Kotzebue Sound. At the head of Norton Sound I found a scarcity of dog teams, whereupon I applied to the Laplander in charge of the Government herd of reindeer, near Cape Denbeigh. Dr. Kittleson was at the time superintendent of this herd, which was on its way from Teller Station to Eaton Station. But Kittleson had gone on toward Cape Prince of Wales with Lieutenant Jarvis, leaving Mikkel in charge of the herd. Mikkel was willing to loan me five sled deer, and send one of his Lapland herders along if I could get Okitkoon, a native Eskimo herder, who belonged to the Golofnin Bay Station, to accompany me, saying he would trust Okitkoon with the deer anywhere. This is a practical demonstration of the Laplander's idea of an Eskimo herder. * * *

On the morning of February 15, 1898, Mr. W. T. Lopp, a missionary at Cape Prince of Wales, while en route to Point Barrow with the deer herd intended to relieve the starving whalers at that point, left Cape Espenberg to cross over Kotzebue Sound on the ice to Cape Kruzenstern. This was some 50 miles over very rough ice. He had with him over 400 deer and several eskimo herders, all belonging to his mission at Cape Prince of Wales. No Laplanders were among the party. By nightfall they had crossed over to within 15 miles of the other shore, when they decided to rest for the night. Thinking the deer would be too tired to stray, all hands turned in. The next morning at 5 o'clock when they awoke nothing was to be seen of the deer herd except the sled deer, which had been tethered the night before and consequently were still in view.

Realizing the fact that during the night the deer, becoming hungry, had started back to where their instinct told them there was moss, Mr. Lopp immediately dispatched two herders to trail up the deer and bring them back, while the rest of the herders kept on with the deer train to the village of Anyok at Cape Kruzenstern. At 5 in the morning of the 16th, they started on the back trail to hunt the deer. They found the herd some few miles from the shore at Cape Espenberg. They turned this herd, started them back toward Kruzenstern, drove them all that day, all the succeeding night, and reached shore at Kruzenstern at 3 o'clock in the morning of the 17th, having thus been on their feet driving the deer from 5 a. m. of the 16th until 3 a. m. of the 17th, without a single thing to eat.

This incident would seem to me to indicate that these Eskimo herders showed intelligence and faithfulness. When they had tracked the deer to within a few miles of the shore at Espenberg they could have driven them to shore, found feeding ground, and sought shelter and rest for themselves before returning to Mr. Lopp; but they were filled with a sense of responsibility, knowing that Mr. Lopp was in a hurry and was making all haste to get the herd to Point Barrow. Consequently, when they had tracked the herd they did not stop for a minute, but started right back with them to drive the deer to the other side, where Mr. Lopp was waiting. * * *

When Mr. Lopp and myself left Anyok (near Cape Kruzenstern) with the deer herd, on the 21st of February, it had been decided to send back to their homes four of the native herders then with the herd, and these were consequently left behind at that place, provision having been made for their return travel.

Having accompanied Mr. Lopp and the deer herd along the coast as far as the place where he was to strike across the lagoons for the Kivalena River, I parted company with him on February 27 and proceeded to this place, in accordance with previous orders from Lieutenant Jarvis. Here I received word, on March 21, that some of our deer were at Anyok in charge of two of the herders. I sent

word to them to drive the deer up here, and on August 21 the herd reached this place in charge of Ituk and Keok. It appears that somewhere between Anyok and the Kivalena River these deer, 34 in number, had strayed from the main herd unnoticed, and a native who had acted as guide had discovered them on his return to Anyok. As the four herders had not yet started on their return trip to their homes, they went after the deer and drove them back to the village, after which they all started for their homes at Cape Prince of Wales, except Ituk and Keok, who then drove the small herd here. Three deer had been killed for food on the way, so that when they reached here there were 31 in the herd, 26 of them being females. I gave the herders my tent and camp gear, employed three young natives to help them, and sent them with the deer several miles back into the hills, where the moss was good and they would not be troubled by the dogs from the villages. There the camp was established and the deer cared for.

Here was a case where four Eskimo herders were on their way home, after some particularly hard work driving the deer herd. They discovered these strayed deer, sent word to me, and then awaited my instructions; and when I sent word to them to drive those deer to me at Point Hope there was no hesitation on their part. They decided among themselves which two of them should return and which two should go home, and without one word of complaint these two simply performed what seemed to them their natural duty.

TRIP OF LIEUT. E. P. BERTHOLF, REVENUE-CUTTER SERVICE, TO SIBERIA.

Information from various sources having reached the Bureau of Education that in the neighborhood of the Okhotsk Sea a breed of reindeer flourished that is larger in stature than those we have been importing from northern Siberia, it was decided to endeavor to obtain a supply of deer from those herds which would still further improve our present stock and result in giving to Alaska a breed of reindeer superior to that of any other country.

First Lieut. E. P. Bertholf, United States Revenue-Cutter Service, one of the officers of the revenue cutter *Bear*, was one of the three members of the expedition sent by the Government during the winter of 1897–98 to drive a herd of reindeer from Point Barrow for the relief of over 300 shipwrecked whalers believed to be starving at that place. The success of that expedition called the attention of the Commissioner of Education to him as a suitable person to send to Okhotsk Sea to procure, if possible, a number of the Tunguse deer of that section, and a request was made through official channels for his service, which was granted.

Accordingly this officer, having been detailed by the Secretary of the Treasury for duty under the Secretary of the Interior, was dispatched to the neighborhood of the sea of Okhotsk and directed to make a full investigation of the subject and if possible to procure a number of these larger reindeer for Alaska.

Furnished with the necessary credentials from the State Department to the Russian authorities, Lieutenant Bertholf left Washington on January 11, 1901, and proceeded to St Petersburg in order to obtain official sanction of his undertaking. On February 24, with ample commendations from the imperial ministry of the interior to the governors-general of Irkutsk and eastern Siberia, he left St. Petersburg and proceeded to Moscow. From this city his route lay across European and Asiatic Russia via the Trans-Siberian Railway to Irkutsk, on Lake Baikal. At this place he left the railway and purchased fur clothing, arms, and provisions for himself and interpreter, traveled by sledge down Lena River to Yakutsk, and thence across the country to Okhotsk. From this point he proceeded along the coast, and on April 29 reached Ola, a small village on the west shore of the Okhotsk Sea, about midway between the towns of Okhotsk and Gishega, and inhabited by half-breed Russian Tunguse, the latter belonging to one of the more civilized tribes of Siberian natives.

Here he found himself in the heart of the country in which flourishes the superior breed of reindeer known locally as "Tunguse" deer, and, armed as he was with the sanction of the Russian authorities, he was able to purchase a herd of 428 of these animals, using money in the transaction, for the Tunguse natives of

that section have been in contact with the Russians so long that they both understand and appreciate that article.

A corral was built and a supply of moss gathered, and when the ice of the Okhotsk Sea broke up in the spring and the Russian mail steamer arrived, Lieutenant Bertholf took passage to Vladivostok, where he arrived July 17, 1901. Here he chartered a small Russian steamer, went back to Ola, took on board the herd he had purchased, and proceeded to Alaska, arriving at the Teller Reindeer Station, Port Clarence, August 29, 1901.

Unfortunately, the weather was very boisterous and the steamer experienced such rough seas on the trip from Ola to Alaska that many of the reindeer succumbed, and 254 in all were landed at the Port Clarence station.

In traversing Siberia to reach the shores of the Okhotsk Sea, Lieutenant Bertholf traveled 3,000 miles by sledge, driving at different times horses, reindeer, and dogs, and in his report on his expedition and the observations of this officer on the various uses to which the reindeer are put in Siberia he shows the important part these animals are playing in the development of that country.

Between Yakutsk and Okhotsk, a distance of 754 miles, is a post-road, over which the mails are sent twice a month during the long winter, and on the greater part of this route reindeer are used. The animals are changed at stations that average about 50 miles apart, and in good weather the reindeer usually cover the distance between the stations in from six to seven hours.

There are two ports on the Okhotsk Sea from which the "brick tea" (tea pressed into brick-shaped blocks weighing 2 pounds each and used by the Russian peasantry) is transported to the Lena country, Okhotsk, and Ayan. The tea from Okhotsk is sent to Aldan, 510 miles, where it is stored until summer and then shipped by steamer down the Aldan River to the Lena. From Ayan the tea is transported to Nelkan, 300 miles, and from there shipped the following summer down the May River to the Lena. All this transportation in winter is done with the reindeer, and Lieutenant Bertholf passed many deer caravans between Yakutsk and Okhotsk, one day alone counting over 200 sleds loaded with "brick tea" bound from Okhotsk to Aldan.

Ola, Siberia, is the point whence is transported overland all the stores for the penal colonies and other villages on the lower Kolima River. There are Government and private warehouses at Ola, in which the goods are stored when brought by the steamers in summer. In the winter these goods are carried by deer sleds some 400 miles to a place called Cemechan, at the head of navigation of the Kolima, and the following summer floated down that river on flatboats. This route was opened five years ago by a Cossack named Kalinken, who has controlled it ever since, having the contract to transport not only all the Government stores, but also the goods of the private merchants. The contract price is 4 rubles ($2) a pood (36 pounds) from Ola to Kolima, whereas before this route was established all the goods for the lower Kolima were sent from Yakutsk mainly with horses, and cost 12 rubles ($6) a pood. Kalinken owns only about 500 reindeer himself, and consequently depends for his transportation almost entirely upon the natives of this region, whose deer he employs. During the winter over 1,000 sleds leave Ola at different times, bound for Cemechan, in caravans of about 100 each. With a caravan of 100 sleds belonging to one outfit there would be about 10 men, each managing a train of 10 sleds, he driving the head team, while the other teams are tied by their halter lines to the sled in front. As each sled has two deer, and each train has extra deer for emergencies, it will be seen that some 2,500 reindeer are used on this route alone.

Each sled carries 15 poods (540 pounds), which makes a total of at least 15,000 poods (540,000) pounds, and as the difference between the cost of the deer caravans from Ola and the old horse caravans from Yakutsk, both bound to the

same place, is 8 rubles a pood, over 120,000 rubles, or $60,000, is saved to the Government each year by the establishment of this deer caravan route from Ola to the Kolima River. For this service the Russian Government has presented to Kalinken a medal.

These instances are but a few of the many cases wherein the Russians are using the reindeer for transportation, and the important part these animals are playing in the development of Siberia is full of suggestion regarding the possibilities of the reindeer in the development of that part of our country bordering on the frozen seas, namely, Alaska.

HERDS BECOMING A SOURCE OF PROFIT.

In the growth of the reindeer enterprise a few of the herds, notably that at Cape Prince of Wales, have reached such numbers that the owners are able to kill off, to a limited extent, a portion of the extra males for food for the families of the herders, and also for sale to the butchers in the neighboring mining camps, where the deer last winter brought from $60 to $100 each, the proceeds of the sale supplying the families of the herders with clothing and household appliances. In addition to supplying the market with venison, a few male deer trained to harness were sold to miners at $150 each, to be used in freighting and traveling. This also furnished employment to Lapps, who were employed as drivers. The herders at Cape Prince of Wales received last winter $600 in gold for freighting with their reindeer to the mining camps. Smaller sums were earned in a similar way at one or two other stations. It is only a question of a few years of considerate care of the herds when the missionary societies will have herds sufficiently large to enable them to dispose of the extra males for a sum equal to the annual expenses of the station.

REINDEER TRANSPORTATION.

Mention has already been made in this report of the employment of the reindeer at Eaton Station for the relief of the troops snow-bound near Kaltag, and afterwards for the transportation of telegraph poles, telegraph supplies, and provisions for the men engaged in building the telegraph line between Norton Sound and the Yukon River. Also of the employment of reindeer teams from the Teller Reindeer Station for a military expedition to Kotzebue Sound to relieve the reported destitution of the natives in that section. In addition to this official work the reindeer belonging to private parties at Teller, Synrock, Cape Prince of Wales, and Golofnin stations did considerable transporting of men and supplies to various outlying mining camps. As the number of available reindeer for transportation purposes increases in the country they will commence more and more to take the place of dogs used in the past for transportation. As the reindeer is the only draft animal in Arctic regions that is able to secure its own food while on a journey, the question of cheapness and speed will finally win the day in favor of the reindeer. In that day Alaska, with similar conditions of climate and pasturage to those existing in Lapland and Siberia, will, as commonly as those countries have done for centuries past, use the reindeer for draft purposes. (See p. 1491.)

REINDEER RELIEVE UNITED STATES SOLDIERS.

As the report of 1900 was closing, letters were received from Dr. Gambell, superintendent of the reindeer stations, with the information that two detachments of United States infantry had been rescued by reindeer teams sent from the station. It appears that at the opening of last winter the War Department had three construction parties, aggregating about 110 officers and enlisted men, engaged in the work of building a Government telegraph line between Unalaklik

and Kaltag, on the Yukon River. As the winter storms came on one after another, all work had to be suspended, rations began to fail, and mule transportation gave out. Even where the soldiers shoveled a trail through the deep snow the mules marked their course with blood from their legs, cut with the icy crust on the snow. In this emergency General Randall, in command of the military department of Alaska, requested Dr. Gambell to take all the deer teams that could be spared and go to the relief of the Government party. Accordingly, on the 4th of December, Dr. Gambell started with 3 deer, leaving Mr. Lindseth to follow the next day with 32 deer and the necessary drivers and sleds. The troops were found in camp 18 miles west of Kaltag, and with their camp equipage were brought through deep snow to a new camp established near Old Woman's Mountain, a distance of 50 miles. The troops being left in a place of safety, the deer teams were sent, at the request of the commanding general, to St. Michael for the transportation of provisions for the men, and telegraphic supplies. They were also employed during a portion of the winter in drawing telegraph poles from the woods.

There are persons in the United States who consider the sum of $25,000 appropriated annually by Congress during the last few years for the introduction of domestic reindeer into Alaska as money uselessly expended, They have given little thought to the fact that in this appropriation the country is providing for emergencies that are liable to happen at any time, and which are sure to come sooner or later, when numbers of our fellow-citizens who are now penetrating the frozen lands of Arctic Alaska in search of gold will be saved to their families and country by this enterprise. When in 1897 the chambers of commerce of San Francisco, Portland, Seattle, and Tacoma wired the President that large numbers of American miners in the Yukon Valley were in danger of starvation, Congress without hesitation voted $200,000 to the Government for the relief of the miners. Happily in that case the relief was not needed, but a little later in the same season word was received that 400 whalers had been caught in the ice in the neighborhood of Point Barrow with only three months' provisions in their ships, and that the ships would necessarily be detained for twelve months, if not sooner crushed in the ice, before they could escape, and that starvation faced the whalers. The country did not hesitate to indorse the action of the President and his Cabinet in instituting a relief expedition, which ultimately cost nearly $100,000, for the rescue of those men. The revenue cutter *Bear* was at once dispatched northward, but on account of the arctic ice could not get within many miles of the starving men. Two lieutenants and a surgeon were put ashore near Nunivak Island to make a winter sledge journey of nearly 2,000 miles. They could take no provisions for the starving sailors. They had difficulty in taking sufficient provisions for the three men. There was no known method by which flour, groceries, and clothing could be taken to the whalers. Had not the Government five years previously commenced the introduction of domestic reindeer into Alaska many of those 400 men would have certainly perished before relief could have reached them. But the rescue party, gathering up the reindeer at two stations, successfully made the trip through an unknown country in midwinter, during the long arctic night, reached the sailors, slaughtered reindeer, issued rations as needed, nursed the men stricken with scurvy back again to life, and restored them twelve months later to their friends and country.

In years to come other men will receive similar rescue through the instrumentality of the reindeer herds, fostered by this small annual appropriation.

BRANDS.

In the multiplication of herds given to missionary societies and Eskimos it has become necessary to establish a system of branding by which the property of each

individual may be distinguished from all others by the marking of the ears of the reindeer, these markings representing 19 ownerships.

REINDEER PRESERVES.

On the 30th of March, 1901, the President issued the following Executive order:

EXECUTIVE MANSION, *March 30, 1901.*

It is hereby ordered that the hereinafter-described tracts of land in the district of Alaska be, and they are hereby, reserved and set aside for reindeer stations, subject to any existing legal rights to any land in the limits of the reservation hereby established, to wit:

1. The entire peninsula of which Cape Denbigh forms the southwestern extremity, situated in latitude 64° 30′ north, longitude 161° 30′ west from Greenwich, approximately 15 miles in length and 5 miles in width.

2. A tract of land bounded as follows: Beginning at a point about 6 miles above the mouth of the Unalaklik River, and extending along the north bank of the Unalaklik River in a generally northeasterly direction 10 miles; thence in a generally northwesterly direction 10 miles; thence in a generally southwesterly direction 10 miles, and thence in a generally southeasterly direction to the point of beginning.

WILLIAM MCKINLEY.

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 his clerk; 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 *Bear*, Capt. William F. Kilgore and officers of the *Rush*, and Lieut. William H. Cushing and the officers of the *Thetis* was appreciated.

Thanks are due to the honorable the Secretary of War, Brig. Gen. M. L. Ludington, Quartermaster-General, and Capt. D. S. Stanley, U. S. A., in command of the army transport *Warren*, for transportation from Seattle to Nome, and for many kindnesses on the route.

Thanks are also due to the honorable the Secretary of State and Hon. Charlemagne Tower, ambassador to the court of Russia, for credentials procured from the Russian Government, and letters of commendation of Lieut. E. P. Bertholf, Revenue-Cutter Service, to the governors of Irkutsk and Eastern Siberia.

ITINERARY.

Leaving Washington on the 1st of May and spending Sabbath, the 5th, at Salt Lake City, Seattle was reached the 8th, where I was expected to go on board the revenue cutter *Bear*, which was scheduled to sail on the 10th. Mr. A. R. Cheever, who had been detailed as my clerk, was awaiting my arrival at Seattle. Upon inquiry I found that in the repairs which had some months before been ordered on the *Bear* a portion of the boiler works had been removed from the ship, and before the new works were substituted the machinists' strike, which existed in all the leading cities of the Pacific coast, occurred, and work upon the *Bear* as well as other vessels ceased. Captain Shoemaker, Chief of the Revenue-Cutter Service, learning that the cutter *Bear* could not be fitted for sea in time for an early cruise, proposed that we should change to the cutter *Thetis*. Upon further investigation it was found that the *Thetis* also was unprepared for sea. On account of the machinists' strike I was unable to proceed farther on my journey for one month. On the 27th of May, concluding that the cutters might be detained all summer for repairs, I telegraphed the War Department for transfer on the United States army transport *Warren*, which was expecting to sail

for Nome. This request was promptly granted, and on the 8th of June we went on board the transport, which sailed at noon of that day. It was the intention of Captain Stanley to proceed directly to Nome without calling at Unalaska, but when 30 miles southeast of the Pribilof Islands the transport met ice, and the sailing captain recommended to Captain Stanley that the steamer should return to Unalaska for information as to the condition of northern Bering Sea.

Arriving there on the 18th we learned that, with two exceptions, no steamer had been able to reach Nome during the season; that four attempts had been made to reach Pribilof Islands by local steamer in vain, and that a steamer was then at sea making the fifth attempt. The ice was reported several miles below the southern limit reached in many years; we were also informed that the winter ice had not yet left Norton Sound. This delay at Unalaska gave me an opportunity to inspect the public school and look after school matters at that place. After lying at anchor in Unalaska Bay for a few days the captain decided to make another attempt, and on the 22d day of June we again started for Nome. Passing through small fields of floating ice and skirting ice floes many miles in extent, we reached Nome on the morning of June 28th. The surf was so bad, however, that we were unable to land until the 29th. The news at Nome with regard to the harbor at St. Michael was very discouraging; several vessels had made the attempt, but found that Norton Sound was still full of winter ice and that no vessel had been able, on account of the ice, to get within 12 miles of the shore. On the 3d of July Captain Stanley determined to go as far as he could toward St. Michael, thinking he might, perhaps, be able to communicate with the commanding officer over the ice. Upon arriving within sight of the place on the forenoon of the 4th of July we found that the ice had left the harbor the day before. At St. Michael I met Dr. F. H. Gambell, superintendent of the reindeer station, and his assistant, Mr. J. T. Lindseth; also the Rev. and Mrs. A. E. Karlson, who were waiting an opportunity to reach their mission station at Unalaklik. Being anxious to reach the Eaton Reindeer Station as soon as possible, diligent search was made for a boat, steam launch, or some conveyance to Unalaklik, 60 miles up the coast. While the search was being made the schooner *Laurel*, loaded with Government supplies for the Eaton Reindeer Station and the Swedish mission at Unalaklik, came into the harbor, and at 1 o'clock on the morning of July 6, we all went aboard the little vessel and started for Unalaklik. The wind subsiding, we were all day making the trip, and did not arrive there until half past 5 in the afternoon. As the sea was calm the natives with their boats were at once secured and started unloading the freight, the work being continued until midnight. On the 8th the unloading of the ship was resumed and completed on the 9th. The same afternoon the army launch *Nordica* steamed into the mouth of the Unalaklik River, bringing supplies for the men in charge of the military telegraph station at that point. The officer in charge of the launch, having instructions to receive myself and party on board, took us to St. Michael. At 8.15 on the morning of the 10th we left Unalaklik, and at 5.30 p. m. that afternoon were safely on board the transport *Warren* in St. Michael harbor. July 13 the army transport *Warren*, with the army transport *Seward* in tow (the latter being disabled), left for Nome, where we arrived on the following day about noon. Dropping anchor off Fort Davis, the vessel was soon visited by Dr. S. J. Call, the quarantine officer, who upon his return to shore very kindly took my clerk and myself on board his launch.

On July 16, finding that the steamer *Sadie* was about to leave for Teller City, we went on board, and that night were accorded the courtesy of a special landing at the Teller Reindeer Station, instead of being taken 6 miles beyond to the Teller mining camp. A week was pleasantly spent in the family of Rev. T. L. Brevig, a Norwegian missionary and Government superintendent of the reindeer station, in inspecting the work and reviewing the affairs of the station. On the 24th we

took the steamship *Jeannie* to return to Nome and await the arrival of a revenue cutter to enable us to visit and inspect the Gambell Station on St. Lawrence Island. On July 31 the cutter *Bear* arrived and dropped anchor in the harbor. Soon after Captain Tuttle sent a boat ashore for the ship's mail and with an invitation to myself and party to come on board. At 7 p. m., August 1, anchor was raised and we sailed away for St. Lawrence Island, reaching that place during the afternoon of August 3. Some supplies were landed for the station, the station was inspected, and conferences held with the natives. Dr. Lerrigo, who had been in charge of the station during the previous year, receiving information by the whalers of the dangerous illness of his mother, had left the place in June, leaving the station in charge of Mr. William A. Egan, since Dr. E. O. Campbell, who had been appointed to succeed Dr. Lerrigo, had not arrived.

Leaving Gambell on August 4, we reached Teller Reindeer Station August 6. Dr. H. Richmond Marsh, wife and child, and Mr. Peter Koonyooa and wife (Eskimo) were waiting an opportunity to reach their distant Arctic field at Point Barrow. Captain Tuttle kindly offering to take them to their station, on August 8 they came on board with various supplies, and at 11 a. m. we sailed for Cape Prince of Wales, where Dr. Gambell, Mr. Cheever, and myself were left to visit Mr. Lopp and confer with him concerning the interests of the reindeer herd in his charge.

On August 14, the cutter *Thetis* having arrived and unloaded some supplies for the station, through the courtesy of Lieut. W. H. Cushing, commanding, myself and party were received on board for transportation to the Teller Reindeer Station, where we arrived on the 15th. Two days later (the 17th) we took the steamship *Newsboy* for Nome, arriving there the next morning. The surf being bad, it was after midday before we were able to reach the shore. Receiving a telegram from the Commissioner of Education notifying me that Lieutenant Bertholf had succeeded in securing a number of reindeer in the neighborhood of Ola, Okhotsk Sea, Siberia, and directing me to return to Teller Reindeer Station and await the arrival and landing of the deer, on August 25 we took the steamer *Jeannie* for Teller, where we arrived the following day. On August 28 the Russian steamship *Progress*, with Lieutenant Bertholf and the reindeer on board, arrived and dropped anchor in front of the reindeer station. A steam tug and lighter were at once secured at Teller City, and the work of landing the reindeer commenced. In the meantime Dr. and Mrs. Campbell arrived at Teller Station and were anxiously waiting an opportunity to be sent to their own station at Gambell. The arrival of the Russian ship, which, upon its return to Vladivostock, would pass St. Lawrence Island, gave them an opportunity. Accordingly they sailed on the 31st of August for St. Lawrence Island.

On September 5, taking the steamship *Oregon*, we reached Nome on the 6th. The cutter *Bear* having returned from its Arctic cruise to Point Barrow, on September 12 we went on board and Captain Tuttle very kindly took me to inspect the reindeer station at Synrock and confer with Mary Antisarlook, who, with her relatives, owns the herd. Finding that the herd had been interfered with by lawless whites and much of the pasturage in the immediate vicinity of the herd burned by fires started by the whites, I advised her to remove, during the coming winter, to the east side of Norton Sound, where she would be among her relatives and better protected from annoyance by white men.

Having now concluded the summer's work in Bering Sea, on September 16 we went aboard the steamship *Roanoke* for Dutch Harbor, where we arrived on the 18th. Not needing Mr. Cheever's services further at this time, I directed him to continue to Seattle and from there return to Washington. The same day, securing a stateroom on the mail steamship *Newport*, I left Unalaska for Sitka on the morning of the 19th at 5 o'clock. On the morning of the 20th, at 5.30, we dropped

anchor at Belkofsky to leave the mail. During our short stop Father Alexander, the Russo-Greek priest, came on board especially to express his thanks to the Bureau of Education for allowing Mr. Golder, teacher at Unga, to teach English to his pupils during the summer vacation. At 3 p. m. that afternoon we dropped anchor in the harbor of Sand Point to deliver the mail. A short call was made on shore. At 5.30 Unga was reached, and I again went on shore to confer with the teacher of the public school. At 2.15 p. m on the 21st a call was made at the salmon canneries at Chignik, and at noon on the 22d we reached Karluk, probably the largest salmon-fishery station in the world. That same afternoon a pleasant call was made at the salmon cannery at Uyak. At 6 a. m. on the 23d we entered the snug little harbor of Kadiak. This place was the original capital of the Russo-American possessions, the seat of government being removed from Kadiak to Sitka for political purposes and to restrain the advance westward of the Hudson Bay Fur Company. At Kadiak is a Government school. There is also a Government school on Wood Island, a few miles distant. The larger portion of the day was spent in visiting these schools. At Wood Island the ship took on board a large grindstone that was left there by the Russians at the time of the transfer, and had been given by Mr. Ezekiel, manager of the North American Commercial Company's station at Wood Island, to the Alaskan Society of Natural History and Ethnology, whose museum is at Sitka.

Leaving Wood Island in the afternoon of the 23d, at 6 a. m. on the 24th we dropped anchor in the little harbor of Seldovia on Cooks Inlet. After an hour's stay we steamed away for Homer, where an Eastern company is at work developing the coal mines of that vicinity. Leaving Homer about noon we steamed southward out of Cooks Inlet, rounded the southern end of Kenai Peninsula, and called at Fox Island on the 25th, where a number of blue foxes were taken on board to be transported to stock an island in southeastern Alaska. At 2 a. m. in the morning of the 26th the new city of Valdez, at the head of Prince William Sound, was reached. In the neighborhood is a military camp, from which has been built a military trail, extending in a general northeast direction from Prince William Sound to Eagle City, on the Upper Yukon River, known as the "All-American Mail Route to the Interior of Alaska." The present Valdez is a very small village built on the moraine of the Valdez Glacier, but although a small place it has great expectations. It is the natural gateway to all central Alaska, and in anticipation of its coming greatness enterprising men have located seven different city sites in the neighborhood. The day was very pleasantly spent at this village awaiting the arrival of the inland mail carrier, who had telegraphed ahead that he was coming. Leaving Valdez at 7.30 in the evening, on the next day, the 27th, we called at Orca. Nuchek was reached at 9.40 p. m., and Kyak at 9 a. m. on the 28th, and Yakutat at noon on the 29th. Yakutat is a large village of Thlingket natives. At this place the Swedish Evangelical Missionary Society have a promising station in charge of Rev. Albin Johnson.

Leaving Yakutat that afternoon, the mouth of Lituya Bay was reached at 5.30 a. m. on the 30th. The surf was so bad that it was not until evening that a landing could be effected.

Leaving Lituya that night, Sitka was reached October 1 at 2 p. m. The next eleven days passed quickly in visiting the schools and arranging school matters at Sitka. Capt. William F. Kilgore, commanding the cutter *Rush*, having offered to take me to the out-of-the-way villages of southeastern Alaska, on the 11th of October Governor Brady and myself went on board, and at 12.35 p. m. we were under way. The weather being heavy and stormy, we anchored that night in Deadmens Reach at 5.24 o'clock.

Getting under way at 7.30 a. m. October 12, we soon after passed the Coast and Geodetic Survey steamers *Patterson* and *Gedney* on their way to Sitka. The

storm of the previous day continuing, we ran into Rodman Bay for shelter, and anchored at 9.40 a. m. After lunch we went ashore and visited the plant of a mining company at work on this bay. At 6 o'clock on the 13th we again got under way for Hoonah, stopping at 2.35 p. m. to take ice on board from a floating berg. At 3.50 p. m. Hoonah was reached, and we went on shore to visit the teacher, schoolhouse, and church. Nearly all of the villagers were still absent on their fall hunt. Getting under way at 7.10 a. m. on the 14th, at 2 p. m. we arrived at Angoon, where Governor Brady and myself went ashore to inspect the place with reference to the establishment of a school for the native children. At 5 p. m. the herring works at Killisnoo were reached. Starting at 6 o'clock on the 15th we steamed southward toward Wrangell. The day was stormy, and toward night, the fog setting in, at 7 p. m. the ship anchored at the north entrance of Wrangell Narrows. Getting under way at 7 o'clock the following morning, in half an hour we were anchored off the salmon cannery at Petersburg, where we went ashore and spent the forenoon. Getting under way at 11 o'clock, at 4.50 p. m. we reached Wrangell, where, during the afternoon, two visits were made ashore. On the 18th we reached Ketchikan. Here visits were made ashore both at Ketchikan and the neighboring places of Saxman and Gravina. Schools were inspected and conferences had with teachers and others. On the 19th we reached Karta Bay, Prince of Wales Island, where we anchored for the night. The next morning, hoisting the anchor, we steamed eastward some 15 miles to Copper Queen on Kasaan Bay. After a call on shore, a storm arising, we returned to Karta Bay for anchorage. Taking a fresh start on the morning of the 21st, we steamed to Skowls's village, known as Kasaan. This village is noted for the number and excellence of the totem poles that are still standing. A conference was held with Skowls, the chief, and others of the old men that were at home in the village, with reference to the removal of the population to Copper Queen, in order that they might have a school for their children and larger privileges for themselves, the Kasaan Bay Mining Company that control the copper mines and fisheries in the neighborhood of Kasaan having stipulated that if the Hydahs of that vicinity would remove to Copper Queen the company would give them permanent employment winter and summer, build them a schoolhouse and church, prevent as far as possible the location of any liquor saloons in the vicinity, and assist them in laying out a new village. Some of the prominent men being absent at Ketchikan, on the afternoon of the 22d we steamed away from Skowls's village to Ketchikan, and on the 23d another conference was held in the cabin of the cutter, and on the 24th I took the steamer *City of Topeka* at Ketchikan for Seattle, where I arrived on the 27th. Leaving Seattle via the Northern Pacific Railway October 29, I reached Washington November 5, thus closing a trip of 15,400 miles.

SHELDON JACKSON,
General Agent of Education in Alaska.

The COMMISSIONER OF EDUCATION.

CHAPTER XXXIII.

CONSULAR REPORTS.[1]

CONTENTS.—The City Commercial University at Cologne—Foreign students at Geneva—Reform in education in China—Business training for Americans in France—Distribution of Nobel prizes—Manual training for boys in Germany—French writing system for the blind—Forestry in Saxony—American students in German universities—Educational matters in Mexico—Education of mining engineers and metallurgists in Germany.

THE CITY COMMERCIAL UNIVERSITY AT COLOGNE.

On April 20, 1901, a new commercial university was opened in this city, under the patronage of the royal ministry of trade, industry, education, etc., the foundation being a legacy of Privy Councilor Dr. von Mevissen.

The objects of the institution are:

1. To provide grown-up young people who are destined for a mercantile career with a thorough general and mercantile education.

2. To provide future commercial school teachers with the necessary theoretical and practical knowledge of their branches.

3. To offer young departmental, consular, and chamber of commerce officials the opportunity of improving their knowledge in commercial branches.

4. To give practical traders, clerks, and other business men the chance of perfecting their knowledge of any particular branch of commerce.

The following may be admitted as students:

1. Graduates of secondary schools of a course of nine years and of those commercial schools whose senior class ranks with the senior class of the first-named schools.

2. Traders who have passed the examination for one year's military service and have served their apprenticeship.

3. Foreigners whose previous education is considered sufficient by the examining board.

4. Teachers educated in a normal school, and who have passed the second examination, will be taken into the seminary department of this commercial institution.

The entrance fee is 20 marks ($5). The half-yearly school fees are: For matriculated Germans, 125 marks ($30); for matriculated foreigners, 250 marks ($60). These fees admit to all lectures.

Each matriculated student is obliged to pay 3 marks (75 cents) per half year to the sick fund.

Besides matriculated students, hearers or occasional students are admitted, the fees for whom are: Germans, per current one-hour lecture per half year, 10 marks ($2.50); foreigners, per current one-hour lecture per half year, 20 marks

[1]This chapter contains information regarding educational affairs in foreign countries as reported by United States consuls. These reports have been in part transmitted direct to the Bureau of Education by the State Department for publication and in part reprinted from the publications of the State Department.

The technical educational terms used by the consuls in their reports have been in most cases retained, and must be understood to have generally the signification which attaches to them in the countries to which they refer.

($5), up to the maximum sum payable by matriculated students. For apprentices and student commercial school-teachers the last-mentioned fees are reduced to 5 marks.

The cards of admission to the public lectures cost 3 marks per half year.

PLAN OF THE TWO-YEAR COURSE OF THE COMMERCIAL UNIVERSITY AT COLOGNE.

1. Political economy.—Introduction to political economy, means of communication, the technicalities and organization of the world's commerce (including money, bank, and exchange methods), commercial and colonial policy, history of commerce, finance (including a general survey of the financial position of the most important foreign nations), industrial and agricultural policy, social policy, and statistics.

2. Law and jurisprudence.—The fundamental principles of civil law; mercantile, bill, and marine law; criminal law at home and abroad (including bankruptcy); State, administrative, and common law; industrial law (patents, trademarks, etc.) at home and abroad: trade law.

3. Pure and applied science.—Physics (especially electricity), chemistry, mechanics, chemical technology, and industrial sanitation.

4. Geography and knowledge of goods.—General geography, political geography, knowledge of goods, colonial economy.

5. Commercial branches and languages.—Bookkeeping, commercial arithmetic, correspondence and office work, English, French, Italian, Spanish, and Russian.

6. General knowledge.—German and foreign history, history of art, literature, and philosophy.

The above subjects are divided over four half years as follows:

First half year.—Introduction to political economy, means of communication, fundamental principles of civil law, political geography (first part), and physics.

Second half year.—Organization of the world's commerce; commercial history, industrial and agricultural; commercial, bill, and marine law; political geography (second part), and chemistry.

Third half year.—Commercial and colonial policy; social politics; criminal law at home and abroad; knowledge of goods, first part (vegetable matter); chemical technology, and industrial sanitation.

Fourth half year.—Finance; statistics; State, administrative, and common law; industrial law; knowledge of goods, second part (animal matter and minerals); mechanics, and colonial policy.

In the third and fourth half years in the political economy and commercial jurisprudence sections seminary exercises will be held, as well as in the physical and chemical laboratories. Regular visits to factories in the Rhine provinces are proposed, and Saturdays are left free for this purpose.

Public lectures will be given on subjects of general interest, which will be duly announced.

CHAS. E. BARNES, *Consul.*

COLOGNE, GERMANY, *May 22, 1901.*

FACILITIES OFFERED TO FOREIGN STUDENTS AT VARIOUS INSTITUTIONS IN GENEVA.

Out of a total budget of 8,000,000 francs the Canton of Geneva spends 2,350,000 for public instruction; with its population of 125,000 inhabitants, the expense for public schools is about 20 francs ($4) per head. It is stated that no other European state is so liberal as concerns the education of its people.

Public instruction in the Canton of Geneva is divided into four branches: Primary instruction, which is gratuitous and compulsory from the age of 6 to that of 15 years; secondary and professional education, university education, and private-school education.

PRIMARY INSTRUCTION.

Primary instruction begins in the infant schools, is continued in the primary schools, and completed in the supplementary schools.

The supplementary schools are attended by children of from 13 to 15 years of age who have left the sixth primary form. The programme of these schools is at once practical and professional.

In the primary and supplementary schools books, paper, and pens are furnished free of charge.

Many of the schools are fitted up with warm-water baths.

Religious instruction is optional. It is given by clergymen of the different religious denominations in the city.

From the sixth form in the primary schools pupils pass into the professional school and the secondary rural school, while in the fifth form pupils are prepared for the seventh class in the college or in the young ladies' high school, on condition that they come furnished with a certificate from the primary school.

SECONDARY INSTRUCTION.

College of Geneva, at St. Antoine.

[Founded by Calvin in 1559, restored in 1883.]

The lower division comprises three years of study.

Subjects: French, Latin, German, geography, and history, constitutional history, arithmetic, elements of the physical and natural sciences, drawing, penmanship, singing and gymnastics.

Conditions of admission: Age, 12 years; a certificate from the primary State schools, or an entrance examination.

The lower college prepares for all the classes of the upper college or for the commercial school.

Fee: Twenty francs (about $4) per half year.

The upper college or gymnasium comprises four years of study, subdivided into four sections, dealing respectively with classical and modern languages, pedagogics, and technical education. The lectures are open to all comers. Outsiders have no examination to pass either on entering or leaving the college. They attend the same classes as the regular pupils.

Subjects: The regular subjects in all these classes are French language and literature, German language and literature, geography and cosmography, history, mathematics, physical and natural sciences, elements of psychology, notions concerning common law and political economy, drawing, gymnastics. The special branches are: (*a*) In the classical section, Latin language and literature, Greek language and literature; (*b*) in the modern section, Latin, English, and bookkeeping; (*c*) in the pedagogical section, normal lectures and bookkeeping; (*d*) in the technical section, technical drawing, descriptive geometry, special mathematics, bookkeeping, hygiene.

In 1899 a special class was formed for young foreigners.

Subjects: (1) Elocution, pronunciation, articulation, intonation, reading, recitation, and conversation. (2) Vocabulary: The words are taught by means of "object lessons" and conversation on ordinary life, commerce, industry, science, agriculture, etc. (3) Grammar: Orthography, flexions, syntax. (4) Composition: Essays, tales, descriptions, dialogues, etc. Twelve hours of lessons a week, in the morning only.

Fee, 25 francs (about $5) per half year during the first two years and 30 francs during the last two years. Outsiders not belonging to the college pay 4 francs (about 80 cents) for each course of lectures of one hour a week and lasting the half year.

Girls' high school.

[Quai de la Poste and Rue d'Italie.]

The lower division comprises a course of study extending over three years.

Subjects: French language and literature, German, general history, geography, arithmetic, the elements of the physical and natural sciences, drawing, penmanship, singing, gymnastics, needlework. Conditions of admission: A certificate from the primary State schools or an entrance examination.

Fee, 20 francs (about $4) per half year.

The upper division comprises four years of study, subdivided into three sections—literature, pedagogy, and commercial education.

Girls not belonging to the school may attend the lectures without being obliged to pass an entrance examination; they receive the same instruction as the regular pupils.

Subjects: The branches common to the literary and the pedagogical sections are French language and literature, German, general history of Switzerland, geography, cosmography, bookkeeping, geometry, physics, chemistry, natural history, drawing, penmanship, music, needlework, hygiene, housekeeping, gymnastics.

Special branches of the pedagogical section: Arithmetic, algebra, psychology, history of pedagogy, and practical pedagogy. The pupils are, moreover, obliged to receive normal instruction and to give, as practice, lessons in other Genevese schools.

Optional branches of the division: Greek and Latin literatures, modern foreign literatures, English, general history, history of philosophy, history of the fine arts, civil and commercial law.

Certificate: The literary and pedagogical sections give certificates to pupils who have passed successful examinations. The certificate of the pedagogical sections opens to its holder the career of teacher in the primary school.

Admission: Last examination of the lower division; certificate of the secondary rural schools; entrance examination.

Fee, 30 francs (about $6) per half year. The optional branches are gratuitous.

Commercial section: Two years of study.

Fee, 30 francs (about $6) per half year. Outsiders pay 4 francs (about 80 cents) for each course of lectures of one hour a week, and extending over half a year.

As at the college, the girls' high school has opened French classes for young foreigners.

Subjects: Study of vocabulary by simple methods; conversations on practical subjects, such as the human body, clothing, houses, weather, country, animals, plants, industry, commerce, travel, art (with use of Hölzel's graphics). Reading: Oral exercises on the above subjects. Grammar: Irregular verbs, practical exercises, principal rules of syntax, dictation. Elocution: Pronunciation and intonation. Literature: Principal authors of the nineteenth century; study of portions of their works. Lessons: Twelve hours a week.

Optional subjects: Lessons in natural history, geography, and history, and a practical study of French.

A certificate is given to regular attendants who have passed the examinations.

Conditions of admission: None fixed.

Fee, 75 francs (about $15) per half year. The fee may be reduced to 50 francs (about $10) for persons who are preparing for a school-teacher's career.

Professional schools.

[Boys.]

THE PROFESSIONAL SCHOOL.

[La Prairie.]

The professional school comprises two years of study, and prepares for all manual professions by the study of the sciences, drawing, and hand work.

Conditions of admission: Thirteen years of age for the first year and 14 years of age for the second year.

Fee, 10 francs (about $2) per half year.

[Girls.]

PROFESSIONAL AND HOUSEKEEPING SCHOOL.

[Rue d'Italie.]

Two or three years of study.

Subjects: French, German, bookkeeping, and practical exercises, commercial geography, housekeeping, elements of science and hygiene, drawing and geometry, millinery, embroidery, cutting, making and mending of clothes, cooking, laundering and ironing, gymnastics (half hour each day).

Conditions of admission: Examination of the sixth form of the primary schools; entrance examination.

Fee: Free school fee.

UNIVERSITY EDUCATION.

The ancient academy was founded by John Calvin in 1559, and became a university in 1872.

As the purpose of this report is more to point out the primary courses, this division will not be elaborated beyond stating that the university is fully equipped as such and ranks with the first in Europe.

For information, application may be made to the rector of the university, Bastions, Geneva.

It may be mentioned that outsiders may attend the lectures without passing the entrance examinations, and no diploma is required. They simply pay the same fee as ordinary students.

There has also been established a modern French seminary for the benefit of foreigners who desire to qualify themselves for teaching the French language and literature in their own countries. The seminary is open to students who have not matriculated in any of the faculties.

Subjects: Modern French literature, civilization and institutions of French-speaking countries from the sixteenth century. Pronunciation, elocution, rhetoric and composition, methods of teaching French.

The regular students of the seminary who have attended two courses of lectures of six months each and presented the required exercises may, at the end of the summer course, compete for the certificate of capacity of modern French teacher.

The seminary is open also to outsiders who desire to attend the lectures.

For programme and rules, apply to M. le Secrétaire-Caissier de l'Université, Rue de Candolle.

SPECIAL SCHOOLS.

Under this head, omitting the various schools of arts and crafts, which embrace agricultural classes, clock and watch making schools, etc., may be mentioned a

special vacation course at the commercial high school (under State control) for young foreigners desirous of completing their knowledge of French.

Condition of admission: The pupil must be 15 years of age. (Inscription list open from 15th to 31st of July.)

Subjects: French (twelve hours per week), translation, dictation, composition, correspondence, elocution, conversation, commercial arithmetic (optional, two hours per week), bookkeeping (optional, four hours per week).

Fee: Fifty francs (about $10).

Pupils take their places in the French classes according to the knowledge they already possess of the language, and—if their parents so desire—may take only a limited number of lessons.

In the afternoon the pupils visit the museums, manufactories, etc., and go for excursions into the surrounding country. During their stay at Geneva the pupils are under the supervision of the director of the school committee. At the request of parents a certificate is furnished at the end of the term.

For information as to boarding houses, apply to the director of the school (Rue Général Dufour), who will supply all necessary references and indicate the prices of board and lodging in Geneva.

A preparatory class is organized for foreign pupils with a view to their qualification for the regular classes in the school. Inscription list for this class is open all the year around. Apply to the director of the school for the special programme

CONSERVATOIRE.

This academy, which was founded in 1835 by Mr. Bartholoni, is far-famed, and in 1899 numbered 1,200 pupils. The purpose of the teaching given is to form professional musicians, as well as to cultivate a taste for music in all classes of the population. A diploma is awarded at the end of the course of studies.

Subjects: Solfeggio, vocalization, and the art of singing; lyric elocution, declamation, reading at sight (vocal and instrumental), playing the piano, organ and harmonium, stringed instruments, wind instruments, and the harp; harmony, composition, accompaniment, quartet, instrumentation, history of music.

Each class is divided into three degrees of two divisions each, and each division is subdivided into two or three sections.

For information, apply to Monsieur le Directeur du Conservatoire, Place Neuve, Geneva.

ACADEMY OF MUSIC.

[4, Boulevard Hélvétique.]

This is a private establishment of recent date. The instruction is about the same as that given at the Conservatoire, and also very efficient.

For information, apply to Professor Richter, director.

Respectfully submitted.

HORACE LEE WASHINGTON, *Consul.*

GENEVA, SWITZERLAND, *August 31, 1901.*

REFORM IN EDUCATION IN CHINA.

LEGATION OF THE UNITED STATES OF AMERICA,
Pekin, China, September 13, 1901.

I have the honor to inclose for your perusal the translations of two imperial edicts of recent date, decreeing certain important reforms in the prevailing system of civil and military examinations.

These edicts, if properly carried out, can not but effect great changes in the

intellectual, political, and industrial life of the Chinese, and result in the removal of much prejudice and the promotion of more cordial relations between China and the West.

The interest of the Chinese Government in educational matters is confined almost wholly to the securing of the most intelligent and efficient men for the service of the State.

The present system of examinations devised for this purpose dates from 600 A. D. Its chief defect has been the exclusive attention to classical and historical studies which it has developed.

The determining factor in the selection of candidates has been their ability to write the stilted "eight-legged" essay, so called from its treatment of its theme under eight divisions. A careful balance and parallelism have to be maintained between sentences and paragraphs, which make free expression impossible, and the result is a highly artificial composition. This has been condemned many times by various Chinese statesmen, notably by the Viceroy Chang-Chih-tung, and is now definitely abandoned.

The attention to mere phrase making has made plagiarism very easy, and the introduction of photo-engraving has led to the production of miniature editions of the classics and other noted works prepared especially to be smuggled into the examination halls and used there in the preparation of the thesis.

The study of the physical sciences and of political economy demanded by the new scheme will correct the present one-sided culture and prepare the way for the proper development of the wonderful resources of this great Empire.

The classics spoken of in the first edict are variously enumerated. According to the most commonly received canon they are five:

(1) The Books of History, containing more or less reliable traditions of the early history of the Chinese from 2300 B. C. to 619 B. C.

(2) The Book of Odes, a collection of ancient poetry.

(3) The Book of Changes, a book of divination.

(4) The Book of Rites, a Chinese Leviticus.

(5) The Spring and Autumn Annals, a bare chronicle of the most important events in the history of Lu, the native state of Confucius, from 722 B. C. to 481 B. C.

The "four books" referred to in the first edict are books of four great philosophers: (1) The Analects of Confucius; (2) The Works of Mencius; (3) The Great Learning, by Tseng-tzu, and (4) The Doctrine of the Mean, by Tzu-tzu, grandson of Confucius.

The various examinations to be passed by the student begin with those of his own district or county, which admit him to the prefectural, and these in turn to the provincial. Once in three years, usually at the provincial capital, examinations are held for the degree of "siu-tsai," commonly called bachelor of arts, and for the degree of "chu-jen," or master of arts, and at Pekin, once in the same period, an examination of the masters, which leads to the doctor's degree. These pass through two examinations in the imperial palace, which result in the selection of a number for the Han-lin Academy, where further tests are held for the selection of those who are to be retained there for literary work, the remainder being sent to the provinces to take office.

Each district has its fixed quota of students admissible to the provincial examinations, and each province a definite number, determined by population or otherwise, who may appear at the metropolitan examinations. The number who may pass at any examination is also a definite one.

Literary qualifications have never been greatly insisted upon at the military examinations, but the students are required to compete in archery, horsemanship,

sword practice, lifting weights, and other athletic exercises, once very useful accomplishments in the soldier, but now found to be obsolete.

Military and naval academies have already been established in several places, and a few regiments of troops have been organized after Western methods, but now for the first time, save for the ill-starred attempt in 1898, the old system is entirely discarded.

The demands of the allied powers for the suppression of examinations in districts where foreign lives and property were injured in the disturbances of last year have given the Chinese Government the opportunity to introduce these very necessary and praiseworthy reforms. If they are really in earnest, and will continue along these lines, great good may be hoped for, but it will be a happy surprise to us all if they do so continue.

I have the honor to be, sir, your obedient servant,

E. H. Conger.

EDUCATIONAL REFORMS.

[Translated from the Sin Wan Pao of Shanghai, of September 2, 1901.]

The following edict was received by the grand council on August 29, and was telegraphed to this paper yesterday from Sian:

The examinations form that important system by which men of talent are selected (for official employment). Our dynasty has continued the ancient regulations of the Mings, who preceded us, and who used the "eight-legged" essay (as a test by which) to choose students (for office). Famous statesmen and eminent scholars came from among those selected in large numbers. During that period the students all stored their minds with the classics and histories, and mere elegance of composition was purposely relegated to a subordinate place. But (these regulations) having been in operation for more than two hundred years, many abuses have grown up, which have become more serious day by day. Students have regarded the system merely as a means of securing literary honors. Plagiarism has been practiced to excess, and there has been no clear exposition of the classics or the histories. It thus becomes urgently necessary to get out of the old ruts and make a search for real learning.

Moreover, during recent years all nations have been brought into commercial relations with each other, and the wisdom and skill of the foreigner have increased from day to day, so that it becomes more than ever important that there should be intellectual intercourse between China and the West in order to the development of useful talents. The various examinations conducted by the Government can not but be changed, therefore, to suit the times, if they are to be depended upon for the accomplishment of the work needed.

Beginning with next year, thenceforth, at the triennial examinations for the master's and the doctor's degrees, let the candidates be required at the first session to prepare five essays on Chinese government and Chinese history. At the second session let them be examined in the political economy and industrial sciences of foreign nations, the discussion of five themes being required. At the third session let them prepare one essay expounding a theme from the Four Books and one in exposition of a text from the Five Classics.

The examiners, in passing upon the papers, must compare the results of all three sessions and thus determine upon the rejection or acceptance of candidates, and they must not give more importance to the themes of one session than of another.

Candidates for the bachelor's degree and the bachelors at triennial test examinations, and at the examinations preliminary to those for the master's degree, will be allowed according to custom one extra session before the regular examinations begin, but instead of being examined in the ancient classics, will be especially tested in Chinese government and Chinese history and in the political economy and industrial sciences of other countries. At the regular examinations they will be required to prepare an essay on the exposition of a theme from the Four Books and another on a theme from the Five Classics.

At the examinations for the selection of official examiners and at those of the Han-lin bachelors, which are held to determine who are to be retained in the college and who are to be released from study and sent on official employment, one essay and one paper will be required; and at the palace examinations of the doctors one essay shall be prepared, and at the examinations for admission to Han-lin

College one paper; all the essays being upon Chinese government and history, and the papers upon themes connected with foreign political economy and the industrial sciences.

In any exposition of themes from the Four Books or the Five Classics in the above-mentioned examinations it will not be permitted to use the "eight-legged" arrangement, but the essays and papers must be practical and logical. There must be none of the verbosity and useless padding nor of the plagiarism that have obtained heretofore.

Henceforth, after the issue of this edict, all must strive to rid themselves of these faults. Let them use the Four Books and the Five Classics for a foundation and apply their minds to the study of political economy. Let them take special care to avoid empty phraseology and to attain to a thorough understanding of the subjects studied and their practical applications, so that they may prepare themselves to become useful instruments in fulfillment of the desire of the court to find men worthy to be intrusted with office.

As to the details of the regulations to be adopted for the conduct of the various regular examinations, together with all matter not yet determined relating to any further examinations, the board of ceremonies will consult with the board of national administration and make satisfactory arrangements, after which they will report in a memorial to us. Respect this.

On the same day the following edict was received:

In the custom of holding military examinations we have followed the regulations of the Ming dynasty which preceded us. But as the custom has obtained for a long time there have grown up a great many evils. The exercises with the stiff bow, with the sword, and with heavy weights, together with the archery exercises, both on horseback and afoot, have none of them really any relation to a soldier's duties, and under present-day conditions are utterly useless. We ought therefore to devise a plan introducing reforms, and earnestly seek after what is practical.

Hereafter the examinations for the degree of military bachelor of arts and the test examinations of the military bachelors, together with those for the military master of arts and doctor's degrees, are all forever discontinued. The present military masters and doctors are all required to enter the army and thoroughly learn their profession. As to the youthful, athletic bachelors and those who have heretofore been preparing themselves as candidates for the military bachelor's degree, they may all be enrolled simply by enlistment (i. e., without examination). Hereafter each province will establish a military school, and a set of regulations will be adopted later prescribing the examinations to be held for the selection of officers, that thus we may be able to secure the military talents which are needed.

Let this edict be published abroad for the general information. Respect this.

Minister Conger transmits from Pekin, October 1, 1901, translations of two more imperial edicts, providing for the establishing of schools throughout the Empire, and ordering the viceroys and governors to select and send students abroad for the purpose of being educated in special branches of industrial science. The edicts follow:

[Translation from the Pekin Gazette of September 29, 1901.]

On the 5th day of the eighth moon the following imperial edict was received:

The development of men's talents is certainly at the present time of urgent importance. Some time since it was proposed by the provincial authorities of Kiangnan, Hupeh, and Szechuen to select and send students abroad to travel and study—an excellent suggestion.

Let the viceroys and governors of the various provinces all act in accordance with it and exert themselves to select students of mental gifts, upright character, literary talents, and a general knowledge of affairs, who shall go abroad to thoroughly educate themselves, particularly in the specialized branches of industrial science. Let them acquire a thorough mastery of some profession, and genuinely exert themselves in the pursuit of knowledge.

When their education shall have been completed and they shall have obtained their diplomas and returned to China, let the viceroys and governors and literary chancellors of the provinces concerned at once divide them into classes, according to the courses of study which they may have pursued, and examine them. If their knowledge shall really correspond with the statements made in their diplomas, the authorities mentioned shall issue a document certifying the same, and send it with the student to the board of foreign affairs, who, after further

examination, shall select the most worthy and memorialize us, requesting honors to be conferred on them. As to the expenses attendant upon such travel and study, let each province arrange some satisfactory method of paying the same, and it will be permitted to enter the item under the head of government expenditure.

Should any person go abroad to study at his own expense, let the viceroy and governor of his province at once report the fact to the Chinese minister in the country to be visited, that he may look after such students as occasion may require. If he shall complete his course of study and obtain a first-class diploma, on his return to China he shall be permitted to enter the examinations on the same terms as the students which have been sent abroad by the Government. Afterwards they will await an imperial decree bestowing upon them, according to their attainments, the degrees of doctor and master of arts, that they may be prepared for official employment and to encourage the pursuit of learning.

Let this edict be published abroad for general information. Respect this.

[Translation from the Universal Gazette, Shanghai, September 17, 1901.]

On the 4th day of the eighth moon a telegram was received saying that on the 1st day of the same moon (September 13, 1901) the following imperial edict was issued:

Human talent lies at the foundation of all affairs, and in the cultivation of talent the most important thing is the improvement of educational methods. From of old it has been the glory of the academy that it has laid emphasis upon the practice of virtue and the cultivation of the arts. Therefore, in such times both theory and practice were attended to, and men of talent and virtue were numerous. But nowadays scholars are either empty pretenders or of no use or are fickle and wanting in sincerity. At present it is desired to remove these evils; but without reverence for teaching and exhortation to study there is no way of prospering the undertaking.

Aside from the Imperial University at Pekin, which must be put in thorough order, it is commanded the viceroys and governors of the various provinces, each to convert the schools at the provincial capital into a college, and let each prefecture, subprefecture, and independent department establish an intermediate school, and each department and district a lower grade school with numerous primary schools. In the curriculum let the four books and five classics, with the three bonds and five virtues, form in a general way the foundation, and history, Chinese and foreign government, and industrial science be employed to supplement this course. Let earnest effort be made to inform the mind, to secure upright conduct, to improve both literary talents and character, and produce men acquainted with the times, diligent in the pursuit of real usefulness. This will approximate the laying of a foundation [for] the completion of virtue and the improvement of talent, which will assist in fulfilling the purpose of the Throne to secure men equipped for the duties of government. Let each of the viceroys, governors, and literary chancellors earnestly consult together and proceed as directed. As to the teachers needed, the rules to be established for the schools, and the methods to be employed to reward those students who shall complete the course of instruction, and all the details of such regulations, let the board of national administration issue instructions to all the provincial authorities to prepare the same, and when they shall have been submitted, let the said board, together with the board of rites, again examine them and prepare a memorial.

Let this edict be published abroad for general information. Respect this.

Minister Conger sends from Pekin, February 6, 1902, copies of two imperial edicts recently issued, which, he says, indicate the loosening of the bonds of old custom and the present trend toward a new order. The removal of the prohibition of intermarriage between Manchus and Chinese is of political significance, as indicating a desire to emphasize less strongly the distinction between rulers and ruled. The other edict is in line with the policy declared in a number of recent edicts to encourage the study of Western methods.

The edicts follow:

[Translation from the Pekin Gazette of February 1, 1902.]

The following imperial edict was issued to-day:

Our dynasty, distinguished for its benevolence, has richly bestowed its benefits in overflowing measure throughout the whole Empire. No partiality has been shown to Manchu or Chinese, whether high official or people; but according to an old custom there has been no intermarriage between them. This was originally

because, when the dynasty was first established, the customs and speech of the two peoples were considerably unlike, and therefore the prohibition was made. Now, however, customs and beliefs are alike, and, more than two hundred years having passed, we ought to defer to the general feeling and remove the prohibition; and therefore we command that Manchu and Chinese, whether officials or people, be allowed to intermarry. Let there be no bigoted adherence to old custom. But, as for the Chinese women, for the most part, they have followed for a long time the custom of foot binding, which is an injury to the good order of creation. Hereafter, let the officials and gentry all exert themselves to gently persuade and lead the people, and cause them all to understand, in the hope that this old custom may be gradually abolished. But on no account will it be permitted officials, clerks, or the slippery yamên runners to take advantage of this to go about harassing the people with their prohibitions. But at the times for selecting girls for palace attendants, the Manchus must still be chosen; there must not be any selection of Chinese, lest we fall into the corrupt practices of the former Ming Dynasty. We therefore make this restriction out of deference to the feelings of the [Chinese] people. Let this edict be published abroad for general information. Respect this.

[Translation from the Pekin Gazette of February 1, 1902.]

The following edict was issued on the 23d of the twelfth moon (February 1, 1902):

Our international relations are of the utmost importance. At the present time, when we are seeking to restore prosperity to the people and the Government, we ought more than ever to gather together those of superior merit. If those who go abroad will devote themselves earnestly to the investigation of foreign methods of government and the sciences of those countries, we may hope to so increase our talents as in some measure to meet the needs of the Government. At present, there are many students from the various provinces, zealous in acquainting themselves with current affairs, who have gone abroad to study in foreign schools and learn a profession. This practice has never obtained among the imperial clansmen and the eight banners, and it is urgently necessary that they become more liberally educated. Let the imperial-clan court and the lieutenant-generals of the eight banners select young men from each banner between the ages of 15 and 25, of good character, intelligent minds, and sound bodies, and prepare a list to be sent to the grand council, who may report to us and await our appointment of an official to reexamine and make a selection of a certain number, who shall be furnished with means and sent abroad to travel and study, availing themselves of the opportunity to familiarize themselves (with foreign methods) and enlarge their experience, that they may assist the court in its purpose to cultivate talent for the service of the Government. Respect this.

BUSINESS TRAINING FOR AMERICANS IN FRANCE.

In view of the fact that we are finding new markets abroad for our products, I would call the attention of our manufacturers and exporters to one method the European exporter employs to extend and retain trade—a method which, so far as western France is concerned, has been almost entirely ignored by us. The young men of the United States should be given a practical business training abroad. It is just as essential that the American should have a knowledge of foreign business methods as for him to have a knowledge of the foreign language. These two trade weapons should go together when markets are to be conquered. Although our enterprise and progress are acknowledged, and we have attained a place in the foremost ranks in the commercial world, we can not expect to force our crisp and rapid business methods upon the conservative Frenchman. We may gradually convince him of the superiority of our system, but we must in the beginning make certain concessions. Our young men should come to France and obtain employment in some of the large business establishments for six months, one year, or two years, as the exigencies may require. True, wages are low here, but doubtless a number of young men could obtain employment which would at least pay their board, and the experience thus obtained would be beyond value. Large manufacturing and export houses could send young men abroad. In this

city of 200,000 inhabitants I know of but one from the United States who is engaged in business, and he is with a retail firm. Young men from England, Wales, Belgium, and Switzerland are here temporarily, with the leading import houses, getting a practical knowledge of the language and of French business methods. Especially is this true of the coal and the wholesale commission trades, where deals are made for phosphates, lumber, and grain in cargo lots. In such positions these young men are often able to give valuable pointers to the exporter from their own country. They usually attend to the correspondence from their respective countries, study French, and obtain an insight into the metric system and French peculiarities in business. I am convinced that the sale of American coal in France during the past year would have been doubled had it not been for lack of information on the part of American producers concerning French trade, and their consequent inability to meet the requirements promptly on this side.

JOSEPH I. BRITTAIN, *Consul.*

NANTES, FRANCE, *October 24, 1901.*

DISTRIBUTION OF NOBEL PRIZES.

Under date of December 11, 1901, Minister Thomas, of Stockholm, Sweden, writes:

The prizes offered by Alfred Bernhard Nobel, the Swedish engineer and inventor, to those persons who contribute most materially to benefit mankind in the domains of physics, chemistry, medicine, literature, and in the works of peace, were awarded this year as follows:

In physics, to Wilhelm Conrad Röntgen, professor at the University at Munich, the discoverer of the Röntgen rays.

In chemistry, to Jacobus Henricus Van't Hoff, professor at the University of Berlin.

In medicine, to Emil von Behring, professor at Halle, the discoverer of the diphtheria serums.

In literature, to Sully-Prudhomme, member of the French Academy.

In works of peace, the prize was divided in two and awarded in equal parts to Henri Dunant, of Switzerland, the leading spirit in bringing about the Geneva convention and in instituting the societies of the Red Cross, and to Frédéric Passy, national economist, of France. Each of the five prizes is for the sum of 150,782.23 crowns, or more than $40,000. Five prizes of like, or perhaps greater amount, will be awarded every year on December 10.

Alfred Nobel directed that substantially the whole of his vast fortune be used for the benefit of mankind. Though the discoverer of dynamite, he instituted one of his grand prizes for works of peace. His beneficence was as broad as humanity. He was more than patriot; he was the friend of the human race. In his last will he directed that no consideration whatever be paid to nationality, but that the worthiest be awarded the prize, whether he were Scandinavian or not.

GERMAN EFFORTS FOR THE MANUAL TRAINING OF BOYS.

Mr. von Schenckendorff, of Görlitz, Prussia, published recently an article with reference to German efforts for the manual training of boys. He says that manual training of boys is becoming of great importance in all civilized countries. Manual training is most cultivated in France, the countries of the North, and in the United States, but England, Switzerland, and a number of other countries are making good headway.

In Germany the idea of the manual training of boys found a ready response, as it was recognized that the one-sided system of German schools in training the intellect and the memory required a supplemental, practical education. This had been already advocated by such pioneer pedagogues as Comenius, Pestalozzi, Froebel, and others, but has only recently become a systematic branch of the education of boys. Progressive methods for teaching working in wood, pasteboard, and metals, also in modeling, have been adopted for the boys of school age, and trained teachers conduct this part of their instruction according to established principles of pedagogy, similar to the "Froebel" work in kindergartens. This instruction is not only for the purpose of imparting manual skill, but, above all, to stimulate and develop original creative work. The German society for the manual training of boys has about 2,000 members and is the champion of these efforts spoken of. One thousand manual training schools are in operation at present.

A normal school for teachers of manual training exists at Leipzig under the direction of Dr. Pabst. A practice school is connected with it. The students receive instruction during the summer months. Until recently manual training was confined to separate schools but lately it has become a part of the public schools proper. This latter method is now recognized as the best. In Worms and Königsberg experiments have been conducted in the public schools on a large scale for a number of years past, with the approval of the Government and aided financially by the municipality. They have given excellent results, which will soon be published.

RICHARD GUENTHER,
Consul-General.

FRANKFORT, GERMANY, *December 28, 1901.*

FRENCH WRITING SYSTEM FOR THE BLIND.

In 1829 the Braille machine made reading possible to the blind. This machine is composed of a metal frame with a movable copper reglet, which slides across the frame. This reglet is pierced at regular intervals by little holes in squares of 6. There are 24 squares on the reglet and each square is susceptible of forming a letter.

In order to write, a thick sheet of paper is placed on the frame between the reglet and a sheet of zinc, on which are depressions corresponding to the little holes in the reglet. The writer uses the left hand as a guide and, with a pointed instrument that he passes into the holes of the reglet, forms depressions in the paper that appear in relief on the opposite side. These dots form the letters. When one line is finished—that is, when he reaches the end of the frame—he moves the paper and begins another line, and so on, indefinitely.

Since the characters must be read on the opposite side from the one on which they are formed, the writing must be from right to left. The blind must learn two alphabets—one for the formation of letters from the wrong side and one for reading them from the right. As the sheet of paper is fastened to the frame, it must be removed to correct a mistake.

A new invention permits the blind writer to write as he reads—from left to right. He can thus correct as he writes, without displacing the paper. He has but one alphabet to learn, which he can acquire in six lessons.

Mr. Dussaud, the inventor, uses the pointed instrument and reglet for writing, but instead of passing through the holes into depressions in the paper below, this instrument simply presses on small mobile keys, which are hollow, and in their

turn press on raised metal points, which take the place of the hollows in the zinc plate of the Braille machine. The characters formed are thus in relief on the side of the writer, who can verify his writing without displacing the paper.

In addition to the above advantages, the blind can calculate arithmetically, which was not possible under the Braille system. There is no metal plate and the paper is much thinner. The machine can be folded and carried in the pocket, and it is considered a great boon to the blind.

W. P. ATWELL, *Consul.*

ROUBAIX, FRANCE, *March 18, 1902.*

FORESTRY IN SAXONY.

The Kingdom of Saxony is divided into twelve principal forest districts, which are subdivided into one hundred minor districts. The following table[1] speaks for itself:

Principal districts.	Income.	Expenses.	Value of forests.	Dividends.
				Per cent.
Dresden	$112,312.70	$57,758.95	$3,234,253.00	1.69
Moritzburg	89,929.85	48,044.42	3,491,388.00	1.2
Schandau	353,335.36	127,773.11	10,066,185.00	2.24
Grillenburg	200,421.70	74,296.10	5,057,721.00	2.45
Tharandt	13,727.52	7,133.81	396,184.00	1.29
Bärenfels	334,701.10	95,362.12	7,274,692.00	3.3
Marienberg	426,286.03	121,016.12	11,283,580.00	2.79
Schwarzenberg	535,287.01	135,471.65	10,257,204.00	3.9
Eibenstock	384,646.04	112,691.90	8,779,320.00	3.13
Auerbach	361,884.86	141,871.72	7,364,981.00	2.99
Zschopau	206,383.03	85,725.15	5,541,759.00	2.18
Grimma	218,061.22	88,219.80	6,791,132.00	1.94
Total	3,246,976.42	1,005,364.85	79,538,399.00	[2]2.71

[1]The table is compiled from the latest statistics (1898) published in the Tharandter Forstliches Jahrbuch. It must be borne in mind that these are only for the forests owned and managed by Saxony, the forests of corporations and individuals not being included.
[2]Average.

The net profit was $2,241,611.57.

Saxony possesses one of the best-regulated systems of forestry in the world. The school of forestry at Tharandt, in the vicinity of Dresden, has sent and is still sending out some of the best-prepared foresters in Germany. Under their supervision the forests of Saxony serve not only the purpose of giving the State a substantial annual revenue, but they add a thousandfold to the scenery of the country, thus attracting many tourists into these parts every summer. The most important feature of the forests, however, is the fact that they keep forever alive the fountains of water which spring from the highlands of the Erzgebirge and Saxon Switzerland. The forests furnish the material and the water the motive power to hundreds of pulp, paper, and saw mills, which in turn give employment to thousands of men, women, and children.

For the benefit of students of forestry in America, I give the scheduled list of subjects taught in the Academy of Forestry at Tharandt: Chemistry, physics, mineralogy, zoology, mechanics, geology, mathematics, botany, surveying, history of forestry, forestry in all its different phases, and game and fish laws. In connection with these lectures, excursions are frequently made into the forests to study the different woods, rock formation, and soil. Actual practice is in every case united with theoretical work.

There is some talk at present of removing the academy from Tharandt to Leipzig, in order to absorb it in the university. It is claimed that the students would

thus have an opportunity of hearing a broader course of lectures, while materially lessening the cost of maintaining the institution. It remains to be seen, however, whether this plan will be carried out.

ERNEST L. HARRIS,
Consular Agent.

EIBENSTOCK, GERMANY, *March 14, 1902.*

AMERICAN STUDENTS IN GERMAN UNIVERSITIES.

The matriculation lists of the various German universities contain the names of many American students. Within the past few years women have been admitted, and a number of American lady students are now hearing lectures in some of the more frequented universities. Many American students come abroad without having any definite idea of the inside workings of a German university, what subjects it would be best for them to study, and what will be required of them in general. It seems to me that this subject, on the whole, is of sufficient importance to warrant a somewhat closer examination, and I trust that this report may be of service to those of our young men and women who have completed American college courses and are contemplating further study in a German university.

In connection with the following table I beg to state that the statistics given are for the year 1897, while the list of American students is for the winter semester 1901–1902, which I have obtained by direct inquiry:

University.	Professors and instructors.	Students.	American students.
Berlin	334	8,313	156
Bonn	142	1,939	9
Breslau	134	1,493	1
Göttingen	115	1,099	21
Greifswald	86	964	----
Halle	138	1,477	14
Kiel	91	731	----
Königsberg	105	721	----
Marburg	74	1,006	6
Münster	42	463	2
Munich	173	3,872	14
Erlangen	61	1,180	3
Würzburg	74	1,482	7
Leipzig	200	3,047	59
Tübingen	83	1,190	3
Freiburg	109	1,453	18
Heidelberg	121	1,309	21
Giessen	63	653	4
Rostock	45	523	1
Jena	91	812	3
Strassburg	121	971	11
Total 21	2,402	34,698	353

All these universities except one have four faculties, namely, theology, law, medicine, and philosophy. The latter embraces the following departments: Pedagogy, philology, history, art, political economy, and all the sciences, such as mathematics, astronomy, physics, chemistry, geology, mineralogy, pharmacy, botany, zoology, etc. The universities of Bonn, Breslau, and Tübingen have each a Catholic faculty as well as Protestant. The university at Münster in Westphalia is only termed an academy, having but two faculties—theology and philosophy.

The following courses of lectures will give a general idea of the character of

the instruction in German universities. During the winter semester, 1901–1902, the lectures in the Protestant theological faculty at Leipzig were—

Introduction to the Old Testament.
Interpretation of the Prophets.
Interpretation of Old Testament.
Palestine, people and customs.
Introduction to New Testament.
History of Christ.
New Testament theology.
The Gospel Mark.
The Gospel John.
Epistles to the Romans.
Epistles to the Ephesians.
The Primitive Church.
The church in the Middle Ages.
History of church art.
The church in the nineteenth century.
Christian ethics.
Theological ethics.
History of church ethics.
Christianity in the German colonies.
Interpretation of the Lord's prayer.
Practical theology.
Mohammed and Islamism.
Comparative religion.

The lectures in the Catholic theological faculty for the summer semester, 1902, in the university of Bonn will be—

The Old Testament.
Epistles to the Corinthians.
Church history.
The Four Gospels.
The Apostles.

Lectures in the law faculty for the summer semester, 1902, in the university of Heidelberg will be as follows:

History of Roman law.
Roman civil law.
History of German law.
German civil law.
Law of things.
Canon law.
Sociology.
Commercial law.
German criminal law.
Constitutional law.
International law.
Divorce laws.
English constitutional law.
Marine law.

Lectures in the medical faculty for the summer semester, 1902, in the University of Munich will be:

Physiology.
Pathology and therapeutics.
Births.
Eye, clinic.
Physical diagnosis.
Surgery, clinic.
Medicine in general.
Bacteriology.
Diseases of the insane.
Topographical surgery and anatomy.
Diseases of children.
Ear, clinic.
Diseases of the throat.
Diseases of the mouth.
Diseases of the skin.
Sexual diseases.
Microscopy.
Medical chemistry.
Surgery in time of war.
The nerves.
Anatomy of the brain.
Diseases of the stomach.
Internal medicine.

Lectures on history and philology delivered in the philosophical faculty of the University of Halle during the winter semester, 1901–2, were:

HISTORY.

Ancient History.
History of Rome.
Alexander the Great.
The German people since 1871.
History of the Crusades.
History of Prussia.
The Renaissance.
Prussia since the Great Elector.
Frederick the Great.
The French Revolution.
Revolutions of 1848.
The Reformation.

PHILOLOGY.

Sanscrit.	Arabic.
Songs of the Rigveda.	History of Greek art.
Songs of the Sacuntala.	Greek poetry.
Songs of the Atharvaveda.	The Age of Homer.
Old inscriptions in India.	Latin prose and poetry.
Language of the Phoenicians.	High German grammar.
Language of the Assyrians.	History of German literature.
English philology.	French philosophy.
Dante's life and works.	Boccacio's Decameron.

Many Germans, during the four years of their student life, make it an object to attend several universities. Such universities as Berlin, Leipzig, and Munich are given the preference in winter, for the reason that the students are thus permitted to attend operas, concerts, theaters, etc., not to mention visits to the splendid art galleries and other attractions. In summer Heidelberg, Bonn, Freiburg, and Tübingen are given decided preference on account of beautiful environments and opportunities for leading a more out-of-door life. In theory all German universities are on an equality in the eyes of the law. If, for example, a student should spend six semesters in the University of Munich, there is nothing which will prevent him from going up for a degree in the University of Berlin at the beginning or end of the seventh semester. I would advise American students, however, to spend at least two semesters in the university in which they expect to take a degree. A personal acquaintance with the professors who will carry on the examination will be found to be of great advantage. The student will have had time to familiarize himself with the lectures of his examiners, and what is more important, perhaps, will have given them an opportunity to form an opinion, not only of the character of his work, but of the student himself.

Nearly all German universities now have faculties which teach the natural sciences. Especially is this the case in the universities of Berlin and Heidelberg, where the laboratories are fitted out with all the latest improvements. Of the 21 universities mentioned above, that of Berlin stands easily at the head. There is no better place in Europe for the study of medicine than the hospitals of Berlin, taken in connection with the university lectures on medical subjects. Yet, in spite of the fact that Berlin strives with all the means in her power to attract the best brains and skill from the minor universities into her fold, she has never been successful in diminishing the luster which hangs about such universities as Heidelberg and Leipzig, which to-day still dispute with her for the mastery along certain lines of work. Berlin is great in medicine and philosophy, but Heidelberg is also great, not only in these two branches of learning, but in law and chemistry, while Leipzig stands at the head in history and economics.

There are many names linked with these universities whose fame in their special lines of work has gone far beyond Germany. Virchow, Bergmann, and Koch in Berlin, together with Czerny and Kussmaul in Heidelberg, are known to the medical profession all over the world. Since Billroth's death, Czerny is considered one of the best surgeons in Europe. In Leipzig Lamprecht reads lectures on history which have given birth to a new school of thought. Brentano in political economy (Munich), Sohm in jurisprudence (Leipzig), and Mommsen (Berlin) may be mentioned as being foremost in the rank of those who exert a powerful influence upon the world of scholarship. In Heidelberg, Kuno Fischer, although nearly 80 years of age, still gives lectures on philosophy and literature with an eloquence and charm which leave a lasting impression on the minds of all his hearers.

American students are permitted to matriculate in German universities on the

production of a passport. If, however, it is the intention of the student to take a degree, he must either present a college diploma or pass an examination before being admitted as a candidate. There has been some agitation recently to make stricter entrance conditions to foreigners, but this need give no American uneasiness, for the reason that the movement is directed against students from Russia and the Balkan States.

The expense of living in a German university is not high. From $600 to $800 a year ought to be enough to satisfy the most fastidious tastes of any American, provided he has come abroad for the purpose of study. Many American students are getting through on a much smaller sum. The matriculation fee in most universities amounts to $4.75. The private lectures cost about $4.75 a lecture of four hours each week during one semester. No student should register for more than four lectures in one semester. A small fee must be contributed each semester to a sick fund, which entitles the student in time of sickness to medical attendance, medicine, and admission to the university hospital free of charge. Most German students rent a room and take their meals in some restaurant, or wherever they choose. It is a custom among them, for the most part, not to patronize the many boarding houses which exist in every university town. It would be well, perhaps, for American students to follow the German plan, by taking a room costing from $7 to $9 a month, including coffee. Dinner and supper ought not cost more than $25 a month in any of the university towns.

A thesis, or "Arbeit," which must show original research, and an oral examination which lasts two hours are still indispensable factors in obtaining a doctor's degree. The old custom of defending the thesis has been practically abolished in many universities. In most branches of learning which fall under the philosophical faculty, including the natural sciences, one major subject (Hauptfach) and two minor subjects (Nebenfächer) must be selected by the student as a preliminary requisite for a degree. He may select whatever subjects he sees fit so long as they fall under the same faculty and have some cognate relation. His thesis must be chosen from the major subject, and may, in the philosophical faculty, be written in any one of the ancient or modern languages which has an established literature.

The degree conferred by the law faculties is J. U. D. (Juris utriusque doctor)—that is, doctor of both laws, canon and civil. In this faculty the candidate must prepare two written interpretations, one consisting of a paragraph from the pandects of Roman law and the other on some practical subject chosen from either international, constitutional, or German civil law. During the verbal examination the candidate must be able to translate and interpret at sight a paragraph from Justinian's Code (Corpus juris civilis). The actual conferring of the degree is accompanied with ceremony. On the following day the dean, clad in the robes of his order or faculty, receives the candidate in private audience and requests him, before the degree is finally conferred, to repeat a somewhat lengthy Latin oath. I have some misgivings, however, about the practical value of this degree to an American student who proposes to practice law in the United States. The subjects taught under this head, with the exception of constitutional and international law, must be considered luxuries, which no doubt add much to the student's erudition, but can never be of material value. The civil law has, of course, a far-fetched analogy with the common law, and in a very few American universities is taught in connection with the latter. Unless, however, an American student intends to teach law it seems to me that there are other subjects in a German university which he might study with more advantage and profit.

The seminaries in German universities are, in the opinion of many competent to judge, fully as important as the lectures. These seminaries give opportunities for practical training, and stimulate the student to original research. Each pro-

fessor usually holds one weekly, and a thorough, critical study is made of the sources upon which the lectures are founded. The seminary is to the student of history what practical hospital work is to the student of medicine, and all these seminaries are, as a rule, attended only by those students who are ambitious to learn.

The lectures in most universities begin about the 15th of October and close on the 15th of March. This period of time composes the winter term, or what is more properly called semester. The summer semester begins on the 15th of April and closes about the end of July. This is universal in all the universities. I have known American professors to come over in June after the close of their college work, matriculate in a university for the remaining lectures of the summer semester, and win a doctor's degree at the end of four or five years, always with the provision, of course, that they returned regularly every year for at least six weeks' attendance on lectures. This plan has its good points, and is worthy of consideration by those who are thus situated.

The technological universities in Germany are as follows:

University.	American students.
Charlottenburg	21
Aix-la-Chapelle	1
Darmstadt	6
Dresden	7
Hanover	1
Karlsruhe	11
Brunswick	4
Munich	4
Stuttgart	3
Total	58

Of the total 411 American students at present attending the various German universities, 353 are matriculated in the 21 classical, and only 58 in the 9 technological universities. Each one of these latter universities is fitted out with a trained corps of professors and instructors, who teach all the cognate subjects which come under the following heads:

Architecture, shipbuilding, general sciences, commercial law, food stuffs, engineering, chemistry, electricity, metallurgy, sugar, mechanics, smelting, political economy, pharmacy, textiles.

Students are admitted on the following conditions:

(1) Proof of sufficient academical education.

(2) Certificate of moral character.

(3) The applicant must have passed his eighteenth year.

(4) Consent of parents or guardian for students under age.

The semesters and vacations are on the same plan as in other German universities. Expenses are about the same.

The influence of these technological universities on the industries of Germany is boundless. The iron, steel, and machine industries all over the empire; the textile industries in Saxony and the Rhine province; the chemical factories of Höchst, Offenbach, and Ludwigshafen; the beet-sugar factories about Magdeburg and Stettin, together with many other important branches of production, each and all owe something to these excellent institutions.

Our system of education in the United States, together with a wide-awake, intelligent press, disseminates learning and information to the masses in a manner absolutely unknown in Germany. Many American universities now have post-graduate courses which are fully equal to those of Berlin or Heidelberg. The German system, however, is favorable to specialists who are permitted to devote

their whole time and energy solely to their chosen work. Considered on the whole, the day is not far distant when American State universities and other well-endowed institutions will be able to march abreast with the best universities in the German Empire. The day is past when the 21 classical universities of Germany should serve as models or exert influence on education in America. They must give way to the Empire's 9 technological universities, which have adapted themselves to the actual needs of industrial life. I recommend them to American students coming abroad. Let us ingraft their methods of thoroughness, as far as practicable, on our own institutions. The technological university and technical education own the future.

ERNEST L. HARRIS,
Consular Agent.

EIBENSTOCK, GERMANY, *March 24, 1902.*

EDUCATIONAL MATTERS IN MEXICO.

[Extracts from the message of President Diaz to the Mexican Congress referring to educational matters in the federal district and territories of Mexico, which extracts were received in translation from the State Department and are here inserted.]

It is satisfactory to me to be able to inform you that during the school term which closed in December last 2,197 pupils completed their compulsory primary education in the federal district and territories, and that 1 ordinary and 2 extraordinary examination sessions were held, during which 283 applicants for admission were tested.

The general popularity that has been attained by the system of instruction is revealed by the fact that official inspection has been solicited by 127 private schools, which is the largest number recorded up to the present.

In order to perfect the knowledge of pedagogy on the part of the teachers, weekly conferences on the subject have been opened under the charge of technical inspectors, and in order to exercise a better vigilance over the fulfillment of the law in the private schools which have accepted official inspection, a special visiting inspector has been appointed who will explain the true meaning of the legal provisions.

With the intention of obtaining more satisfactory results in public education, not only have the different powers and duties of the persons dedicated to that branch been better defined, but a physician has been appointed who will certify to the diseases that really prevent teachers from attending to their duties.

In order to fill the positions in the secondary, professional, and special schools by the appointment of persons approved by competent examiners, a set of regulations was issued in October last for the guidance of the professional career, reestablishing the system of competitive examinations which had partially fallen into disuse. Several of these examinations have already been held and others will shortly be held.

After a careful study by special committees which, under the direction of the department, have been engaged in revising the curricula of studies, the new laws relating to the superior primary and preparatory schools, as well as the schools of jurisprudence, medicine, and engineering, were enacted and came into force in January last, and in order to regulate the status of the pupils who are to continue their courses under these new laws extraordinary partial examinations were held which realized all our hopes.

In order to continue the work of revision that was undertaken in the matter of public education, the department of that branch appointed special committees to form the programmes of study for the national conservatory of music, as well as a board, to study these programmes under the presidency of the subsecretary of

public instruction, in order to prepare a new scheme, as will also be done with the other educational institutions that are not yet reorganized.

In order to harmonize in the most methodical manner possible the teaching of the same subject when distributed between schools of different grades, committees have been formed to study the programmes of those subjects throughout all the schools of successively widening scope, and programmes on drawing have been issued which are to be utilized from the elementary, through the superior primary, up to the preparatory school.

The intellectual and moral improvement of the superior schools could not be effected if at the same time their apparatus, instruments, and furniture were not renewed, as part of them have not been altered for over thirty years. Orders have, therefore, been placed in Europe and the United States for a supply of scientific materials, and the laboratories of the national preparatory school will be properly equipped.

Besides this, instruments have just been received from Germany for experimental psychology, and they will be divided between the normal school of professors and preparatory school, for the purpose of giving instruction in that science, and deciding, as far as possible, the intellectual and physical capacity for study of each pupil.

Besides this, the necessary instruments have been received for the orchestra of the national conservatory; a model organ has also been purchased and erected in the same institution, and the other indispensable instruments will be procured.

For the purpose of concentrating the materials for the study of our history, the documents contained in the archives of the old inquisition of Mexico and many manuscripts from the archives of the College of San Gregorio, have been purchased and deposited in the library of the national museum. Learned bibliophiles have been charged with making inventories of these archives, with the intention of publishing those documents which, on account of their historical importance, ought to be given to the public, and a paleographist will be appointed to make copies of the documents of most importance for the history of Mexico that are still to be found unedited in the archives of the Indies.

The prosecution of the material work of reconstructing or repairing the buildings devoted to public education, primary, superior, and special, has not been neglected, and in a short time the new building for the normal school of professors will be completed. Work has been commenced on the repairs and adaptation of several departments of the national preparatory school, in order to fit it for the improved plans of instruction, and in the same way, the necessary repairs have been commenced on the national school of fine arts, where a hall will shortly be opened for the purpose of a permanent exhibition. The work already commenced on the national school of agriculture, the school of arts and trades for women, and the department of the national library intended for night service has been continued.

Scientific congresses.—The Executive has received a formal invitation to have Mexico represented in the coming International Congress of Americanists which is to meet in New York during the month of October, as well as in the Fourteenth Medical Congress which is to be held in Madrid in April of next year. Both of these invitations have been accepted, and the delegates will in due time be appointed so as still further to strengthen the intellectual bonds which Mexico has with other countries.

Encouragement to art.—And, finally, the Government has endeavored by every means in its power to assist in the diffusion of learning and the development of artistic ideals, and therefore contribute by an exhibit of its schools to the success of the exposition of hand work which was organized in the Colegio de la Paz by the Mexican delegation to the Pan-American Congress. It also furnished space in

the national school of fine arts for an art exhibition which was organized by the pupils of that school in favor of the sufferers from the recent earthquakes in the State of Guerrero, and cooperated in the presentation of interesting portions of a musical work that was recently composed by a Mexican author.

EDUCATION OF MINING ENGINEERS AND SURVEYORS AND METALLURGISTS IN GERMANY.

UNITED STATES CONSULATE,
Chemnitz, Germany, April 2, 1902.

The same thoroughness and care which Germany is taking in the education of her young people in all branches of industry like textiles, and in engineering, etc., she is also taking in the education of men who are to occupy the higher positions in the mining industry.

This industry, one might say, has a great many peculiarities, inasmuch as one must work shut out from the light of day, and certain precautions must be taken in timbering, observation of atmospheric conditions, etc., which may, if not carefully attended to, not only result in a loss of life, but also cause great damage to property and to business in general. The law of June 17, 1901, which goes into effect July 1, 1902, makes it imperative for a man aspiring to a position in the higher state departments of mining and metallurgy in the Kingdom of Saxony, to pass two examinations before he is given such a position. A diploma from the "Bergakademie" (Mining Academy) at Freiberg, in Saxony, is deemed sufficient to consider the candidate for such a position as having passed the first examination. Between the first and second examination a period of three years must elapse before the candidate is allowed to try the second examination.

During this period he must continue to study. He must also write a scientific paper concerning a subject in his branch and hand it to the examination committee at least six months before the examination. The board of examination is called the "berg- und hüttenmännische Prüfungskommission" (the "mining and metallurgical examining committee") and is located at Dresden.

The second examination is both oral and written. However, before being admitted to this examination the candidate must hand in—

(1) A short sketch of his life; (2) proof that he has passed the first examination; (3) a certificate showing the scientific and practical work he has done, and (4) must also show that he has passed in the thesis he is supposed to have written during the period between the first and second examination.

The written examination consists in preparing two scientific theses, the subjects of which are given by the examining committee, about mining or metallurgy. For the first thesis a period of four months is allowed and for the second two weeks. The candidate must name all the books he has used as references and also take oath that he wrote the thesis himself. To make use of a draftsman for drawings is not allowed. If the committee decide that the theses are satisfactory, the candidate is allowed to take oral examination.

The oral examination comprises questions concerning mining and metallurgical works, economical and statistical importance of the same, how the works should be run, and the Saxon State laws governing mines.

This examination does not take place until a month after the handing in of the last written thesis. The duration of the examination is left to the committee, and not more than four candidates can be examined at once.

After the oral examination the candidate is told whether he has passed the whole examination, that is, both written and oral, and receives a certificate to that effect and the title of "Bergassessor" or "Hüttenassessor" ("mining assessor"

or "metallurgical assessor"). Anyone not passing the examination is allowed to take it a second time, but only after the expiration of one year.

To receive a position as assistant at the mining bureau or the mining inspection bureau, or as mine assistant or director's assistant, vice-smelting master, or metallurgical chemist of the fiscal mining district, a diploma from the Mining Academy is sufficient.

The object of the Mining Academy at Freiberg is to give young men who have chosen mining as their calling a thorough scientific education in mining. Before we go further, a brief history of this school might be in order. The silver mines of Freiberg, which have been worked now for seven hundred years, have not merely enriched Saxony, but have also contributed a great deal to science. In Freiberg, one might say, the first real foundation was given to mining, enabling it to make the great progress which it shows to-day. To this progress the Bergakademie, or Mining School, at Freiberg, which was opened one hundred and thirty-six years ago, has contributed in a large degree. In the year 1702 a desire was shown to educate young men in branches which were not taught at the high schools, namely, analysis and surveying, and later metallurgical chemistry and mineralogy. This led to the founding of the Bergakademie on November 13, 1765. Lectures were first given at Easter, 1766. It was supported by money from the State, donations, and part of the silver taken from the mines. To-day the school possesses a very fine collection of minerals and models, also a library of 54,000 volumes. In the eighteenth century there were students from every country in Europe at the academy, and to-day there are more foreign pupils than German. The number of pupils in 1900 was 117 Germans and 128 foreigners; total, 245. An applicant for admission must be 18 years of age and show a certificate proving that he has had a certain prescribed preliminary education.

German applicants must show a "Reifezeugniss" (diploma) from a Humanistisches- or a Real-gymnasium (the former is a school where, among other things, the Latin and Greek languages and literatures are studied, while in the latter more stress is laid upon modern languages), the Royal Trade Academy at Chemnitz, or some school on the same level as the schools just named. A foreign applicant must show a diploma from a school recognized by the State or country from which he comes. In addition, knowledge of the German language is necessary.

No examination is necessary for admittance, but the applicant must be 18 years of age.

Diplomas for positions as mining engineers, mining surveyors, metallurgists, and iron metallurgists are given at this academy. The course comprises four years. The plan of studies is different for the different positions of mining engineer, mining surveyor, metallurgist, and iron metallurgist.

Course for mining engineers.

First year: Advanced mathematics, first part; descriptive geometry, algebra, spherical trigonometry, physics, inorganic chemistry, mineralogy, crystallography, drawing, and drafting.

Second year: Advanced mathematics, second part; mechanics, general science of mining, geology; petrifaction, doctrine of; exercises in determining rocks, crystallography, physics, blowpipe analysis, machine drawing.

Third year: Mine surveying and geodesy, first part; practical geodesy, special mining engineering, exercises in mining engineering, science of ore dressing, making briquettes, engineering, science of deposits, metallurgy, art of building; machine drawing, second part; political economy, finances.

Fourth year: Mine surveying and geodesy, second part; practical mine surveying, general principles of law, mining law, sketches of mining and smelting buildings, exercises in science of ore dressing, mining and metallurgical bookkeeping, mining and metallurgical statistics, electro-technics, sketch of science of iron smelting, science of salts, general mechanical-metallurgical technology, special mechanical-metallurgical technology, art of assaying, examination of damps in mines.

Course for mining surveyors.

First year: Higher mathematics, first part; descriptive geometry, algebra, spherical trigonometry, physics, mineralogy, general science of mining, drawing, and drafting.

Second year: Mine surveying and geodesy, first part; practical geodesy, higher mathematics, second part; special mining engineering, geology, mechanics.

Third year: Mine surveying and geodesy, second part; practical geodesy, science of deposits, general jurisprudence, mining laws, political economy, finances.

Course for metallurgical engineers.

First year: Advanced mathematics, first part; descriptive geometry, algebra, physics, inorganic chemistry, mineralogy, practical crystallography, general mining engineering, drawing, and drafting.

Second year: Advanced mathematics, second part; mechanics, art of assaying, geology, practical crystallography, practical physics, blowpipe analysis, qualitative chemical analysis, machine drawing.

Third year: Metallurgy, machines, general jurisprudence, mining and metallurgical bookkeeping, mining and metallurgical statistics, quantitative chemical analysis, mine surveying and geodesy, first part; art of building, machine drawing with sketches, first part; doctrine of salts, political economy, finances.

Fourth year: General mechanical-metallurgical technology, special mechanical-metallurgical technology, analysis, mass analysis, technical chemical analysis of gases, chemical technology, iron metallurgy, furnaces, electro-technics, electro-metallurgy, sketches of mining and smelting buildings, exercises in pyrometry and calorimetry.

Course for iron metallurgists.

First year: Advanced mathematics, first part; descriptive geometry, algebra, physics, inorganic chemistry, mineralogy, general mining engineering, drawing and drafting.

Second year: Advanced mathematics, second part; mechanics, art of assaying, geology, practical physics, blowpipe analysis, qualitative chemical analysis; machine drawing, first part.

Third year: Science of iron metallurgy, metallurgy, machines, quantitative chemical analysis, mine surveying and geodesy, first part; art of building, machine drawing, second part; art of firing, political economy, finances.

Fourth year: General mechanical-metallurgical technology, special mechanical-metallurgical technology, analysis of iron, mass analysis, technical chemical analysis of gases, iron works, sketches of mining and smelting buildings. general jurisprudence, mining and metallurgical bookkeeping, mining and metallurgical statistics, exercises in pyrometry and calorimetry.

After finishing the foregoing courses of study the student is examined in the following manner:

There are two periods of examination, called the preliminary examination and final examination. What is called the preliminary examination is mostly oral, and takes place after the second year of study, generally in the month of October, and

the final at the end of the course. This final examination is oral on those subjects which relate to theoretical matter.

Examination for mining engineers.

Preliminary examination (after second year): Mathematics, descriptive geometry, mechanics, physics, mineralogy, geology and doctrine of petrifaction.

For the final examination the applicant must present a certificate showing that he has worked practically in a mine—worked at least 40 shifts, and written a report concerning the same; also hand in graphical work in descriptive geometry, mechanics, and drawing and drafting.

Subjects of final examination: Mining engineering, art of assaying, science of deposits, mine surveying and geodesy, machines, mining law and general jurisprudence.

The handing in of a long, written thesis, with diagrams, on some subject connected with the science of mining, is necessary.

The problems and drawings worked out during the period of study, inclusive of those concerning building, are considered as special subjects for examination.

The student must also show that he has heard lectures on the following subjects: Inorganic chemistry, metallurgy, metallurgical analysis, blowpipe analysis, building, electro-technics, iron metallurgy, general mechanical-metallurgical technology, special mechanical-metallurgical technology, science of salts, political economy and finances, mining and metallurgical bookkeeping, mining and metallurgical statistics.

The object of the practical course mentioned is to give the student the necessary preliminary instruction for the study of mining. This course begins the first week after Easter and ends with the close of the term. It is recommended that all students take this course. It is generally taken at some mine in the neighborhood of Freiberg, but the student can, if he wishes, visit other mines in the Kingdom of Saxony.

The practical course must be taken in the following order: (1) Work in the mine at hewing, hoisting, timbering, walling—seven to ten weeks are to be spent in this work; (2) work outside mine in the smelting works and blacksmith shops, three weeks; (3) visits to different mines in company of a professor or mine official; (4) student must give a complete report of his observations during this course.

Examination for mining surveyors.

Preliminary examination: Mathematics, descriptive geometry, mechanics, physics, mineralogy, geology.

The candidate must furnish evidence that he has taken the miners' preliminary course, which has been already described. He must also exhibit diagrams in descriptive geometry, mechanics, and drawing and drafting.

Subjects, final examination: Mine surveying, geodesy, use of instruments, science of mining, doctrine of deposits, mining law and general jurisprudence.

The examination thesis must be a lengthy geodetic mine-surveying problem, giving all measurements, operations, and calculations.

The problems which have been worked out, with drawings, during the course of study, are considered as special subjects of examination. In mining surveying, especially, the student must prove his ability by showing problems which he has specially worked out.

Examination for metallurgists.

Preliminary examination: Mathematics, mechanics, inorganic chemistry, mineralogy, physics, exercises in blowpipe analysis, ore dressing.

Final examination: Analytical chemistry (inclusive of mass and gas analysis), metallurgy, analysis, metallurgical technology, chemical technology.

The subject of thesis for examination must be on the subject of metallurgy.

The examination in analytical chemistry includes a qualitative and quantitative analysis, which must be worked out in the laboratory.

The practical part of the examination in analytical chemistry is considered when deciding on the outcome of the examination; also, the problems and drawings worked out during the course of study, inclusive of those concerning building.

Evidence must be furnished that the following lectures have been heard: General science of mining, descriptive geometry, geology, iron metallurgy, machinery, general jurisprudence, building, electro-technics, political economy, science of salts, mining and metallurgical bookkeeping, mining and metallurgical statistics.

Examination for iron metallurgists.

Preliminary examination: Mathematics, mechanics, inorganic chemistry, mineralogy, physics, blowpipe analysis, ore dressing.

Final examination: Analytical chemistry (inclusive of mass and gas analysis), iron metallurgy, analysis of iron, metallurgical technology, machinery.

An extended thesis on the subject of metallurgy.

Examination in analytical chemistry includes a qualitative and quantitative research.

As in the other branches, the work during the course is also considered in deciding on the outcome of examination.

Evidence must be furnished that the following lectures have been heard: General science of mining, descriptive geometry, geology, general jurisprudence, building, electro-technics, political economy and finances, mining and metallurgical bookkeeping, mining and metallurgical statistics.

Besides the mining academy there is also a mining school in Freiberg, but the two have nothing in common. The object of the mining school is to educate young men to become good master miners, subinspectors, and foremen. An examination for admittance to this school is necessary, but is very rudimentary, and comprises merely a knowledge of arithmetic, writing, and spelling; it presupposes, however, that the applicant is at least 18 years of age and not over 22, and that he has worked practically in some mine for at least a year. Certificates of good behavior, diligence, etc., must also be shown. The number of scholars admitted to this school depends on the needs of mining. The number must not exceed 60.

The course comprises four years and is divided into 4 classes.

The fourth class, or first year, comprises: German grammar, orthography, and style; taking down dictation; arithmetic; free-hand drawing and round-hand writing; ordinary writing; German and Latin letters of the alphabet; numbers.

Third class, or second year: Mineralogy; crystallography; physical and chemical properties of minerals; classes of salts and stones; geometry, inclusive of plane trigonometry and the beginning of stereometry, or geometry of solids; descriptive geometry, first part; German language; German exercises on given themes.

Second class, or third year: Physics—elements of practical mathematics, knowledge of sound, magnetism, heat, electricity, and light; mining—general doctrine of deposits, seeking of deposits, extraction, method of working, underground working, timbering; talks on general police rules for mining; descriptive geometry, second part; mineralogy, second part; classes of minerals.

First class, or fourth year: Surveying and drafting; mining, second part—holding water, atmospheric conditions, hoisting, etc.; bookkeeping—introduction, inventory, etc.; machinery drawing and building; geology; first help in case of accidents; general knowledge of machinery.

After finishing the four years' course the pupils are given a diploma in which is stated what they have accomplished and also their behavior during the course. This is then handed in to the "Bergamt" (mining office) and after examination legalized. A copy is kept at the mining office and can be seen at will by owners of mines. During 1901 there were 50 scholars at this school.

The foregoing will give a good idea of the education given to mining students in Germany. In closing, we might add that there are two classes of schools for the education of mining students. The higher schools are called mining academies and are intended to educate the higher class of mine officials. The oldest school is at Freiberg, opened in 1765. There is also an academy at Berlin, opened in 1861.

Lectures are also given at the polytechnical universities in Aachen, on mining and metallurgy.

The lower classes of schools are called mining schools. The object of these schools is merely to educate the lower class of officials at the mines, and not to prepare students for the mining academies, or higher schools. Mining schools are found only where there are mines, as generally, besides class study, the students are working in the mines for pay.

The cost of tuition at the mining academies depends on the cost of the different lectures, and differs according to the number of lectures given weekly and attended by the student. Foreigners must pay 200 marks extra at the mining academy in Freiberg. Tuition at the mining schools is free.

The following table gives the number of students who took the final examination at Freiberg from 1872 to 1900:

Year.	Mining engineers.	Mining surveyors.	Metallurgists.	Iron metallurgists.
1872–1885	105	46	70	6
1886	9	3	14	1
1887	9	6	14	1
1888	14	7	8	1
1889	20	----	11	1
1890	8	8	7	4
1891	16	2	4	1
1892	11	5	4	2
1893	9	4	10	----
1894	18	5	7	3
1895	17	2	6	2
1896	12	4	4	5
1897	9	10	6	4
1898	22	6	8	5
1899	24	5	4	5
1900	18	12	3	7
Total	321	125	180	48
Number of diplomas granted	285	118	161	41

Very respectfully

J. F. MONAGHAN,
United States Consul.

CHAPTER XXXIV.

CITY SCHOOL SYSTEMS.

This chapter contains the usual statistics of city school systems in cities of over 8,000 inhabitants and in cities and villages of population between 4,000 and 8,000. It includes also statistics of evening schools in cities of over 8,000 inhabitants and of kindergartens in cities of over 4,000 inhabitants.

The whole enrollment for the United States in cities of over 8,000 inhabitants was 4,090,819, an increase of 141,258, or 3.58 per cent. This increase is distributed as follows: North Atlantic Division, 67,393; South Atlantic Division, 27,016; South Central Division, 8,843; North Central Division, 22,934; Western Division, 15,072. The greatest rate of increase appears in the South Atlantic Division, where it is nearly 10 per cent, the highest shown by this division since 1891–92. The increase in the North Central Division of 22,934, less than 2 per cent, is the lowest of the five divisions. The enrollment in private schools was 897,099, a falling off of 32,238, or 3.47 per cent. Each of the divisions except the Western shares in this decrease, though the only decided loss appears in the North Atlantic Division, where the private-school enrollment dropped from 450,864 to 419,349. This falling off in the private-school enrollment of 31,515, which is more than 7 per cent, coming at the same time with an average increase in public-school enrollment, might suggest the thought that private schools in the North Atlantic Division are rapidly losing ground. Reference to the detail table shows, however, that a very large part of this loss occurred in the city of New York, which reports in private schools an enrollment less by 24,487 than the number reported for 1899–1900. In the returns from this city for 1899–1900 and for 1900–1901 the private-school enrollment is in both cases estimated, and this fact may in a measure account for the great difference between the figures for these two consecutive years. And in general, when making comparisons between the statistics of private schools and of public schools as set forth in these tables, it should be remembered that the figures given for private schools are largely estimated, and therefore not entirely accurate.

The total number of supervising officers reported is 4,733. This total shows no gain over the figures of 1899–1900, but an actual loss of 1, while the number of teachers shows a normal increase, thus raising the number of teachers to each supervising officer from 17.6 to 18.5. In each division the number of teachers to a supervisor is greater than that of the previous year. It will be noted also that the number of women supervisors is 59 below the total of last year against a gain of 58 in the number of men. The whole number of teachers was 87,561, a gain of 4,068, or 4.87 per cent, over the number reported in 1899–1900. The rate of increase

in the number of teachers being greater than the rate of increase in attendance, the average number of pupils to each teacher is thus reduced from 35.3 to 34.9.

Table 6 shows that the number of pupils to a teacher is less in each division than in 1899–1900, and that for the United States there has been since 1897–98 a gradual increase in the relative number of teachers.

The average number of sittings to a building is the greatest yet recorded. For several years there has been a gradual increase in seating capacity of the average city school building, though this should hardly be taken as a measure of the tendency toward larger and more commodious structures, which, judging from the printed reports of school boards and superintendents, is stronger and more general than the increase in the average size during this period would indicate. The summaries for the year 1900–1901 show that the number of buildings reported was 9,374, a gain of 184. The number of seats or sittings for study increased by 133,779, an average of 727 sittings to each new building added. Further evidence of the tendency toward larger and better buildings appears in the rapid increase since 1896–97 in the per capita value of school property, though, of course, the entire increase can not be assigned to this cause.

In 1900–1901 the value of school property per capita of pupils in average attendance was $111.67, which is higher than that for any previous year, and $2.14 higher than the per capita value in 1899–1900. The rates of increase in the expenditure for supervision and teaching and in the total expenditure are greater than those of any other items in the list. The whole amount expended for supervision and teaching was $63,433,167, an increase of $4,249,601, or 7.18 per cent, over the previous year. It will be noted that almost the whole of this increase occurred in the North Atlantic and North Central divisions, and hence the average annual salaries in these divisions take an upward turn, the gains being sufficient to offset actual decreases in the average salaries in the other divisions and raise the average salary for the United States from $670.81 in 1899–1900 to $687.29 in 1900–1901. The table of average annual salaries of teachers in cities of over 8,000 inhabitants is printed in another chapter of this report. The total expenditure amounted to $107,663,785, an increase of $8,206,551, or 8.25 per cent.

Table 11 gives the summarized statistics of evening schools in cities of over 8,000 inhabitants. There were 921 evening schools, employing 5,115 teachers, and having a total enrollment of 203,000 pupils. Comparison with the table published in the Report of this office for the year 1896–97 show sthat since that period the number of evening schools has been augmented by 108, 974 more teachers are employed, and the whole enrollment increased by 19,832. The rate of increase in enrollment in the evening schools is lower than that in the public day schools during the same period.

The summarized statistics of public and private kindergartens are given in Table 13. The whole number of public kindergartens in cities of over 4,000 inhabitants is 2,111 against 1,815 for 1899–1900. The number of teachers employed is 3,611, a gain of 285, or 8.57 per cent. The whole enrollment is 149,710, an increase of 18,053, or 13.71 per cent. Table 14 gives in detail statistics of public kindergartens maintained in connection with city systems of public schools.

TABLE 1.—*Summary of statistics of cities containing over 8,000 inhabitants, showing increase from previous year.*

	1899–1900.	1900–1901.	Increase.	Per cent of increase.
Number of city school systems	568	582	14	
Enrollment	3,949,561	4,090,819	141,258	3.58
Aggregate number of days' attendance	553,118,781	572,033,844	18,915,063	3.42
Average daily attendance	2,946,978	3,054,367	107,389	3.64
Average length of the school term, in days	187.7	187.3	*a* .4	
Enrollment in private and parochial schools	929,337	897,099	*a* 32,238	*a* 3.47
Male supervising officers	2,358	2,416	58	2.46
Female supervising officers	2,376	2,317	*a* 59	*a* 2.55
Whole number of supervising officers	4,734	4,733	*a* 1	0.00
Number of male teachers	6,304	6,629	325	5.14
Number of female teachers	77,189	80,932	3,743	4.85
Whole number of teachers	83,493	87,561	4,068	4.87
Number of buildings	9,190	9,374	184	2.00
Number of seats	3,665,313	3,799,092	133,779	3.65
Value of school property	$322,777,996	$341,074,032	$18,296,036	5.67
Expenditure for tuition	$59,183,566	$63,433,167	$4,249,601	7.18
Total expenditure	$99,457,234	$107,663,785	$8,206,551	8.25

a Decrease.

TABLE 2.—*Summary, by States, etc., of enrollment, attendance, supervising officers, and teachers in cities containing over 8,000 inhabitants.*

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	582	25,228,617	4,090,819	572,033,844	3,054,367	2,416	2,317	4,733	6,629	80,932	87,561	897,099
North Atlantic Division	244	12,407,276	1,996,916	280,589,375	1,477,935	1,077	1,144	2,221	3,058	39,856	42,914	419,349
South Atlantic Division	44	1,812,614	298,904	37,844,818	209,138	169	79	248	601	5,405	6,006	46,547
South Central Division	51	1,573,021	218,549	28,581,684	159,407	130	78	208	474	3,892	4,366	41,478
North Central Division	206	8,095,050	1,345,440	193,693,942	1,030,712	842	857	1,699	2,147	27,246	29,393	361,776
Western Division	37	1,340,656	231,010	31,324,025	168,175	198	159	357	349	4,533	4,882	27,949
North Atlantic Division:												
Maine	9	164,639	25,434	3,431,138	19,037	24	20	44	45	673	718	7,050
New Hampshire	9	158,920	21,175	2,604,369	14,983	20	12	32	39	456	495	8,940
Vermont	3	38,587	6,252	887,224	4,867	5	4	9	11	154	165	1,965
Massachusetts	57	2,140,550	355,582	55,375,827	289,710	202	151	353	712	7,938	8,650	68,843
Rhode Island	10	347,892	59,654	7,727,838	39,411	17	23	40	106	1,202	1,308	13,759
Connecticut	21	542,756	87,457	13,075,236	67,822	56	61	117	115	2,016	2,131	20,759
New York	53	4,987,059	808,816	111,201,254	584,138	432	588	1,020	1,119	15,489	16,608	160,724
New Jersey	28	1,160,936	190,613	25,446,352	132,948	160	95	255	148	3,689	3,837	38,854
Pennsylvania	54	2,865,937	441,933	60,840,137	325,019	161	190	351	763	8,239	9,002	98,455
South Atlantic Division:												
Delaware	1	76,508	11,019	1,644,344	8,476	2	3	5	6	261	267	----------
Maryland	5	557,374	98,234	11,299,716	61,171	40	3	43	167	1,638	1,805	----------
District of Columbia	1	278,718	47,431	6,513,548	36,672	----------	----------	----------	164	1,119	1,283	----------
Virginia	10	271,695	41,457	5,771,095	31,455	41	6	47	67	634	698	7,245
West Virginia	4	73,603	14,416	1,716,282	9,428	13	6	19	30	294	324	1,987
North Carolina	8	104,447	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------
South Carolina	4	100,170	14,718	1,864,077	10,260	9	8	17	20	173	193	----------
Georgia	7	270,970	44,388	5,860,778	32,757	14	4	18	79	760	839	3,650
Florida	4	79,129	10,934	1,110,359	7,498	8	1	9	36	240	276	5,650
South Central Division:												
Kentucky	9	362,959	50,894	7,426,830	39,141	31	41	72	90	965	1,055	14,443
Tennessee	6	269,918	37,828	4,886,603	27,545	38	7	45	62	591	653	5,260
Alabama	6	133,706	14,901	1,828,995	10,650	9	1	10	29	257	286	2,580

Mississippi	4	48,910	8,196			10	2	12	8	149	157	2,100
Louisiana	3	314,386	34,598	4,585,472	24,983	9	17	26	34	817	851	
Texas	17	351,736	55,335	6,905,283	40,001	24	10	34	202	857	1,059	7,295
Arkansas	4	71,363	13,283	1,625,884	9,343	8	0	8	41	185	226	1,550
Oklahoma	2	20,043	3,514	425,567	2,797							
Indian Territory	0	0	0	0	0	0	0	0	0	0	0	0
North Central Division:												
Ohio	38	1,599,840	256,763	37,457,708	201,585	162	114	276	492	5,184	5,676	67,345
Indiana	24	607,834	101,422	14,858,786	80,779	64	59	123	251	2,204	2,455	17,301
Illinois	37	2,279,857	363,904	54,148,893	286,835	239	209	448	525	7,398	7,923	110,178
Michigan	28	755,124	137,667	19,103,594	101,164	70	131	201	184	2,724	2,908	35,915
Wisconsin	22	634,437	110,833	15,913,495	83,459	86	35	121	207	2,150	2,357	40,200
Minnesota	8	477,914	82,617	12,189,991	66,460	31	114	145	69	1,802	1,871	30,997
Iowa	21	382,712	73,264	10,443,501	57,876	54	83	137	88	1,695	1,783	11,800
Missouri	12	963,545	143,244	19,276,216	104,539	108	73	181	193	3,712	2,905	35,842
North Dakota	1	9,589										
South Dakota	1	10,266	2,227	307,260	1,707	2	2	4	2	50	52	300
Nebraska	3	168,725	30,595	4,196,002	23,084	8	22	30	30	612	642	3,806
Kansas	11	205,207	41,304	5,568,196	31,024	17	14	31	103	675	778	
Western Division:												
Montana	4	65,623	13,163	1,702,946	9,601	8	10	18	11	278	289	1,883
Wyoming	2	22,294										
Colorado	9	245,556	45,861	5,535,063	30,159	31	22	53	57	836	893	2,941
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	2	69,844	17,199	2,302,020	13,200	12	3	15	44	342	386	884
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	5	173,120	31,748	4,205,974	22,693	27	24	51	48	613	661	2,646
Oregon	2	98,807	14,074	2,063,113	10,953	29	5	34	26	289	315	
California	13	605,412	105,165	14,993,909	78,769	89	94	183	160	2,122	2,282	17,170

TABLE 3.—*Summary, by States, etc., of school property and expenditures in cities containing over 8,000 inhabitants.*

Cities of—	Number of school buildings.	Number of seats or sittings for study.	Value of all public property used for school purposes.	Expenditure for supervision and teaching.	Expenditure for all purposes (loans and bonds excepted).
1	2	3	4	5	6
United States	9,374	3,799,092	$341,074,032	$63,433,167	$107,663,785
North Atlantic Division	4,586	1,834,291	187,728,075	33,772,007	60,894,290
South Atlantic Division	685	263,942	14,180,759	3,386,842	4,951,133
South Central Division	553	199,369	11,008,796	2,401,700	3,230,321
North Central Division	2,971	1,288,995	107,562,153	19,805,331	32,292,022
Western Division	579	212,492	20,594,249	4,067,287	6,296,019
North Atlantic Division.					
Maine	195	28,074	1,741,261	321,670	504,584
New Hampshire	127	20,378	2,049,764	278,238	423,873
Vermont	31		612,900	75,996	151,941
Massachusetts	1,370	360,751	48,656,325	6,574,107	11,501,042
Rhode Island	260	54,990	5,068,358	835,302	1,389,655
Connecticut	264	85,179	9,252,312	1,309,620	2,321,032
New York	1,025	696,555	74,584,291	16,356,674	28,824,349
New Jersey	321	167,256	11,439,327	2,535,050	4,444,385
Pennsylvania	993	414,886	34,323,537	5,485,350	11,323,429
South Atlantic Division:					
Delaware	29	10,862	932,524	132,061	388,637
Maryland	122	80,975	3,532,116		
District of Columbia	133		4,352,531	877,103	1,485,695
Virginia	82	37,499	1,287,500	369,399	478,807
West Virginia	45	14,519	1,261,952	141,746	241,517
North Carolina					
South Carolina	19	12,223	321,734	91,340	116,251
Georgia	175	41,339	1,641,210	436,910	553,770
Florida	37	10,838	168,606	77,647	106,819
South Central Division:					
Kentucky	125	52,158	2,306,862	640,800	902,289
Tennessee	74	32,419	1,506,030	360,738	440,558
Alabama	38	12,900	827,000	142,125	166,574
Mississippi	19				
Louisiana	87	31,909	1,971,000	407,200	529,745
Texas	166	48,480	3,228,904	625,632	882,418
Arkansas	34	11,807	655,000	119,565	160,916
Oklahoma	10				
Indian Territory	0	0	0	0	0

North Central Division:					
Ohio	542	272,273	22,616,816	3,830,405	6,321,333
Indiana	288	100,022	7,526,384	1,460,373	2,213,718
Illinois	632	339,828	30,465,456	6,404,339	10,113,094
Michigan	331	123,500	10,741,947	1,738,872	3,053,723
Wisconsin	284	105,336	7,464,948	1,393,689	2,111,270
Minnesota	171	78,820	7,892,835	1,291,102	1,969,605
Iowa	227	70,332	5,393,592	935,885	1,573,966
Missouri	293	126,740	10,248,700	1,826,775	3,436,729
North Dakota					
South Dakota	9	2,135	275,000	27,590	54,537
Nebraska	69	28,560	2,606,168	436,790	765,958
Kansas	119	39,849	2,202,307	435,511	640,079
Western Division:					
Montana	39	12,898	1,236,118	237,872	353,150
Wyoming					
Colorado	105	39,522	4,613,681	803,188	1,414,831
New Mexico	0	0	0	0	0
Arizona	0	0	0	0	0
Utah	46	15,529	1,476,390	231,268	403,670
Nevada	0	0	0	0	0
Idaho	0	0	0	0	0
Washington	73	29,752	2,821,066	430,777	890,115
Oregon	33	14,250	1,145,503	228,286	351,835
California	274	97,041	9,602,491	2,095,893	2,828,487

TABLE 4.—*Comparative statistics of cities containing over 8,000 inhabitants, summarized by States, etc.*

Cities of—	Ratio of private school enrollment to enrollment in all schools, public and private.	Ratio of average attendance to enrollment (public schools).	Average number of days' attendance of each pupil enrolled.	Average length of the school term.	Average number of pupils in attendance to each teacher.	Average number of teachers to each supervising 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 average attendance.	Cost of teaching and supervision per capita of pupils in average attendance.	Total cost of schools per capita of pupils in average attendance.	Average cost per day of tuition for one pupil.	Average daily expenditure per pupil for all purposes.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Per cent.	*Per cent.*	*Days.*	*Days.*								*Cents.*	*Cents.*
United States	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
North Atlantic Division	17.4	74.0	140.5	189.9	34.4	19.3	124.1	400	127.02	22.85	41.20	12.04	21.70
South Atlantic Division	13.5	70.0	126.6	181.0	34.8	24.2	126.2	385	67.81	16.19	23.67	8.95	13.08
South Central Division	15.9	72.9	130.8	179.3	36.5	21.0	125.1	361	69.06	15.07	20.26	8.40	11.30
North Central Division	21.2	77.3	144.0	186.3	35.4	17.3	124.0	434	103.46	19.05	31.06	10.22	16.67
Western Division	10.8	72.8	135.6	186.3	34.4	13.7	126.4	367	122.46	24.19	37.44	12.98	20.10
North Atlantic Division:													
Maine	21.7	74.8	134.9	180.2	26.5	16.3	147.5	144	91.47	16.90	26.50	9.38	14.71
New Hampshire	29.7	70.8	123.0	173.8	30.3	15.5	136.0	160	136.80	18.57	28.29	10.68	16.28
Vermont	23.9	77.8	141.9	182.3	29.5	18 3			125.93	15.61	33.27	8.57	18.25
Massachusetts	16.2	81.5	155.7	191.1	33.5	24.5	124.5	263	167.95	22.69	39.70	11.87	20.77
Rhode Island	18.7	66.1	129.5	196.1	30.1	32.7	139.5	211	123.60	21.20	35.26	10.81	17.98
Connecticut	19.2	77.5	149.5	192.8	31.8	18.2	125.6	323	136.42	19.31	34.22	10.02	17.75
New York	16.6	72.2	137.5	190.4	35.2	16.3	119.2	680	127.68	28.00	49.34	14.71	25.92
New Jersey	16.9	69.7	133.5	191.4	34.6	15.0	125.8	521	86.05	19.07	33.43	9.96	17.47
Pennsylvania	18.2	73.6	137.7	187.2	36.1	25.6	127.7	418	105.60	16.88	34.84	9.02	18.61
South Atlantic Division:													
Delaware		76.9	149.2	194.0	31.7	53.4	128.2	375	110.02	15.58	45.85	8.03	23.64
Maryland		62.3	115.0	184.7	33.9	42.0	132.4	664	57.74				
District of Columbia		77.3	137.3	177.6	28.6				118.69	23.92	40.51	13.47	22.81
Virginia	14.9	75.9	139.2	183.5	45.1	14.9	119.2	457	40.93	11.74	15.22	6.40	8.30
West Virginia	12.1	65.4	119.1	182.0	29.1	17.1	154.0	323	133.85	15.03	25.62	8.26	14.07
North Carolina													
South Carolina		69.7	126.7	181.7	53.2	11.4	119.1	643	31.36	8.90	11 33	4.90	6.24
Georgia	7.6	73.8	132.0	178.9	39.0	46.6	126.6	236	50.10	13.34	16.91	7.45	9.45
Florida	34.1	68.6	101.6	148.1	27.2	30.7	144.5	293	22.49	10.36	14.25	6.99	9.62

South Central Division:													
Kentucky	22.1	76.9	145.9	189.7	37.1	14.7	133.3	417	58.94	16.37	23.05	8.63	12.15
Tennessee	12.2	72.8	129.2	177.4	42.2	14.5	117.7	438	54.67	13.10	15.99	7.38	9.02
Alabama	14.8	71.5	122.7	171.7	37.2	28.6	121.1	339	77.65	13.35	15.64	7.77	9.11
Mississippi	20.4					13.1							
Louisiana		72.2	132.5	183.5	29.4	32.7	127.7	367	78.90	16.30	21.20	8.88	11.55
Texas	11.6	72.3	124.8	172.6	37.8	31.1	121.2	292	80.72	15.64	22.06	9.06	12.78
Arkansas	10.5	70.3	122.4	174.0	41.3	28.3	126.4	347	70.11	12.80	17.22	7.35	9.90
Oklahoma		79.6	121.1	152.2									
North Central Division:													
Ohio	20.8	78.5	145.9	185.8	35.5	20.6	135.1	502	112.20	19.00	31.36	10.23	16.88
Indiana	14.6	79.7	146.5	183.9	32.9	20.0	123.8	347	93.18	18.08	27.40	9.83	14.90
Illinois	23.2	78.8	148.8	188.8	36.2	17.7	118.5	538	106.21	22.33	35.26	11.83	18.68
Michigan	20.7	73.5	138.8	188.8	34.8	14.5	122.1	373	106.18	17.19	30.19	9.10	15.99
Wisconsin	26.6	75.3	143.6	190.7	35.4	19.5	126.2	371	89.44	16.70	25.30	8.76	13.27
Minnesota	27.3	80.5	147.6	183.4	35.5	12.9	118.6	461	118.76	19.43	29.64	10.59	16.16
Iowa	13.9	79.0	142.5	180.4	32.5	13.0	121.5	310	93.19	16.17	27.20	8.96	15.07
Missouri	20.0	73.0	134.6	184.4	36.0	16.0	121.2	433	98.04	17.47	32.88	9.48	17.83
North Dakota													
South Dakota	11.9	76.6	138.0	180.0	32.8	13.0	125.1	237	161.10	16.16	31.95	8.98	17.75
Nebraska	11.1	75.5	137.1	181.8	36.0	21.4	123.7	414	112.90	18.92	33.18	10.41	18.25
Kansas		75.1	134.8	179.5	39.9	25.1	128.4	335	70.99	14.04	20.63	7.82	11.49
Western Division:													
Montana	12.5	72.9	129.4	177.3	33.2	16.1	134.3	331	131.87	24.78	36.78	13.97	20.74
Wyoming													
Colorado	6.0	65.8	120.7	183.5	33.8	16.8	131.0	376	133.08	26.63	46.91	14.51	25.56
New Mexico													
Arizona													
Utah	4.9	76.8	133.8	174.4	34.2	25.7	117.6	338	111.85	17.51	30.58	10.05	17.54
Nevada													
Idaho													
Washington	7.7	71.5	132.5	185.4	34.3	13.0	131.1	408	124.31	18.98	39.22	10.24	21.16
Oregon		77.8	146.6	188.4	34.8	9.3	130.1	432	104.58	20.84	32.12	11.07	17.05
California	14.0	74.9	142.6	190.4	34.5	12.5	123.2	354	121.90	26.61	35.91	13.98	18.86

TABLE 5.—*Summarized statistics of schools in cities of over 8,000 inhabitants from 1890–91 to 1900–1901, 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	442	2,627,275	364,687,603	1,884,474	2,463	3,874	48,557	52,431	6,478	2,396,674	$184,507,058	$33,266,128	$56,936,447	723,990
1891–92	459	2,743,430	378,389,408	1,977,442	2,724	3,944	51,113	55,057	6,757	2,512,772	193,607,787	35,372,482	60,555,120	753,178
1892–93	473	2,876,866	394,017,038	2,066,850	2,894	4,298	54,224	58,522	6,957	2,693,522	205,338,077	37,317,838	65,981,388	775,910
1893–94	554	3,126,659	436,806,735	2,281,237	3,374	4,753	58,246	62,999	7,743	2,898,295	228,439,334	40,417,650	69,886,413	820,250
1894–95	574	3,302,841	462,450,038	2,431,967	3,685	5,023	61,970	66,993	8,106	3,119,277	236,631,394	44,155,706	74,721,332	842,555
1895–96	602	3,480,619	489,786,705	2,560,293	3,938	5,059	65,266	70,325	8,496	3,369,082	255,586,583	46,747,865	80,042,118	848,760
1896–97	602	3,594,675	507,622,259	2,693,299	3,998	5,773	68,344	74,117	8,604	3,383,405	267,425,289	48,772,485	84,866,092	824,609
1897–98	626	3,803,049	539,141,947	2,849,502	4,429	6,005	72,355	78,360	9,113	3,500,970	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	55,689,787	93,413,046	913,369
1899–1900	568	3,949,561	553,118,781	2,946,978	4,734	6,304	77,189	83,493	9,190	3,665,313	322,777,996	59,183,566	99,457,234	929,337
1900–1901	582	4,090,819	572,033,844	3,054,367	4,733	6,629	80,932	87,561	9,374	3,799,092	341,074,032	63,433,167	107,663,785	897,039
North Atlantic Division:														
1890–91	186	1,295,627	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	950,395	1,262	1,687	25,438	27,125	3,219	1,231,862	97,070,586	17,330,426	30,065,635	354,355
1892–93	195	1,377,808	190,042,037	981,290	1,385	1,931	26,549	28,480	3,323	1,287,123	103,172,001	18,104,963	31,678,701	358,624
1893–94	219	1,492,594	209,650,142	1,075,938	1,516	1,984	27,782	29,766	3,683	1,376,385	111,843,026	19,293,607	33,306,973	379,402
1894–95	221	1,561,999	221,016,405	1,134,394	1,586	2,048	29,553	31,601	3,779	1,438,671	116,128,291	20,919,163	36,495,063	385,022
1895–96	233	1,639,631	232,118,588	1,186,738	1,769	2,026	30,744	32,770	3,952	1,515,887	125,616,050	22,294,477	40,754,876	373,689
1896–97	233	1,697,615	240,131,134	1,259,044	1,829	2,351	32,370	34,721	4,017	1,595,308	135,970,151	23,274,845	44,418,713	360,779
1897–98	236	1,785,788	256,708,172	1,329,602	2,066	2,386	34,341	36,727	4,268	1,626,891	149,529,234	25,130,926	48,088,195	401,655
1898–99	249	1,877,305	266,549,111	1,403,875	2,161	2,732	37,031	39,763	4,496	1,719,183	162,833,646	27,571,736	49,575,675	433,696
1899–1900	240	1,929,523	273,129,266	1,430,914	2,238	2,827	38,293	41,120	4,586	1,776,933	175,888,128	30,978,507	55,499,727	450,864
1900–1901	244	1,996,916	280,589,375	1,477,935	2,221	3,058	39,856	42,914	4,586	1,834,294	187,728,075	33,772,007	60,894,290	419,349
South Atlantic Division:														
1890–91	37	192,820	27,756,177	148,831	110	411	3,462	3,873	460	180,727	8,577,307	2,147,475	3,278,942	50,001
1891–92	38	212,952	29,238,310	153,325	142	450	3,660	4,110	459	186,980	8,908,588	2,238,220	3,537,554	45,968
1892–93	38	218,872	28,840,197	154,789	166	440	3,928	4,368	451	206,001	10,048,445	2,497,697	3,475,077	49,901
1893–94	40	224,400	30,078,691	160,571	190	479	3,980	4,459	491	209,365	11,055,115	2,574,429	3,643,457	52,069
1894–95	43	239,274	31,973,121	173,593	183	590	4,335	4,925	594	221,787	10,469,464	2,756,147	3,790,529	51,946
1895–96	43	251,492	33,684,196	178,269	223	529	4,517	5,046	672	228,579	10,960,232	2,932,741	4,119,513	51,949
1896–97	43	254,737	34,366,949	184,829	229	560	4,744	5,304	662	246,612	11,063,166	3,015,502	4,202,826	47,392
1897–98	47	272,108	36,536,809	197,166	278	597	4,968	5,565	643	250,248	11,335,220	3,109,026	4,390,345	48,168
1898–99	46	273,245	35,208,601	192,029	295	574	5,027	5,601	637	253,015	13,342,025	3,278,909	4,550,947	46,112
1899–1900	43	271,888	35,144,610	197,334	291	543	5,023	5,566	682	257,283	12,869,767	3,319,268	4,692,118	47,863
1900–1901	44	298,904	37,844,818	209,138	248	601	5,405	6,006	685	263,942	14,180,759	3,386,842	4,951,133	46,547

South Central Division:														
1890–91	37	148,798	18,951,843	106,044	172	299	2,287	2,586	359	122,353	7,803,089	1,523,392	2,210,881	48,909
1891–92	39	153,625	19,857,396	107,023	170	283	2,493	2,776	370	120,118	7,705,290	1,637,110	2,300,369	48,908
1892–93	41	164,057	21,967,115	119,229	138	361	2,727	3,088	397	150,270	7,946,424	1,884,400	2,579,273	47,631
1893–94	48	171,386	23,016,276	127,585	173	386	3,030	3,416	436	149,876	9,144,329	1,950,857	2,866,737	48,730
1894–95	51	181,464	22,808,432	126,260	248	379	3,130	3,509	470	164,096	9,247,543	2,110,907	2,965,790	42,113
1895–96	53	190,366	24,580,505	138,250	247	403	3,257	3,660	465	191,730	9,207,437	2,188,338	3,163,570	48,008
1896–97	53	193,874	25,398,650	142,592	204	442	3,296	3,738	464	183,008	9,292,814	2,133,725	2,775,576	47,356
1897–98	54	203,700	25,997,085	149,027	230	486	3,540	4,026	587	187,662	10,195,218	2,251,220	2,994,613	49,989
1898–99	55	210,848	26,506,689	150,907	204	489	3,663	4,152	594	187,277	10,720,065	2,341,240	3,159,791	46,795
1899–1900	50	209,706	27,340,326	151,526	206	458	3,616	4,074	520	186,544	10,328,769	2,309,323	3,343,556	41,872
1900–1901	51	218,549	28,581,684	159,407	208	474	3,892	4,366	553	199,369	11,008,796	2,401,700	3,230,321	41,478
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	663,521	947	1,315	16,931	18,246	2,297	845,086	64,031,960	11,673,823	20,057,510	280,439
1892–93	173	959,591	132,268,316	702,158	985	1,342	18,200	19,542	2,362	915,185	67,085,358	12,600,751	22,980,728	295,681
1893–94	213	1,066,556	150,775,205	795,130	1,268	1,551	20,369	21,920	2,635	1,014,673	77,961,101	13,962,787	25,399,773	315,168
1894–95	224	1,137,872	161,785,375	864,235	1,427	1,670	21,719	23,389	2,774	1,130,988	82,979,343	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	958,683	1,468	1,996	24,197	26,193	2,913	1,172,948	93,050,452	16,980,866	28,393,396	348,447
1897–98	250	1,324,002	190,896,400	1,016,647	1,557	2,045	25,467	27,512	3,037	1,245,882	98,835,750	17,878,721	27,781,526	350,462
1898–99	244	1,345,932	193,380,357	1,026,364	1,616	2,107	26,418	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	1,640	2,146	26,091	28,237	2,872	1,244,267	103,758,366	18,642,461	30,017,331	363,113
1900–1901	206	1,345,440	193,693,942	1,039,712	1,699	2,147	27,246	29,393	2,971	1,288,995	107,562,153	19,805,331	32,292,022	361,776
Western Division:														
1890–91	27	135,415	18,296,074	93,945	154	223	2,360	2,583	376	118,479	14,075,326	2,189,006	4,379,461	29,393
1891–92	25	145,988	20,027,317	103,178	203	209	2,591	2,800	412	128,726	15,891,363	2,462,907	4,594,052	23,508
1892–93	26	156,538	20,899,373	109,384	220	224	2,820	3,044	424	134,943	17,085,849	2,630,027	5,267,609	24,073
1893–94	34	171,723	23,286,331	122,013	227	353	3,085	3,438	498	147,996	18,435,763	2,935,970	4,669,473	24,881
1894–95	35	182,271	24,866,705	133,485	241	336	3,233	3,569	489	163 735	17,806,753	3,047,574	4,824,321	30,259
1895–96	36	190,882	26,146,236	138,718	276	326	3,438	3,764	529	176,508	18,999,934	3,152,540	4,860,009	24,406
1896–97	36	200,582	27,287,456	148,151	268	424	3,737	4,161	548	185,529	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	4,530	578	190,287	19,430,372	3,694,756	5,518,968	22,132
1898–99	38	213,137	29,265,215	158,504	314	400	4,209	4,609	552	194,449	20,353,696	3,660,836	5,613,585	26,456
1899–1900	34	215,938	29,829,040	160,490	359	330	4,166	4,496	530	200,286	19,932,966	3,934,007	5,904,502	25,626
1900–1901	37	231,010	31,324,025	168,175	357	349	4,533	4,882	579	212,492	20,594,249	4,067,287	6,296,019	27,949

TABLE 6.—*Comparative statistics of city school systems from 1891–92 to 1900–1901, inclusive.*

Cities of—	Ratio of private school enrollment to enrollment in all schools, public and private.	Ratio of average attendance to enrollment (public schools).	Average number of days' attendance of each pupil enrolled.	Average length of school term.	Average number of pupils in attendance to each teacher.	Average number of teachers to each supervising officer.	Average number of seats to each 100 pupils in attendance.	Average number of seats to a building.	Value of school property per capita of pupils in average attendance.	Cost of teaching and supervision per capita of pupils in average attendance.	Total cost of schools per capita of pupils in average attendance.	Average cost per day of tuition for one pupil.	Average daily expenditure per pupil for all purposes.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States:	*Per cent.*	*Per cent.*	*Days.*	*Days.*								*Cents.*	*Cents.*
1891–92	21.5	72.1	137.9	191.5	35.9	20.2	126.5	371	$97.92	$16.83	$28.80	8.79	15.04
1892–93	21.2	71.9	137.0	190.6	35.3	20.2	130.3	387	99.32	18.29	31.92	9.60	16.75
1893–94	20.8	72.9	139.7	191.5	36.2	18.7	127.1	374	100.15	17.85	30.64	9.32	16.00
1894–95	20.3	73.6	140.0	190.1	36.3	18.2	128.3	385	97.30	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	99.84	18.26	31.26	9.54	16.34
1896–97	18.7	74.9	141.2	188.5	36.3	18.5	125.7	395	99.30	18.11	31.51	9.61	16.72
1897–98	18.7	74.9	141.8	189.2	36.4	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	388	106.65	18.99	31.86	10.11	16.96
1899–1900	19.1	74.6	140.3	187.7	35.3	17.6	124.4	399	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
North Atlantic Division:													
1891–92	21.0	71.1	138.5	194.7	35.0	21.5	128.5	383	102.25	18.23	31.63	9.37	16.24
1892–93	20.7	71.2	138.0	193.7	34.5	20.6	131.2	388	105.15	18.45	32.28	9.52	16.67
1893–94	20.3	72.1	140.4	194.8	36.1	18.8	127.9	374	103.95	17.93	30.95	9.20	15.89
1894–95	19.8	72.6	141.5	194.8	35.9	19.9	126.8	381	102.37	18.44	32.17	9.46	16.51
1895–96	18.5	72.4	141.5	195.6	36.2	18.5	127.7	384	105.85	17.93	34.34	9.60	17.56
1896–97	17.5	74.2	141.5	190.7	36.3	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	17.8	122.4	381	112.45	18.90	36.17	9.79	18.73
1898–99	18.8	74.8	141.9	189.9	35.3	18.4	122.5	382	116.00	19.64	35.31	10.35	18.61
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
South Atlantic Division:													
1891–92	17.8	72.0	137.3	190.7	37.3	28.9	121.9	407	58.37	14.79	23.08	7.75	12.10
1892–93	18.6	70.7	131.7	188.3	35.4	26.3	133.1	457	64.90	16.14	22.45	8.66	12.05
1893–94	18.8	71.6	134.0	187.3	36.0	23.5	130.4	426	68.85	16.03	22.69	8.56	12.12
1894–95	17.8	72.5	133.6	184.2	35.2	26.9	127.8	373	60.31	15.88	21.84	8.62	11.86
1895–96	17.1	70.9	133.9	189.0	35.3	22.6	128.2	340	61.49	16.45	23.10	8.71	12.23
1896–97	15.7	72.6	134.9	185.9	34.8	23.1	133.4	373	59.86	16.31	22.74	8.77	12.23
1897–98	15.0	72.5	134.3	185.3	35.4	20.0	126.8	389	57.49	15.77	22.23	8.51	12.02
1898–99	14.4	70.3	128.9	183.4	34.3	19.0	131.8	397	69.50	17.08	23.70	9.31	12.93
1899–1900	15.0	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	67.81	16.19	23.67	8.95	13.08

South Central Division:													
1891–92	24.4	70.7	131.2	185.5	38.5	16.4	112.2	324	72.01	15.20	21.50	8.25	11.58
1892–93	22.5	72.7	133.9	184.2	38.6	22.4	126.0	379	66.73	15.81	21.62	8.58	11.74
1893–94	21.1	74.4	134.9	180.4	37.3	19.7	117.6	344	71.07	15.65	22.42	8.48	12.46
1894–95	18.8	69.6	125.6	180.6	36.0	14.1	130.0	349	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	10.93
1897–98	19.7	73.2	127.6	174.4	37.0	17.5	125.9	320	68.40	15.10	20.10	8.66	11.52
1898–99	18.2	71.6	125.8	175.6	36.4	20.4	124.1	315	71.03	15.51	20 94	8.83	11.92
1899–1900	16.6	72.3	130.4	180.5	37.2	19.8	123.1	361	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	361	69.06	15.07	20.26	8.40	11.30
North Central Division:													
1891–92	23.8	74.0	138.5	187.2	36.4	19.3	127.4	368	96.50	17.63	30.21	9.40	16.14
1892–93	23.6	73.2	137.8	188.4	35.9	19.8	130.4	388	95.54	17.95	32.73	9.53	17.37
1893–94	22.8	74.6	141.4	189.6	36.3	17.3	127.6	385	98.05	17.56	31.93	9.26	16.85
1894–95	22.7	76.0	142.2	187.2	37.0	16.4	130.9	408	96.01	17.73	30.83	9.47	16.47
1895–96	22.5	76.0	143.4	188.6	36.6	17.6	136.8	437	98.90	17.62	29.55	9.34	15.67
1896–97	21.8	76.8	144.6	188.2	36.6	17.8	122.3	403	97.06	17.71	29.62	9.11	15.74
1897–98	20.9	76.8	144.2	187.8	37.0	17.7	122.6	410	97.23	17.59	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	76.1	142.7	186.4	35.7	17.2	123.6	433	103.07	18.51	29.81	9.93	15.99
1900–1901	21.2	77.3	144.0	186.3	35.4	17.3	124.0	434	103.46	19.05	31.06	10.22	16.67
Western Division:													
1891–92	13.9	70.7	137.1	194.1	36.9	13.8	124.8	312	154.00	23.87	44.52	12.30	22.95
1892–93	13.3	69.9	133.5	191.1	35.9	13.8	123.4	318	156.23	24.05	48.16	12.59	25.21
1893–94	12.7	71.1	135.6	190.8	35.5	15.1	121.3	297	151.07	24.07	38.26	12.61	20.05
1894–95	14.2	73.2	136.4	186.3	37.4	14.8	122.7	335	133.40	22.83	36.14	12.26	19.40
1895–96	11.3	72.6	136.9	188.4	36.9	13.6	127.2	334	136.96	22.72	35.02	12.06	18.58
1896–97	9.3	73.8	136.0	184.2	35.6	15.5	125 2	339	121.83	22.73	34.26	12.34	18.60
1897–98	9.2	72.5	133.4	184.6	34.1	14.8	121.2	329	123.70	23.52	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	124.20	24.51	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	24.19	37.44	12.98	20.10

TABLE 7.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1900–1901.*

	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	171	74,261	436
2	Birmingham	38,415	7-21	11,009	800	2,430	2,800	5,230	177	633,483	3,579
3	Huntsville	8,068	7-21	2,500	250	335	418	753	163	96,170	590
4	Mobile	38,469									
5	Montgomery	30,346	7-21	5,312	400	1,211	1,530	2,741	163	354,036	2,172
6	Selma	8,713	6-21		200	500	600	1,100	165	*144,045	*873
	ARKANSAS.										
7	Fort Smith	11,587	6-21	4,967	600	1,275	1,395	2,670	175	344,417	1,968
8	Hot Springs	9,973	6-21	3,800	100	1,220	1,342	2,562	160	272,000	1,700
9	Little Rock	38,307	6-21	11,112	500	2,527	2,967	5,494	177	709,947	4,011
10	Pine Bluff	11,496	6-21	4,150	350	1,217	1,340	2,557	180	*a* 299,520	*a* 1,664
	CALIFORNIA.										
11	Alameda	16,464	5-17	4,063	235	1,712	1,710	3,422	195	459,174	2,354
12	Berkeley	13,214	5-17	3,400	*450	1,500	1,539	3,039	191	430,730	2,256
13	Fresno	12,470	5-17	3,428	144	1,410	1,456	2,866	177	356,478	2,014
14	Los Angeles	102,479	5-17	32,003	2,132	10,606	11,042	21,648	186	2,941,833	15,816
15	Oakland	66,960	5-17	17,237	1,377	5,675	5,986	11,661	196	1,665,855	8,480
16	Pasadena	9,117	5-17	2,935	321	1,171	1,198	2,369	170	302,524	1,780
17	Riverside	7,973	5-17	1,881	25	747	765	1,512	170	203,993	1,199
18	Sacramento	29,282	5-17	5,964	340	2,391	2,513	4,904	186	614,172	3,302
19	San Diego	17,700	5-17	3,504	137	1,680	1,688	3,368	183	493,917	2,699
20	San Francisco	342,782	5-17	82,173	10,586	20,346	21,634	41,980	195	6,383,325	32,735
21	San Jose	21,500	5-17	5,757	*631	2,103	2,274	4,377	188	583,364	3,103
22	Stockton	17,506	5-17	3,400	433	1,330	1,406	2,736	183½	374,530	2,041
23	Vallejo	7,965	6-21	1,837	359	686	597	1,283	186	184,014	990
	COLORADO										
24	Colorado Springs	21,085	6-21	6,102	200	2,445	2,591	5,036	186	630,912	3,392
25	Cripple Creek school district	*b* 50,000	6-21	5,613	50	2,380	2,580	4,960	175	605,500	3,460
	Denver:										
26	District No. 1	133,859	6-21	18,976		7,222	7,556	14,778	184	1,590,312	8,643
27	District No. 2		6-21	9,531	300	3,512	3,726	7,238	182	908,354	4,984
28	District No. 7		6-21	1,282		528	520	1,048	183	120,231	657
29	District No. 17		6-21	7,859	412	2,533	2,632	5,165	190	732,640	3,856
30	Leadville	12,455	6-21	3,136	500	1,016	1,106	2,122	190	298,110	1,569
	Pueblo:										
31	District No. 1	28,157	6-21	4,980	*69	1,328	1,474	2,802	188	332,933	1,771
32	District No. 20*		6-21	5,273		1,253	1,459	2,712	173	316,071	1,827
	CONNECTICUT.										
33	Ansonia	12,681	4-16	3,115	175	1,169	1,235	2,404	*188	395,154	*a* 2,102
34	Bridgeport	70,996	4-16	16,401	2,500	5,086	5,452	10,538	182	1,521,884	8,362
35	Bristol (town)	9,643	4-16	2,168	44	1,030	998	2,028	193	294,325	1,525
36	Danbury (town)*	19,474	4-16	4,493	610			3,087	196	458,444	2,339
37	Hartford	79,850	4-16	*15,127				12,565	185	1,696,450	9,170
38	Manchester (town)	10,601									
39	Meriden (town)	28,695	4-16	6,365	1,800			4,067	200	662,400	3,312
40	Middletown*	9,589	4-16	1,918	600			1,281	181	190,231	1,051
41	Naugatuck (town)	10,541	4-16	2,898	509	1,112	1,042	2,154	188½	*a* 273,113	*a* 1,451
42	New Britain	25,998	4-16	6,149	1,550	2,125	2,332	4,457	188	667,501	3,550
43	New Haven	108,027	4-16	23,391	3,035	9,008	8,648	17,656	200	2,863,520	14,317
44	New London	17,548	4-16	3,539	867			2,359	190	356,250	1,875
45	Norwalk (town)*	19,932	4-16	4,517	737			3,576	189	472,122	2,498

* Statistics of 1899–1900.
a Estimated.
b Estimated population of school district. Population of the city, 10,147.

TABLE 7.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1900–1901*—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.										
	Norwich:										
46	Central district	a 17,251	4–16	1,487	300	.....	.....	1,308	192	185,280	965
47	West Chelsea district		4–16	1,093	122	.....	.....	966	190	130,910	689
48	Stamford (town)	15,997	4–16	4,377	1,209	1,831	1,848	3,679	191	521,048	2,728
49	Torrington (town)*	12,453	4–16	2,898	905	803	950	1,753	192	226,808	1,191
50	Vernon b	8,483	4–16	1,900	350	.....	.....	1,369	180	.....	.....
51	Wallingford (town)	9,001	.....	.....	.....	.....	.....	.....	.....	.....	.....
52	Waterbury	45,859	4–16	11,744	1,413	3,929	3,758	7,687	194	1,211,096	6,242
53	Windham (town) c	10,157	4–16	2,087	895	.....	.....	1,423	191	271,790	955
	DELAWARE.										
54	Wilmington	76,508	6–21	.....	.....	.....	.....	11,019	194	1,644,344	8,476
	DISTRICT OF COLUMBIA.										
55	Washington	278,718	6–17	.....	.....	22,112	25,319	47,431	176	6,513,548	36,672
	FLORIDA.										
56	Jacksonville	28,429	6–20	.....	.....	2,481	2,726	5,207	140	594,700	3,605
57	Key West*	17,114	6–21	5,580	2,000	770	825	1,595	160	141,760	886
58	Pensacola	17,747	6–20	4,359	600	1,057	1,214	2,271	150	258,459	1,723
59	Tampa	15,839	6–21	4,217	.....	920	941	1,861	160	205,440	1,284
	GEORGIA.										
60	Athens	10,245	6–18	3,111	*200	785	863	1,648	171	195,700	1,149
61	Atlanta	89,872	6–18	18,299	.....	.....	.....	14,241	180	1,817,100	10,095
62	Augusta (Richmond County)*	d 39,441	6–18	17,015	750	.....	.....	8,713	180	1,152,900	6,405
63	Brunswick	9,081	6–18	2,906	300	493	521	1,014	160	146,240	914
64	Columbus	17,614	6–18	4,389	300	1,275	1,387	2,662	176	364,144	2,069
65	Macon (Bibb County)	e 50,473	6–18	14,008	900	3,447	3,899	7,346	178	981,492	5,514
66	Savannah (Chatham County)	f 54,244	6–18	18,000	.....	4,024	4,740	8,764	182	1,203,202	6,611
	ILLINOIS.										
67	Alton*	14,210	6–21	.....	.....	.....	.....	2,081	194	307,684	1,586
	Aurora:										
68	District No. 4 (west)*	24,147	6–21	.....	.....	683	740	1,423	182	196,014	1,077
69	District No. 5 (east)		6–21	5,824	*1,265	1,380	1,411	2,791	192	g 422,400	g 2,200
70	Belleville	17,484	6–21	6,310	.....	1,499	1,338	2,837	196	477,887	2,436
71	Bloomington	23,286	6–21	6,369	400	1,991	2,201	4,192	172	539,224	3,426
72	Cairo	12,566	6–21	4,400	272	1,023	1,165	2,188	181	328,199	1,818
73	Champaign	9,098	6–21	2,837	250	883	898	1,781	191	229,291	1,201
74	Chicago	1,698,575	6–21	626,516	88,448	130,989	131,749	262,738	190	39,535,390	208,081
75	Danville	16,354	6–21	4,071	600	1,504	1,591	3,095	189	436,212	2,308
76	Decatur	20,754	6–21	7,192	.....	2,113	2,270	4,383	186	640,584	3,444
77	Dixon	7,917	6–21	1,826	268	480	507	987	178	129,584	728
	East St. Louis:										
78	District No. 1	29,655	5–21	.....	800	1,674	1,789	3,463	199	460,124	2,312
79	District No. 2 (T. 2 N., R. 9 W.)		.....	.....	.....	.....	.....	.....	.....	.....	.....
80	District No. 2 (T. 2 N., R. 10 W.)*		5–21	560	60	102	98	200	199	34,825	175

* Statistics of 1899–1900.
a Population of city of Norwich.
b Includes Rockville city.
c Includes Willimantic city.
d Population of city of Augusta.
e Population of the city of Macon is 23,272.
f Population of city of Savannah.
g Estimated.

TABLE 7.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1900–1901*—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—cont'd.										
81	Elgin	22,433	6-21	6,062	250	2,149	2,141	4,290	185	671,365	3,629
82	Evanston: District No. 1	19,259	6-21	3,221	250	862	866	1,728	190	251,858	1,326
83	District No. 2 (South Evanston)		6-21	1,964	300	463	546	1,009	190	155,065	816
84	District No. 3 (North Evanston)*		6-21	406	16	139	176	315	188	49,859	265
85	Freeport	13,258	6-21	3,701	725	1,042	1,191	2,233	191½	354,083	1,849
86	Galesburg	18,607	6-21	*6,885	500	1,719	1,872	3,591	174	505,400	2,904
87	Jacksonville	15,078	6-21	4,649	*300	1,148	1,311	2,459	172½	330,124	1,912
88	Joliet	29,353	6-21	11,231	1,652	2,760	2,663	5,423	185	788,360	4,261
89	Kankakee	13,595	6-21	3,488	730	901	905	1,806	185	248,006	1,340
90	Kewanee	8,382	6-21	2,700	3	925	940	1,865	176	281,750	1,610
91	La Salle	10,446	6-21	2,420	1,000	578	589	1,167	192	158,675	826
92	Lincoln	8,962	6-21	4,069	276	----	----	1,802	*171	213,925	*a* 1,251
93	Mattoon	9,622	6-21	2,745	127	989	1,087	2,076	187	234,828	1,261
94	Moline*	17,248	6-21	4,900	----	----	----	3,426	----	*a* 505,366	*a* 2,852
95	Ottawa	10,588	6-21	*3,244	*350	911	840	1,751	192	268,655	1,401
96	Pekin	8,420	----	----	----	871	860	1,730	170	225,254	1,324
97	Peoria	56,100	6-21	19,214	1,684	4,625	4,783	9,408	196	1,503,227	7,669
98	Quincy	36,252	6-21	12,000	2,300	2,675	2,525	5,200	185	675,250	3,650
99	Rockford	31,051	6-21	8,463	238	2,946	3,065	6,011	188	888,676	4,727
100	Rock Island	19,493	6-21	5,859	895	1,819	1,855	3,674	172	511,803	2,975
101	Springfield	34,159	6-21	10,214	1,500	2,910	2,966	5,876	189	835,172	4,419
102	Streator	14,079	6-21	*4,852	*721	----	----	2,606	184	363,674	1,976
103	Waukegan	9,426	----	----	----	----	----	----	----	----	----
	INDIANA.										
104	Anderson	20,178	6-21	6,202	225	1,916	2,003	3,919	180	551,520	3,064
105	Columbus	8,130	6-21	2,101	*200	807	847	1,654	180	229,140	1,273
106	Elkhart	15,184	6-21	3,807	250	1,368	1,400	2,768	180	403,851	2,244
107	Elwood	12,950	----	----	----	----	----	----	----	----	----
108	Evansville	59,007	6-21	16,274	----	4,239	4,435	8,674	195	1,535,418	6,848
109	Fort Wayne	45,115	6-21	14,096	3,600	2,682	2,816	5,498	187½	836,812	4,463
110	Hammond	12,376	6-21	3,901	1,000	1,019	1,103	2,122	190	265,920	1,400
111	Huntington	9,491	6-21	2,637	500	869	927	1,796	174	250,908	1,442
112	Indianapolis	169,164	6-21	40,073	----	----	----	27,334	185	3,954,703	21,377
113	Jeffersonville	10,774	6-21	3,371	200	887	1,009	1,896	168	252,031	1,501
114	Kokomo	10,609	6-21	2,814	125	1,140	1,245	2,385	176	332,664	1,890
115	Lafayette	18,116	6-21	*5,785	1,000	----	----	2,974	185	418,285	2,261
116	Logansport*	16,204	6-21	4,758	700	1,453	1,498	2,951	176	424,160	2,412
117	Marion	17,337	6-21	5,582	----	1,951	1,989	3,940	180	661,140	3,673
118	Michigan City	14,850	6-21	4,514	----	894	921	1,815	178	267,356	1,502
119	Muncie	20,942	6-21	5,629	411	1,961	2,033	3,994	180	500,900	2,780
120	New Albany	20,628	6-21	5,702	*400	1,834	1,907	3,741	180	532,710	2,959
121	Peru	8,463	6-21	2,500	200	----	----	----	175	----	----
122	Richmond	18,226	6-21	4,611	430	1,471	1,458	2,929	185	436,770	2,362
123	South Bend	35,999	----	----	----	----	----	----	----	----	----
124	Terre Haute	36,673	6-21	11,033	900	3,321	3,569	6,890	188	996,907	5,302
125	Vincennes	10,249	6-21	3,123	700	932	916	1,848	190	299,250	1,575
126	Wabash	8,618	6-21	2,601	0	919	1,082	2,001	185	298,405	1,513
127	Washington	8,551	6-21	2,602	600	832	861	1,693	171½	*212,936	*1,238
	IOWA.										
128	Boone*	8,880	5-21	2,890	160	1,020	1,260	2,280	180	321,471	1,798
129	Burlington	23,201	5-21	7,921	500	2,212	2,259	4,471	185	684,315	3,699
130	Cedar Rapids	25,656	5-21	8,969	*500	2,285	2,247	4,532	180	793,440	4,408
131	Clinton	22,698	5-21	5,894	600	1,726	1,898	3,624	185	507,820	2,745

*Statistics of 1899–1900. *a* Estimated.

TABLE 7.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1900–1901*—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
	IOWA—cont'd.										
132	Council Bluffs*	25,802	5–21	6,242	.....	2,901	2,869	5,770	184	733,319	3,989
133	Davenport	35,254	5–21	11,538	1,200	3,270	3,226	6,496	189	1,045,637	5,533
	Des Moines—										
134	Capital Park	62,139	5–21	690	20	282	381	663	175	78,225	447
135	East Side		5–21	6,036	300	2,015	2,206	4,221	177	543,489	3,071
136	West Side		5–21	11,050	.....	.....	.....	7,368	176	964,480	5,480
137	Dubuque	36,297	5–21	12,773	3,000	2,457	2,523	4,980	185	708,370	3,828
138	Fort Dodge	12,162	5–21	2,788	.....	945	986	1,931	175½	263,250	1,503
139	Fort Madison	9,278	5–21	2,769	600	642	671	1,313	173	183,380	1,060
140	Iowa City	7,987	5–21	2,275	300	780	920	1,700	188	253,800	1,350
141	Keokuk	14,641	.....	.....	.....	.....	.....	.....	.....	.....	.....
142	Marshalltown	11,544	5–21	3,427	150	1,230	1,293	2,523	175	346,675	1,981
143	Muscatine	14,073	5–21	4,306	200	.....	.....	2,669	180	*b* 379,080	*b* 2,160
144	Oskaloosa	9,212	5–21	2,989	0	1,073	1,114	2,187	178	302,635	1,700
145	Ottumwa	18,197	5–21	5,897	140	*2,021	*2,362	*4,383	186	633,702	3,407
146	Sioux City	33,111	5–21	12,812	800	3,388	3,459	6,847	172½	934,913	5,420
	Waterloo:										
147	West Side	12,580	5–21	1,206	*30	499	557	1,056	175	140,000	800
148	East Side		5–21	2,400	500	700	750	1,450	175	227,500	1,300
	KANSAS.										
149	Atchison	15,722	5–21	6,000	400	1,092	1,102	2,104	176	276,627	1,572
150	Emporia	8,223	5–21	2,985	292	907	1,053	1,960	177	260,721	1,473
151	Fort Scott	10,322	5–21	4,165	100	1,141	1,314	2,455	*a* 160	303,994	1,900
152	Galena	10,155	5–21	2,880	.....	967	1,031	1,998	160	202,057	1,262
153	Hutchinson	9,379	5–21	2,843	*100	1,068	1,132	2,200	178	293,344	1,648
154	Kansas City	51,418	5–21	16,196	.....	4,656	5,007	9,663	172½	1,199,737	6,995
155	Lawrence	10,862	5–21	3,766	.....	1,256	1,394	2,650	176	368,192	2,092
156	Leavenworth	20,735	5–21	6,865	.....	1,672	1,812	3,484	180	495,180	2,751
157	Pittsburg	10,112	5–21	3,585	200	1,292	1,426	2,718	180	489,240	1,901
158	Topeka	33,608	5–21	11,550	.....	3,399	3,841	7,240	180	1,035,180	5,751
159	Wichita	24,671	5–21	7,771	.....	2,283	2,549	4,832	175	643,944	3,679
	KENTUCKY.										
160	Bowling Green	8,226	6–20	2,326	250	639	640	1,279	192	164,160	855
161	Covington	42,938	6–20	*17,617	3,543	2,537	2,505	5,042	190	714,400	3,760
162	Frankfort	9,487	6–20	2,604	250	758	863	1,621	194	200,596	1,034
163	Henderson	10,272	6–20	3,150	*200	1,010	1,159	2,149	*198	*b* 326,502	1,649
164	Lexington	26,369	6–20	7,249	.....	2,001	2,174	4,175	.....	.....	2,932
165	Louisville	204,731	6–20	60,546	*6,500	13,381	14,245	27,626	189	4,113,207	21,763
166	Newport	28,301	6–20	9,826	*1,600	1,951	2,062	4,013	*200	*b* 688,000	3,440
167	Owensboro (white schools)	13,189	6–20	3,153	300	913	967	1,880	184	257,784	1,401
168	Paducah	19,446	6–20	5,619	.....	1,449	1,660	3,109	183	422,181	2,307
	LOUISIANA.										
169	Baton Rouge	11,269	.....	.....	.....	.....	.....	.....	.....	.....	.....
170	New Orleans	287,104	4–18	74,000	.....	15,213	16,334	31,547	184	4,173,672	22,683
171	Shreveport*	16,013	6–18	3,000	400	870	981	1,851	177	247,800	1,400
	MAINE.										
172	Auburn	12,951	4–21	3,782	.....	.....	.....	2,185	180	277,560	1,542
173	Augusta	11,683	4–21	3,071	200	.....	.....	1,762	182	216,216	1,188
174	Bangor	21,850	4–21	6,428	1,000	1,575	1,639	3,214	173	498,240	2,880
175	Bath	10,477	4–21	3,010	0	1,018	992	2,010	177	288,864	1,632
176	Biddeford	16,145	4–21	5,722	.....	.....	.....	1,753	180	.....	.....
177	Lewiston	23,761	4–21	8,303	2,300	1,737	1,378	3,115	185	394,975	2,135
178	Portland	50,145	4–21	14,911	1,500	4,543	4,024	8,567	183	1,154,783	6,310

*Statistics of 1899–1900. *a* The high school was in session 180 days. *b* Estimated.

TABLE 7.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1900–1901*—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
	MAINE—continued.										
179	Rockland	8,150									
180	Waterville	9,477	4–21	2,171				1,353	179		
			4–21	3,268	450	612	763	1,375	170	178,500	1,050
	MARYLAND.										
181	Annapolis	8,402				350	475	835	170	120,060	700
182	Baltimore	508,957	6–21					90,823	191	10,390,973	54,403
183	Cumberland	17,128									
184	Frederick	9,296				728	777	1,505	146	159,743	1,094
185	Hagerstown	13,591						2,061			1,574
	MASSACHUSETTS.										
186	Adams (town)*	11,134	5–15	2,395	480			2,243	185	325,045	1,757
187	Amesbury (town)	9,473	5–15	1,646	516	602	592	1,194	192	184,309	959
188	Arlington (town)	8,603	5–15	1,504	100	701	797	1,498	190	235,980	1,242
189	Attleboro (town)	11,335	7–14	1,467	45	1,106	1,124	2,230	189	323,946	1,714
190	Beverly	13,884	7–14	1,657	0	1,162	1,165	2,327	200	385,200	1,926
191	Boston	560,892	5–15	90,144	14,083	46,933	44,863	91,796	*a*194	15,833,116	81,614
192	Brockton	40,063	5–15	7,055	*744			7,179	*180	*1,020,240	*5,668
193	Brookline (town)*	19,935	5–15	2,934	318	1,855	1,762	3,617	198	566,082	2,859
194	Cambridge	91,886	7–14	10,655	3,004			16,203	200	2,536,800	12,684
195	Chelsea	34,072	7–14	4,177	*750	3,159	3,142	6,301	184	931,040	5,060
196	Chicopee*	19,167	7–14	1,582	891	1,188	1,205	2,393	192	391,102	2,031
197	Clinton (town)	13,667	7–14	1,687	481			2,164	186	342,054	1,839
198	Danvers (town)	8,542	5–15	1,382	0	801	765	1,566	191	231,504	1,213
199	Everett	24,336	7–14	3,012	0			5,145	186	757,020	4,070
200	Fall River	104,863	5–15	21,627	5,350			15,920	190	2,187,470	11,513
201	Fitchburg	31,531	5–15	6,111	2,000	2,159	2,122	4,281	187	668,899	3,577
202	Framingham (town)	11,302	5–15	1,858		1,101	1,125	2,226	171½	317,103	1,849
203	Gardner (town)	10,813	7–14	1,334	0	930	946	1,876	181	289,057	1,597
204	Gloucester	26,121	7–14	2,968	235	2,417	2,511	4,928	183	818,376	4,472
205	Greenfield (town)	7,927	5–15	1,305	22	771	783	1,554	200	247,600	1,238
206	Haverhill	37,175	5–15	5,842	1,755			5,424	187	834,020	4,460
207	Holyoke	45,712	7–14	9,479	3,422	3,476	3,416	6,892	190	992,180	5,222
208	Hyde Park*	13,244	5–15	2,126	708			1,875	200	292,000	1,460
209	Lawrence	62,559	5–15	10,527	3,136			7,687	192½	1,222,760	6,352
210	Leominster (town)	12,392	5–15	1,918				2,206	190	329,270	1,733
211	Lowell	94,969	5–15	14,710	4,000	6,493	6,199	12,692	181	1,760,406	9,726
212	Lynn	68,513	5–15	10,946				10,150	200	1,722,200	8,611
213	Malden	33,664	7–14	4,182	1,297	3,138	3,304	6,442	187½	983,868	5,247
214	Marlboro	13,609	5–15	2,797	459	1,113	1,144	2,257	*180	*b* 367,380	2,041
215	Medford	18,244	5–15	3,264	*13	2,057	2,036	4,093	188	585,244	3,113
216	Melrose*	12,962	5–15	1,960	18			3,077	200	471,400	2,357
217	Milford (town)	11,376	5–15	1,688	270			1,609	175	238,797	1,358
218	Natick (town)	9,488	5–15	1,577	12	1,000	902	1,902	180	296,280	1,646
219	New Bedford	62,442	5–15	10,716	2,751	4,821	4,750	9,571	181	1,217,587	6,727
220	Newburyport	14,478	5–15	2,351	604			2,014	189	295,029	1,561
221	Newton	33,587	5–15	5,482	955	2,997	3,104	6,101	184	885,168	4,810
222	North Adams	24,200	5–15	4,600	1,400	1,657	1,719	3,376	188	507,976	2,702
223	Northampton	18,643	5–15	2,925	500	1,403	1,427	2,830	186	441,222	2,370
224	Peabody (town)	11,523	7–14	1,366	402	992	912	1,904	197	297,076	1,508
225	Pittsfield	21,766	5–15	3,892	767	1,912	1,942	3,854	187	565,160	3,051
226	Plymouth (town)	9,592	5–15	1,471	0			1,758	193	262,094	1,358
227	Quincy	23,899	5–15	5,099	205	2,637	2,617	5,254	181½	799,144	4,403
228	Revere (town)	10,395	5–15	2,280	0	1,075	1,102	2,177	189	349,342	1,849
229	Salem	35,956	5–15	6,092	2,433	2,684	2,303	4,987	200	793,000	3,965
230	Somerville	61,643	7–14	7,291	1,081	6,102	6,243	12,345	184½	1,692,603	9,174
231	Southbridge (town)	10,025	5–15	2,065	1,104	606	566	1,172	191	162,159	849
232	Springfield	62,059	5–15	10,251	1,458	6,008	5,566	11,574	194	1,716,027	8,845
233	Taunton*	31,036	7–14	3,745	644	2,714	2,607	5,321	*c*190	*b* 833,110	4,204
234	Wakefield (town)	9,290	7–14	1,124	960	961	980	1,941	183½	306,262	1,669

* Statistics of 1889–1900.

a Including four legal holidays.

b Estimated.

c High school was in session 200 days.

TABLE 7.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1900–1901*—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.										
235	Waltham	23,481	7–14	2,676	1,244	1,500	1,600	3,100	186½	504,296	2,704
236	Ware (town)	8,263	7–14	1,109	455	681	650	1,331	.....	.....	1,005
237	Watertown (town)	9,706	5–15	1,466	500	.....	.....	1,382	185	214,230	1,158
238	Webster (town)*	8,804	5–15	1,587	975	.....	.....	913	200	124,200	621
239	Westfield (town)	12,310	5–15	2,101	248	967	1,000	1,967	196	309,484	1,579
240	Weymouth (town)	11,324	5–15	1,901	*0	1,108	1,193	2,301	195	382,005	1,959
241	Woburn	14,254	5–15	3,220	298	1,577	1,359	2,936	186	468,906	2,521
242	Worcester	118,421	7–14	14,705	2,850	.....	.....	22,522	200	3,382,000	16,910
	MICHIGAN.										
243	Adrian	9,654	5–20	2,530	328	891	838	1,729	191	251,165	1,315
244	Alpena	11,802	5–20	4,484	1,500	1,022	1,014	2,036	193	294,904	1,528
245	Ann Arbor	14,509	5–20	3,223	300	.....	.....	2,400	187	380,222	2,033
246	Battlecreek	18,563	5–20	*3,943	*350	1,647	1,790	3,437	188½	511,212	2,712
247	Bay City	27,628	5–20	9,594	2,500	2,232	2,482	4,744	197	720,369	3,656
248	Detroit	285,704	5–20	81,681	15,397	20,670	19,633	40,303	187	5,724,818	30,614
249	Escanaba	9,549	5–20	*2,706	700	885	954	1,839	193	233,144	1,208
250	Flint	13,103	5–20	*3,170	200	1,010	1,502	2,512	180	373,320	2,074
251	Grand Rapids	87,565	5–20	27,419	3,599	10,902	11,115	22,017	190	2,357,710	12,409
252	Holland	7,790	5–20	2,425	0	928	970	1,898	192	287,210	1,492
253	Iron Mountain	9,242	5–20	3,072	25	1,251	1,125	2,376	180	346,168	1,921
254	Ironwood	9,705	5–20	3,138	450	1,280	1,098	2,378	200	424,200	2,121
255	Ishpeming	13,255	5–20	2,853	600	1,252	1,173	2,425	200	.....	.....
256	Jackson	25,180	5–20	6,058	.....	1,944	2,110	4,054	185	542,790	2,934
257	Kalamazoo	24,404	5–20	5,913	.....	2,133	2,330	4,463	180	631,756	3,509
258	Lansing	16,485	5–20	4,442	335	1,447	1,622	3,109	190	510,150	2,685
259	Manistee	14,260	5–20	4,712	1,141	1,365	1,484	2,849	196	465,892	2,377
260	Marquette	10,058	5–20	2,866	450	.....	.....	2,278	191	351,440	1,840
261	Menominee	12,818	7–16	2,252	*350	1,559	1,636	3,195	190	455,430	2,397
262	Muskegon*	20,818	5–20	7,074	1,000	2,647	2,538	5,185	187	658,240	3,520
263	Owosso	8,696	5–21	2,359	.....	923	1,002	1,925	192	292,416	1,523
264	Pontiac	9,769	6–20	1,940	180	747	809	1,556	195	239,825	1,230
265	Port Huron	19,158	5–20	*6,026	*960	1,988	2,088	4,076	195	558,480	2,864
266	Saginaw: East Side	42,345	6–20	8,470	.....	2,200	2,302	4,502	190	751,450	3,955
267	Saginaw: West Side*		5–20	5,408	500	1,862	1,849	3,711	193	525,539	2,723
268	Sault Ste. Marie	10,538	5–21	2,700	300	.....	.....	*a* 2,042	193	288,278	1,434
269	Traverse City	9,407	5–20	*2,400	250	1,060	1,168	2,228	176	269,456	1,530
270	West Bay City	13,119	.....	.....	.....	.....	.....	.....	.....	.....	.....
	MINNESOTA.										
271	Duluth	52,969	5–21	13,500	2,000	5,239	5,350	10,589	180	1,494,900	8,305
272	Faribault	7,868	5–21	2,000	400	604	615	1,219	180	164,773	915
273	Mankato	10,599	5–16	.....	*700	.....	.....	*1,700	175	242,692	1,386
274	Minneapolis	202,718	5–21	.....	.....	18,527	19,025	37,552	182	5,457,631	29,987
275	St. Cloud	8,653	6–21	*2,950	1,176	556	696	1,252	178	181,668	1,017
276	St. Paul	163,065	.....	.....	10,000	12,463	12,834	25,297	190	3,836,693	20,311
277	Stillwater	12,318	5–21	.....	500	993	982	1,975	177	293,444	1,657
278	Winona	19,714	8–16	*4,866	*1,721	1,456	1,577	3,033	180	518,760	2,882
	MISSISSIPPI.										
279	Jackson	7,816	5–21	.....	300	.....	.....	1,768	180	.....	.....
280	Meridian	14,050	5–21	*4,200	500	1,083	1,249	2,332	170	263,049	1,547
281	Natchez	12,210	.....	.....	.....	.....	.....	.....	.....	.....	.....
282	Vicksburg*	14,834	5–18	.....	800	775	1,321	2,096	180	.....	.....
	MISSOURI.										
283	Carthage*	9,416	6–20	2,874	100	1,095	1,240	2,335	180	295,380	1,641
284	Hannibal	12,780	6–20	4,602	*300	1,135	1,402	2,537	176	330,196	1,885

* Statistics of 1899–1900. *a* Estimated.

TABLE 7.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1900–1901*—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—cont'd.										
285	Jefferson City*	9,664	6–20	1,863	527	576	496	1,072	180	125,640	968
286	Joplin	26,023	6–20	6,973	20	2,803	2,862	5,665	140	543,376	3,922
287	Kansas City	163,752	6–20	61,749	.....	13,363	14,917	28,280	180	3,778,920	20,994
288	Moberly	8,012	6–20	3,891	300	782	879	1,661	176	219,470	1,247
289	St. Charles	7,982	.....	.....	.....	.....	.....	.....	.....	.....	.....
290	St. Joseph	102,979	6–20	35,865	1,275	4,986	5,553	10,539	180	1,316,880	7,316
291	St. Louis	575,238	6–20	164,021	26,000	38,762	40,512	79,274	193	11,218,704	58,128
292	Sedalia	15,231	6–20	5,136	400	1,541	1,699	3,240	180	463,602	2,593
293	Springfield	23,267	6–20	7,151	500	2,706	2,763	5,469	160	571,680	3,573
294	Webb City	9,201	6–20	2,885	20	973	999	1,972	180	252,368	1,402
	MONTANA.										
295	Anaconda	9,453	6–21	2,511	.....	.....	.....	1,837	168	214,704	1,276
296	Butte	30,470	6–21	11,247	1,290	.....	.....	7,007	179	921,850	5,150
297	Great Falls	14,930	6–21	.....	13	952	1,033	1,985	181	277,928	1,536
298	Helena	10,770	6–21	3,418	.....	1,097	1,237	2,334	176	288,464	1,639
	NEBRASKA.										
299	Lincoln	40,169	5–21	13,731	.....	3,460	3,687	7,147	176	909,556	5,156
300	Omaha	102,555	5–21	30,150	2,500	9,327	9,648	18,975	184	2,731,461	14,845
301	South Omaha	26,001	5–21	6,205	*400	2,180	2,293	4,473	180	554,985	3,083
	NEW HAMPSHIRE.										
302	Berlin	8,886	6–16	2,330	*799	505	458	963	161	106,743	663
303	Concord (Union district)	a19,632	.....	.....	.....	1,317	1,319	2,636	*175	b 358,575	2,049
304	Dover	13,207	6–16	2,243	.....	997	904	1,901	182	248,430	1,365
305	Keene (Union district)	c9,165	5–16	1,424	224	723	792	1,515	177	203,727	1,151
306	Laconia	8,042	.....	1,363	0	734	741	1,475	170	160,990	947
307	Manchester	56,987	5–16	9,386	4,000	2,896	2,854	5,750	173½	699,788	4,091
308	Nashua	23,898	5–16	4,500	1,600	1,932	1,825	3,757	172½	425,557	2,467
309	Portsmouth	10,637	5–16	1,695	*367	870	1,003	1,873	178	235,316	1,322
310	Rochester	8,466	5–16	1,347	250	633	672	1,305	178	165,243	928
	NEW JERSEY.										
311	Atlantic City*	27,838	5–18	5,058	100	2,022	1,999	4,021	190	500,840	2,636
312	Bayonne	32,722	5–18	9,177	1,600	2,944	3,075	6,019	192	764,160	3,980
313	Bloomfield	9,668	5–18	*2,252	235	862	912	1,774	191	250,121	1,314
314	Bridgeton*	13,913	5–18	3,431	96	1,252	1,394	2,646	183	313,598	1,712
315	Camden	75,935	5–18	*18,228	*773	6,134	6,688	12,822	*199	*1,653,889	*8,311
316	East Orange	21,506	5–18	*4,446	*485	1,970	2,037	4,007	187	563,498	3,015
317	Elizabeth*	52,130	5–18	12,169	2,382	3,407	3,406	6,813	188	908,490	5,129
318	Hackensack	9,443	5–18	2,091	124	962	910	1,872	190	258,041	1,358
319	Harrison	10,596	4–20	3,500	700	*312	*388	*700	*188	*113,552	*604
320	Hoboken	59,364	4–20	*15,219	2,000	4,597	4,548	9,145	191	1,330,019	6,976
321	Jersey City	206,433	5–18	*50,242	*6,963	15,884	16,290	32,174	192	4,318,464	22,492
322	Kearney	10,896	5–18	*2,677	*390	926	1,008	1,934	190	274,208	1,443
323	Long Branch	8,872	5–18	3,100	86	1,384	1,327	2,711	190	384,940	2,026
324	Millville*	10,583	5–18	2,750	57	987	1,116	2,103	198½	289,765	1,459
325	Montclair	13,962	4–20	*3,408	375	1,425	1,438	2,863	186	384,090	2,065
326	Morristown	11,267	5–18	*2,648	*856	742	773	1,515	186	218,146	1,175
327	Newark	246,070	5–18	60,000	9,138	20,631	21,239	41,870	190	5,359,753	28,292
328	New Brunswick	20,006	5–18	*4,974	.....	1,428	1,398	2,826	188½	383,221	2,033
329	Orange	24,141	4–20	5,896	1,820	1,821	1,875	3,696	189	459,969	2,423
330	Passaic	27,777	4–18	8,000	1,600	2,477	2,506	4,983	192	690,293	3,377
331	Paterson	105,171	4–20	*28,675	*3,000	8,909	8,940	17,849	198	2,347,884	11,853

* Statistics of 1899–1900.
a Population of the city of Concord.
b Estimated.
Population of the city of Keene.

TABLE 7.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1900–1901*—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.										
332	Perth Amboy	17,699	4–20	4,500	300	1,601	1,596	3,197	190	425,030	2,237
333	Phillipsburg	10,052	5–18	*2,575	250	862	902	1,764	188	269,216	1,432
334	Plainfield	15,369	5–18	3,400	500	1,376	1,321	2,697	183	360,397	1,966
335	Rahway	7,925	5–18	1,900	.....	648	666	1,314	190	211,847	1,115
336	Trenton*	73,307	5–18	17,373	2,874	4,684	4,886	9,570	189	1,328,261	7,032
337	Union (town)	15,187	5–18	5,000	600	1,516	1,535	3,051	192	438,693	2,285
338	West Hoboken	23,094	5–18	*5,803	750	2,378	2,299	4,677	193	625,977	3,243
	NEW YORK.										
339	Albany	94,151	4–18	19,867	4,254	6,501	6,395	12,896	181	1,895,419	10,220
340	Amsterdam	20,929	5–18	4,850	*934	1,391	1,409	2,800	193	449,518	2,329
341	Auburn	30,345	5–18	5,456	1,020	1,843	1,935	3,778	188	578,248	3,076
342	Batavia	9,180	8–16	1,800	350	869	921	1,790	183	207,705	1,134
343	Binghamton	39,647	5–18	.....	469	3,416	3,539	6,955	193	1,059,570	5,490
344	Buffalo*	352,387	5–18	71,600	20,094	29,394	28,580	57,974	193	7,952,565	41,205
345	Cohoes	23,910	5–18	4,881	2,057	1,361	1,426	2,787	188	362,248	1,927
346	Corning	11,061	5–18	1,500	500	566	535	1,101	194	158,912	819
347	Cortland	9,014	4–18	1,855	478	642	602	1,244	194	191,779	993
348	Dunkirk*	11,616	5–18	2,916	837	884	871	1,755	184	267,110	1,451
349	Elmira	35,672	5–18	7,100	1,200	2,623	2,770	5,393	199	824,618	4,144
350	Geneva	10,433	5–18	2,400	469	773	830	1,603	190	234,340	1,233
351	Glens Falls	12,613	5–18	1,700	.....	850	851	1,711	181	211,395	1,167
352	Gloversville	18,349	5–18	*3,331	100	1,591	1,636	3,227	194	497,292	2,563
353	Hornellsville	11,918	5–18	2,491	442	999	1,040	2,039	191	293,033	1,534
354	Hudson	9,528	5–18	2,225	350	668	668	1,336	192	203,712	1,061
355	Ithaca*	13,136	5–18	2,267	575	1,035	1,126	2,161	191	327,981	1,717
356	Jamestown	22,892	5–18	4,545	280	2,201	2,213	4,414	189	654,714	3,464
357	Johnstown	10,130	5–18	2,007	0	946	951	1,897	192	288,183	1,504
358	Kingston: Kingston school district	24,535	5–18	3,327	246	1,128	1,122	2,250	184	314,456	1,708
359	District No. 1		.....	.....	.....	.....	.....	.....	.....	.....	.....
360	District No. 2		.....	.....	.....	.....	.....	.....	.....	.....	.....
361	District No. 3		.....	.....	.....	.....	.....	.....	.....	.....	.....
362	District No. 4		5–18	729	175	238	220	458	194	55,694	287
363	Lansingburg	12,595	5–18	2,798	500	1,056	1,035	2,091	191	292,627	1,540
364	Little Falls	10,381	5–18	2,035	550	672	600	1,272	194	187,392	967
365	Lockport	16,581	5–18	3,700	559	1,521	1,574	3,095	192	462,959	2,390
366	Middletown	14,522	5–18	2,800	250	1,192	1,183	2,376	188	351,222	1,872
367	Mount Vernon	20,346	5–18	4,862	502	2,145	2,143	4,288	191	609,158	3,189
368	Newburg	24,943	5–18	5,781	825	2,087	2,007	4,094	191	565,329	2,975
369	New Rochelle	14,720	5–18	3,600	536	1,472	1,501	2,973	188	405,212	2,158
370	New York	3,437,202	4–21	825,527	98,026	281,846	278,072	559,918	191	75,812,182	398,391
371	Niagara Falls	19,457	5–18	4,385	707	1,694	1,762	3,456	195	488,150	2,523
372	North Tonawanda	9,069	5–18	2,500	461	975	1,052	2,027	193	304,747	1,579
373	Ogdensburg	12,633	5–18	3,446	507	1,375	1,271	2,646	184	333,886	1,814
374	Olean	9,462	5–18	2,586	300	1,183	1,325	2,508	190	368,972	1,942
375	Oswego	22,199	5–18	5,439	1,039	1,910	2,018	3,928	192	584,054	3,042
376	Peekskill: District No. 7 (Drum Hill)	10,358	5–18	1,348	100	544	578	1,122	193	152,261	788
377	District No. 8 (Oakside)		5–18	880	30	443	420	863	193	114,474	593
378	Plattsburg	8,434	5–18	2,373	231	1,191	986	2,177	188	283,504	1,568
379	Port Jervis	9,385	5–18	2,070	126	926	989	1,915	194	299,266	1,542
380	Poughkeepsie	24,029	5–18	4,400	600	1,591	1,637	3,228	181	452,681	2,501
381	Rochester	162,608	5–18	35,830	*6,947	11,649	11,939	23,588	189	3,501,885	18,484
382	Rome	15,343	5–18	2,778	548	1,009	1,056	2,065	191	312,667	1,637
383	Saratoga Springs*	12,409	4–18	2,557	46	1,187	1,300	2,487	.....	.....	.....
384	Schenectady	31,682	5–18	5,500	709	2,083	1,945	4,028	182	469,330	2,579
385	Syracuse	108,374	.....	24,500	2,893	10,426	10,664	21,090	195	3,053,700	15,660

* Statistics of 1899-1900.

TABLE 7.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1900–1901*—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 YORK—cont'd.										
386	Troy	60,651	5–18	11,045	3,000	3,757	3,430	7,187	190	1,023,150	5,385
387	Utica	56,383	5–18	12,050	2,209	4,452	4,413	8,865	193	1,288,838	6,678
388	Watertown	21,696	5–18	4,270	193	2,004	1,939	3,943	193	572,252	2,968
389	Watervliet	14,321	5–18	3,150	1,123	776	862	1,638	189	216,535	1,145
390	White Plains	7,899	5–18	1,887	271	620	606	1,226	190	183,197	954
391	Yonkers	47,931	5–18	7,323	2,906	3,902	3,751	7,653	189	1,039,122	5,498
	NORTH CAROLINA.										
392	Asheville	14,694	6–21	4,000	600	1,111	1,187	2,298	169	257,900	1,526
393	Charlotte	18,091	.....	.....	.....	.....	.....	.....	.....	.....	.....
394	Concord	7,910	6–21	2,860	115	479	523	1,002	178	154,860	870
395	Greensboro	10,035	6–21	3,467	50	884	999	1,883	174	211,932	1,218
396	Newbern	9,090	6–21	2,346	.....	548	576	1,124	161	129,927	807
397	Raleigh	13,643	.....	.....	.....	.....	.....	.....	.....	.....	.....
398	Wilmington	20,976	.....	.....	.....	.....	.....	.....	.....	.....	.....
399	Winston	10,008	.....	.....	.....	.....	.....	.....	.....	.....	.....
	NORTH DAKOTA.										
400	Fargo	9,589	.....	.....	.....	.....	.....	.....	.....	.....	.....
	OHIO.										
401	Akron	42,728	6–21	11,877	*1,232	5,058	4,921	9,979	182	1,144,234	6,287
402	Alliance	8,974	6–21	2,516	122	882	840	1,722	187½	256,592	1,368
403	Ashtabula*	12,949	6–21	2,197	125	792	748	1,540	180	246,600	1,370
404	Bellaire	9,912	6–21	3,265	.....	915	903	1,818	174	222,198	1,275
405	Cambridge	8,241	6–21	2,232	0	926	909	1,835	175	252,398	1,442
406	Canton	30,667	6–21	9,221	850	3,242	3,290	6,532	185	905,631	4,895
407	Chillicothe	12,976	6–21	3,897	130	1,208	1,224	2,432	180	362,160	2,012
408	Cincinnati	325,902	6–21	108,391	19,241	22,743	21,542	44,285	190	6,753,360	35,544
409	Cleveland	381,768	6–21	109,047	.....	30,105	29,530	59,635	184	8,465,656	46,069
410	Columbus*	125,560	6–21	34,838	3,822	9,110	9,175	18,285	185	2,884,131	15,019
411	Dayton	85,333	6–21	24,096	*2,820	6,794	6,988	13,782	182	1,940,454	10,662
412	East Liverpool	16,485	6–21	*5,321	*486	1,266	1,290	2,556	176	371,184	2,109
413	Elyria	8,791	6–21	2,575	200	738	827	1,565	193	260,550	1,350
414	Findlay*	17,613	6–21	5,208	.....	.....	.....	3,480	180	486,720	2,704
415	Fremont	8,439	6–21	2,370	300	708	679	1,387	175	195,650	1,118
416	Hamilton	23,914	6–21	6,980	1,400	1,815	1,823	3,638	179	544,697	3,043
417	Ironton	11,868	6–21	4,031	300	1,321	1,162	2,483	173	337,107	1,948
418	Lancaster	8,991	6–21	3,126	250	764	743	1,507	179	221,875	1,249
419	Lima*	21,729	6–21	7,235	.....	.....	.....	4,007	190	587,860	3,094
420	Lorain	16,029	6–21	3,983	*250	1,321	1,394	2,715	185	385,355	2,083
421	Mansfield	17,640	6–21	4,275	*300	1,682	1,670	3,352	172½	462,979	2,684
422	Marietta	13,348	6–21	4,300	225	1,356	1,370	2,726	171	360,981	2,111
423	Marion*	11,862	6–21	2,040	.....	.....	.....	2,307	180	331,020	1,839
424	Massillon	11,944	6–21	4,170	500	1,062	1,029	2,091	189	316,008	1,672
425	Middletown	9,215	6–21	2,585	278	806	809	1,615	190	251,750	1,325
426	Newark	18,157	6–21	4,888	500	1,532	1,574	3,106	185	437,155	2,363
427	Piqua*	12,172	6–21	4,161	.....	.....	.....	1,906	180	280,080	1,556
428	Portsmouth	17,870	6–21	5,232	450	1,534	1,542	3,076	183	*a* 371,307	*a* 2,029
429	Sandusky	19,664	6–21	6,240	1,200	1,443	1,547	2,990	191	475,972	2,492
430	Springfield	38,253	6–21	10,240	1,650	3,251	3,391	6,642	187	1,010,174	5,402
431	Steubenville*	14,349	6–21	4,577	.....	.....	.....	2,226	200	330,200	1,651
432	Tiffin	10,989	6–21	3,218	520	803	733	1,536	185	240,130	1,298
433	Toledo	131,822	8–21	37,081	.....	10,805	10,662	21,467	193	3,317,091	17,187
434	Warren	8,529	.....	3,029	.....	*913	*1,048	*1,961	180	318,780	1,771
435	Wellston	8,045	6–21	2,596	0	961	962	1,923	167	238,142	1,426
436	Xenia	8,696	6–21	2,276	200	782	799	1,581	189	230,782	1,221
437	Youngstown	44,885	6–21	12,857	3,000	3,608	3,636	7,244	185	1,066,710	5,766
438	Zanesville*	23,538	6–21	6,440	.....	.....	.....	3,831	185	594,035	3,211

*Statistics of 1899–1900. *a* Estimated.

TABLE 7.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1900–1901*—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
	OKLAHOMA TERRITORY.										
439	Guthrie	10,006	6–21	2,975	250	1,025	1,139	2,164	176	234,287	1,501
440	Oklahoma City*	10,037	.....	2,390	.....	.....	.....	1,350	180	161,280	896
	OREGON.										
441	Astoria	8,381	6–21	1,800	125	782	618	1,400	166	191,896	1,156
442	Portland	90,426	4–20	20,629	.....	6,118	6,556	12,674	191	1,871,227	9,797
	PENNSYLVANIA.										
443	Allegheny	129,896	6–21	.....	.....	10,133	9,971	20,104	200	3,056,400	15,282
444	Allentown	35,416	6–21	8,794	625	2,658	2,788	5,446	191	956,910	5,010
445	Altoona	38,973	6–21	9,689	1,800	3,186	3,245	6,431	179½	883,319	4,921
446	Beaver Falls	10,054	6–21	2,000	200	900	1,100	2,000	180	288,000	1,600
447	Braddock	15,634	8–16	2,322	.....	1,073	1,077	2,150	180	292,000	1,621
448	Bradford	15,029	6–21	3,800	250	1,446	1,609	3,055	180	437,940	2,433
449	Butler	10,853	6–21	2,700	300	1,055	1,247	2,302	180	322,263	1,793
450	Carbondale	13,536	6–21	3,424	310	1,349	1,450	2,779	183	.....	.....
451	Carlisle	9,626	6–21	1,768	*10	780	811	1,591	190	230,280	1,212
452	Chambersburg	8,864	6–21	2,000	150	841	881	1,722	180	238,500	1,325
453	Chester	33,988	6–21	6,886	885	2,424	2,667	5,091	190	778,240	4,096
454	Columbia	12,316	6–21	4,000	450	1,009	1,041	2,050	180	290,520	1,614
455	Danville	8,042	6–21	1,650	200	649	663	1,312	180	178,030	989
456	Du Bois*	9,375	.....	.....	.....	784	928	1,712	160	205,440	1,284
457	Dunmore	12,583	6–21	2,800	50	1,145	1,290	2,435	198	412,830	2,085
458	Duquesne	9,036	6–21	2,000	*90	927	873	1,800	180	232,560	1,292
459	Easton	25,238	6–21	*5,873	*85	2,064	2,038	4,101	197½	636,611	3,224
460	Erie	52,733	6–21	16,195	3,000	3,781	3,632	7,413	191	1,092,138	5,718
461	Harrisburg	50,167	6–21	11,296	650	4,732	4,906	9,638	190	1,285,595	6,792
462	Hazleton	14,230	6–21	4,000	400	1,435	1,473	2,908	180	415,620	2,309
463	Homestead	12,554	6–21	2,700	600	1,000	1,100	2,100	180	297,000	1,650
464	Johnstown	35,936	6–21	*8,450	*1,877	2,786	2,985	5,771	180	800,480	4,446
465	Lancaster	41,459	6–21	9,999	1,000	2,745	2,923	5,668	200	888,200	4,441
466	Lebanon	17,628	6–21	4,500	300	1,403	1,434	2,837	160	336,480	2,103
467	McKeesport*	34,227	.....	.....	.....	2,971	3,057	6,028	180	892,080	4,956
468	Mahanoy City	13,504	6–16	2,600	250	1,060	1,190	2,250	180	316,802	1,760
469	Meadville	10,291	.....	.....	.....	771	1,009	1,780	180	269,820	1,499
470	Mount Carmel	13,179	6–20	3,000	600	1,193	1,222	2,415	180	261,720	1,454
471	Nanticoke*	12,116	6–16	3,300	950	1,087	1,127	2,214	180	273,960	1,522
472	Newcastle	28,339	6–21	5,100	825	2,491	2,533	5,024	180	718,200	3,990
473	Norristown	22,265	6–21	4,400	450	1,578	1,679	3,257	200	466,000	2,330
474	Oil City*	13,264	.....	.....	.....	1,211	1,285	2,496	180	337,500	1,875
475	Philadelphia	1,293,697	6–21	*268,110	*50,000	.....	.....	187,833	183	23,301,207	127,329
476	Phoenixville	9,196	.....	1,800	400	588	602	1,190	190	171,760	904
477	Pittsburg	321,616	.....	.....	.....	22,939	23,378	46,317	200	7,158,800	35,794
478	Pittston*	12,556	6–21	.....	.....	730	920	1,650	180	216,000	1,200
479	Plymouth	13,649	6–21	2,641	650	1,065	1,117	2,182	172	269,239	1,555
480	Pottstown	13,656	6–21	*3,000	200	1,461	1,438	2,899	200	441,800	2,209
481	Pottsville	15,710	6–21	4,320	375	1,513	1,397	2,910	200	424,800	2,124
482	Reading	78,961	6–21	19,491	2,000	6,626	6,424	13,050	193	1,896,454	9,878
483	Scranton	102,026	6–21	25,633	3,771	7,027	7,588	14,615	198	2,545,884	12,858
484	Shamokin*	18,202	.....	.....	.....	1,794	1,819	3,613	180	487,440	2,708
485	Sharon	8,916	6–21	1,750	300	854	841	1,695	180	235,260	1,307
486	Shenandoah	20,321	6–21	5,233	60	.....	.....	a3,183	180	440,460	2,447
487	South Bethlehem*	13,241	.....	.....	.....	1,056	835	1,891	200	332,200	1,661
488	Steelton	12,086	6–21	*3,046	250	991	968	1,959	180	293,241	1,629
489	Sunbury	9,810	6–21	2,500	.....	1,020	1,066	2,086	180	313,380	1,741
490	Titusville	8,244	6–21	2,166	360	735	804	1,539	183	216,651	1,194
491	Warren*	8,043	.....	.....	.....	782	884	1,666	180	253,620	1,409
492	Westchester	9,524	6–21	2,216	362	746	860	1,606	200	234,200	1,171
493	Wilkesbarre	51,721	.....	.....	.....	4,510	4,499	9,009	186	1,332,690	7,165

* Statistics of 1899–1900. a Estimated.

TABLE 7.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1900–1901*—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—continued.										
494	Wilkinsburg	11,886	6–21	4,300	550	1,040	1,143	2,183	180	309,574	1,735
495	Williamsport	28,757	6–16	*5,600	700	2,461	2,749	5,210	180	720,900	4,005
496	York	33,708	6–21	7,085	650	2,866	2,901	5,767	180	759,689	4,220
	RHODE ISLAND.										
497	Central Falls	18,167	5–15	3,632	988	1,278	1,271	2,549	194	316,996	1,634
498	Cranston (town)	13,343	5–15	2,227	25	924	980	1,904	195	326,430	1,674
499	Cumberland (town)	8,925	5–15	1,993	475	728	840	1,568	192	199,365	1,069
500	East Providence (town)	12,138	5–16	2,741	110	1,297	1,445	2,742	181	319,103	1,763
501	Lincoln (town)	8,937	5–15	1,953	630			1,253			854
502	Newport	22,034	5–15	4,568	1,246	1,777	1,798	3,575	191	552,517	2,787
503	Pawtucket	39,231	7–15	7,692	2,226	3,421	3,344	6,765	196	824,572	4,207
504	Providence	175,597	5–15	32,707	4,666	16,634	15,906	32,540	195	4,007,055	20,549
505	Warwick (town)	21,316	5–15	5,122	793	1,420	1,343	2,763			2,220
506	Woonsocket	28,204	5–15	6,857	2,600	2,041	1,954	3,995	200	530,800	2,654
	SOUTH CAROLINA.										
507	Charleston	55,807	6–21	9,643		3,432	4,887	8,319	190	1,119,670	5,893
508	Columbia	21,108	6–21	5,000	600	1,181	1,448	2,629	172	308,444	1,793
509	Greenville*	11,860	6–21	2,500	300	846	898	1,744	160	184,800	1,155
510	Spartanburg	11,395	6–20	2,800	350	1,024	1,002	2,026	177	251,163	1,419
	SOUTH DAKOTA.										
511	Sioux Falls	10,266	6–20	3,108	300	1,127	1,100	2,227	180	307,260	1,707
	TENNESSEE.										
512	Chattanooga	30,154	6–21	*8,308	400	2,323	2,711	5,034	178	589,168	3,306
513	Clarksville	9,431	6–21	3,675	250	837	959	1,796	200	235,251	1,176
514	Jackson	14,511	7–21	7,038	700	1,112	1,271	2,383	180	351,360	1,952
515	Knoxville	32,637	6–21	17,084		2,564	2,757	5,321	168	690,081	4,093
516	Memphis	102,320	6–21	27,325	2,500	5,010	6,061	11,071	169	1,252,090	7,403
517	Nashville	80,865	6–21	29,211	*750	5,729	6,494	12,223	184	1,768,653	9,615
	TEXAS.										
518	Austin	22,258	8–17	4,200		1,701	1,927	3,628	176	437,008	2,483
519	Beaumont*	9,427		1,316		560	643	1,203		136,155	
520	Corsicana*	9,313	8–17	1,669		830	826	1,656	177	203,904	1,152
521	Dallas	42,638	8–17	6,873		3,071	3,610	6,681	175	859,250	4,910
522	Denison	11,807	8–17	2,800	360	1,119	1,232	2,351	184	207,809	1,129
523	El Paso	15,906	8–17	2,815	700	1,042	1,079	2,121	171	274,352	1,603
524	Fort Worth	26,688	8–17	4,622	100	2,118	2,343	4,461	173	580,594	3,356
525	Gainesville	7,874	8–17	1,632		763	894	1,657	177	216,117	1,221
526	Galveston	37,789	8–17	4,820	*600	1,959	2,265	4,224	161	508,599	3,159
527	Houston	44,633	8–16	8,492	300	3,395	3,858	7,253	169	850,268	5,031
528	Laredo	13,429	8–17	2,500	100	565	518	1,083	177	105,306	598
529	Palestine	8,297	8–17	1,912	183	781	879	1,660	179	232,342	1,298
530	Paris	9,358	8–17	2,503	112	984	1,256	2,240	160	312,000	1,950
531	San Antonio	53,321	8–18	9,851	2,000	3,742	4,087	7,829	178	1,140,268	6,406
532	Sherman	10,243	8–17	2,109		879	1,125	2,004	172	234,783	1,365
533	Tyler*	8,069		1,729		573	738	1,311		162,000	
534	Waco	20,686	7–21	5,750	800	1,851	2,122	3,973	175	444,528	2,540
	UTAH.										
535	Ogden	16,313	6–18	*5,290	*300	2,115	2,105	4,220	175	590,800	3,376
536	Salt Lake City	53,531	6–18	14,543	*584	6,337	6,642	12,979	174	1,711,220	9,834

*Statistics of 1899-1900.

TABLE 7.—*Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1900–1901*—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
	VERMONT.										
537	Barre	8,448	5-21	*2,080	*0	837	966	1,803	173½	226,417	1,305
538	Burlington *a*	18,640	5-21	5,411	1,400	1,426	1,318	2,744	182	355,857	1,957
539	Rutland	11,499	5-21	2,855	*565	837	868	1,705	190	304,950	1,605
	VIRGINIA.										
540	Alexandria	14,528	5-21	4,831	500	926	1,019	1,945	197	301,607	1,531
541	Danville	16,520	5-21	5,050	440	1,239	1,442	2,681	185	332,595	1,797
542	Lynchburg	18,891	5-21	6,785	305	1,474	1,824	3,308	186	486,576	2,616
543	Manchester	9,715									
544	Newport News	19,635	5-21	4,194	250	1,018	1,295	2,313	180	288,180	1,601
545	Norfolk	46,624									
546	Petersburg	21,810	5-21	7,618	400	1,543	1,857	3,400	180	466,380	2,591
547	Portsmouth	17,427									
548	Richmond	85,050	5-21	24,937	2,500	5,495	6,644	12,139	183	1,810,653	9,891
549	Roanoke	21,495	5-21	6,572	850	1,795	2,076	3,871	176	443,704	2,528
	WASHINGTON.										
550	Everett	7,838	6-21	2,923	80	1,015	1,042	2,057	178	242,639	1,363
551	Seattle	80,671	5-21	17,334	*810	6,008	6,067	12,075	183	1,639,700	8,912
552	Spokane	36,848	5-21	8,662	1,004	3,813	4,069	7,882	174	943,889	5,438
553	Tacoma	37,714	5-21	10,573		3,717	3,762	7,479	198	1,145,710	5,798
554	Walla Walla	10,049	5-21	2,686	*252	1,097	1,158	2,255	198	234,036	1,182
	WEST VIRGINIA.										
555	Charleston	11,099	6-21	3,634	12	1,257	1,467	2,724	174	323,907	1,862
556	Huntington	11,923	6-21	3,540	175	965	1,040	2,005	157	264,545	1,685
557	Parkersburg	11,703	6-21	4,296	200	1,449	1,594	3,043	182	416,416	2,288
558	Wheeling	38,878	6-21	10,500	1,600	3,230	3,414	6,644	198	711,414	3,593
	WISCONSIN.										
559	Appleton	15,085	4-20	5,182	1,509	1,257	1,240	2,497	175	352,585	1,960
560	Ashland	13,074	4-20	4,298	1,100	1,251	1,254	2,505	190	346,956	1,826
561	Beloit	10,436	4-20	3,619	0	1,185	1,260	2,445	184	322,371	1,752
562	Chippewa Falls	8,094	4-20	3,300	833	692	809	1,501	180	210,420	1,169
563	Eau Claire	17,517	4-20	*6,495	500	2,157	2,168	4,325	177	598,027	3,359
564	Fond du Lac	15,110	4-20	5,125	630	1,409	1,443	2,852	178	337,796	1,898
565	Green Bay	18,684	4-20	6,587	763	1,845	1,960	3,805	200	584,400	2,922
566	Janesville	13,185	4-20	3,765	220	1,274	1,291	2,565	180	344,972	1,920
567	Kenosha	11,606	4-20	3,992	737	820	879	1,699	188	246,750	1,312
568	La Crosse	28,895	4-20	10,064	*915	2,827	2,907	5,734	193	862,710	4,470
569	Madison	19,164	4-20	5,668	603	1,547	1,508	3,055	180	451,980	2,511
570	Manitowoc*	11,786	4-20		1,041	1,999	1,967	3,966	200	406,326	2,031
571	Marinette	16,195	4-20	5,880	689	2,027	1,987	4,014	176	546,112	3,121
572	Merrill	8,537	4-20	3,437	700	823	878	1,701	176	236,368	1,343
573	Milwaukee	285,315	4-20	*98,499	*22,146	21,407	20,305	41,712	196	6,214,572	31,707
574	Oshkosh	28,284	4-20	8,878	2,300	2,338	2,390	4,728	199	735,504	3,696
575	Racine	29,102	4-20	10,173	1,403	2,769	2,724	5,493	200	893,740	4,468
576	Sheboygan	22,962	4-20	8,620	1,500	2,152	2,144	4,296	200	643,887	3,235
577	Stevens Point	9,524	4-20	3,999	555	828	794	1,622	185	231,354	1,257
578	Superior	31,091	4-20	7,718	853	3,053	3,184	6,237	176	755,995	4,295
579	Watertown	8,437	4-20	3,963	840	569	580	1,149	196	174,330	894
580	Warsaw	12,354	4-20	5,098	363	1,449	1,478	2,927	180	416,340	2,313
	WYOMING.										
581	Cheyenne	14,087			200	640	660	1,300	172	149,526	842
582	Laramie	8,207									

*Statistics of 1899-1900.

a Does not include kindergartens.

b The higher schools were in session 200 days.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1900–1901.*

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	ALABAMA.												
1	Anniston	1	0	1	3	8	11	None.	----	----	3	----	----
2	Birmingham	3	1	4	6	87	93	----	----	----	8	4,800	$300,000
3	Huntsville	1	0	1	2	14	16	None.	0	0	3	----	10,000
4	Mobile*	1	0	1	12	63	75	None.	0	0	11	3,000	----
5	Montgomery	2	0	2	4	66	70	None.	0	0	10	2,400	170,000
6	Selma	1	0	1	2	19	21	None.	----	----	3	1,000	50,000
	ARKANSAS.												
7	Fort Smith	1	0	1	11	44	55	High school.	----	2	8	2,700	*200,000
8	Hot Springs	----	----	----	----	----	----	None.	0	0	----	----	60,000
9	Little Rock	3	0	3	13	79	92	None.	----	----	13	4,707	320,000
10	Pine Bluff	3	0	3	12	33	45	----	----	----	7	2,000	75,000
	CALIFORNIA.												
11	Alameda	8	3	11	4	64	68	6, 7, and 8.	0	1	*8	*2,928	192,050
12	Berkeley	2	0	2	12	68	80	----	----	----	14	2,100	300,000
13	Fresno	3	1	4	10	50	60	8, 9, and 10.	1	----	7	2,491	180,000
14	Los Angeles	12	18	30	46	479	525	1 to 8.	40	4	56	21,379	1,254,746
15	Oakland	13	6	19	17	213	230	9 and 10.	1	2	19	10,000	1,007,000
16	Passadena	1	3	4	9	61	70	1 to 4.	5	0	11	3,000	150,000
17	Riverside	1	1	2	4	33	37	None.	1	----	6	1,460	110,000
18	Sacramento	4	1	5	2	121	123	----	6	1	15	4,120	339,500
19	San Diego	5	3	8	4	72	76	4 to 8.	6	0	20	3,092	157,900
20	San Francisco	26	49	75	35	803	838	7 and 8 and Polytechnic High School.	0	8	90	38,874	5,207,600
21	San Jose	8	3	11	0	80	80	None.	5	1	12	*3,563	374,950
22	Stockton	4	2	6	14	51	65	8 to 10.	0	1	13	2,734	268,745
23	Vallejo	2	4	6	3	27	30	None.	----	1	5	1,300	60,000
	COLORADO.												
24	Colorado Springs	3	3	6	8	86	94	None.	0	0	11	4,000	458,700
25	Cripple Creek school district.	9	10	19	3	89	92	1 to 6.	----	----	18	4,500	300,000
	Denver:												
26	District No. 1	4	2	6	13	272	285	1 to 12.	21	0	23	12,333	1,594,981
27	District No. 2	3	0	3	16	117	133	None.	4	0	14	6,094	675,000
28	District No. 7	1	2	3	0	22	22	1 to 8.	0	1	5	1,009	57,000
29	District No. 17	6	1	7	4	82	86	1 to 12.	0	0	12	4,500	300,000
30	Leadville	2	1	3	6	38	44	None.	----	----	6	1,999	150,000
	Pueblo:												
31	District No. 1	2	3	5	4	66	70	5 to 7.	----	----	7	2,590	275,000
32	District No. 20*	1	0	1	3	64	67	5 to 10.	3	----	9	----	----
	CONNECTICUT.												
33	Ansonia	1	2	3	0	55	55	None.	----	1	6	2,600	132,000
34	Bridgeport	5	9	14	7	207	214	None.	----	4	28	10,300	996,988
35	Bristol (town)	1	1	2	5	47	52	6 to 8 and first two years of the high school.	3	0	13	2,193	124,900
36	Danbury (town)*	1	0	1	6	69	75	None.	0	0	13	3,305	175,000
37	Hartford	1	----	----	----	----	294	8 and 9 and high school.	----	3	17	*10,375	*2,296,132
38	Manchester (town).	----	----	----	----	----	----	----	----	----	----	----	----
39	Meriden (town)	2	1	3	----	----	109	None.	----	1	18	5,800	234,989
40	Middletown*	1	2	3	0	30	30	None.	----	----	4	1,300	150,000
41	Naugatuck (town)	2	1	3	6	52	58	6 to 9.	3	1	11	2,093	250,000
42	New Britain	4	5	9	5	102	107	8 and 9.	8	3	11	3,600	590,000

*Statistics of 1899-1900.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	CONNECTICUT—continued.												
43	New Haven	12	7	19	25	419	444	4 to 7.	14	6	48	16,280	$1,646,817
44	New London	2	2	4	2	71	73	7 and 8.	3	0	6	2,800	318,000
45	Norwalk (town)												
	Norwich:												
46	Central district.	1	0	1	2	38	40		5	0	5	1,300	170,000
47	West Chelsea district.	2	0	2	2	23	25				4	1,018	60,000
48	Stamford (town)	5	4	9	14	84	98	7 to 9 and high school.	2	1	10	3,773	290,000
49	Torrington (town).*	2	3	5	3	47	50	None.	0	0	9	1,650	163,487
50	Vernon (town)*a*	1	2	3	3	29	32	None.	0	0	12	1,600	100,000
51	Wallingford (town).												
52	Waterbury	6	16	22	11	175	186	None.	0	1	19	7,532	861,634
53	Windham (town).*b*	2	1	3	1	34	35	None.	3	0	10	*1,560	116,365
	DELAWARE.												
54	Wilmington	2	3	5	6	261	267	8 and high school.	0	0	29	10,862	932,524
	DISTRICT OF COLUMBIA.												
55	Washington				164	1,119	1,283		30	20	133		4,852,531
	FLORIDA.												
56	Jacksonville	2	0	2	23	148	171	None.	0	1	9	4,138	79,350
57	Key West*	4	0	4	4	22	26	None.					17,380
58	Pensacola	1	0	1	6	36	42	Nominally in all grades.	0	0	11	2,600	53,000
59	Tampa*	1	1	2	3	34	37		0	0	9	1,800	18,875
	GEORGIA.												
60	Athens	1	0	1	4	31	35	Primary and grammar.	0	0	6	1,700	40,000
61	Atlanta	5	0	5	11	216	227	All.	0	1	26	10,399	435,860
62	Augusta (Richmond County).												
63	Brunswick	1	0	1	3	16	19	None.	0	0	4	2,000	30,000
64	Columbus	3	2	5	10	48	58	1 to 8.	2	1	12	2,740	125,000
65	Macon (Bibb County).	1	1	2	12	141	153	None.	0	0	49	7,500	225,350
66	Savannah (Chatham County).	1	0	1	28	152	180	None.	0	0	52	9,000	485,000
	ILLINOIS.												
67	Alton*	1	1	2	5	37	42		0		8		
	Aurora:												
68	District No. 4 (west).*	1	1	2	4	24	28	None.			3	1,170	96,106
69	District No. 5 (east).	2	4	6	3	54	57	7 and 8 and high school.			8	2,661	212,000
70	Belleville	5	0	5	13	50	63	None.	0	0	7	3,188	155,975
71	Bloomington	3	3	6	7	87	94	1 to 3.			13	4,250	
72	Cairo	1	1	2	4	41	45	None.	0	0	11	2,002	154,600
73	Champaign	2	2	4	5	34	39	8 and 9.			6	1,621	125,000

*Statistics of 1899–1900. *a* Includes Rockville city. *b* Includes Willimantic city.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	ILLINOIS—cont'd.												
74	Chicago	162	144	306	359	5,286	5,645	Grammar grades and English high and manual training school.	89	31	333	240,115	*$22,650,475
75	Danville	2	1	3	7	60	67	None.	----	----	8	2,770	*242,800
76	Decatur	2	3	5	8	78	86	None.	0	0	12	4,300	266,750
77	Dixon	3	1	4	3	29	32	None.	----	----	4	1,020	65,000
	East St. Louis:												
78	District No. 1.	9	0	9	3	65	68	None.	0	0	7	2,975	*340,000
79	District No. 2 (T. 2 N., R. 9 W.).	----	----	----	----	----	----	----------	----	----	----	----	----------
80	District No. 2 (T. 2 N., R. 10 W.).*	1	0	1	1	3	4	None.	0	0	1	225	30,000
81	Elgin	1	3	4	8	100	108	None.	----	----	14	4,500	373,700
	Evanston:												
82	District No. 1.	1	3	4	0	52	52	None.	3	----	6	1,600	250,000
83	District No. 2 (South Evanston).	1	2	3	0	25	25	None.	----	----	3	1,200	160,000
84	District No. 3 (North Evanston).*	0	1	1	0	9	9	None.	----	----	1	300	----------
85	Freeport	2	1	3	3	47	50	None.	----	----	7	2,412	217,000
86	Galesburg	2	2	4	6	73	79	High school.	----	----	10	3,400	237,600
87	Jacksonville	3	5	8	2	53	55	None.	----	----	7	2,600	202,150
88	Joliet	2	2	4	4	114	118	8.	----	----	21	6,000	445,809
89	Kankakee	1	1	2	2	43	45	----------	----	----	8	1,900	150,000
90	Kewanee	1	2	3	5	41	46	1 to 4.	0	0	6	1,900	120,000
91	La Salle	2	0	2	5	29	34	None.	----	----	6	1,500	75,000
92	Lincoln	*1	*0	*1	5	29	34	None.	0	0	7	*1,377	155,000
93	Mattoon	1	1	2	2	42	44	None.	----	----	7	2,055	117,600
94	Moline*	3	9	12	4	74	78	7 and 8 and high school.	0	0	9	3,500	----------
95	Ottawa	3	1	4	3	34	37	None.	0	0	6	1,800	71,300
96	Pekin	1	0	1	5	34	39	None.	2	----	6	1,700	127,500
97	Peoria	11	8	19	9	242	251	----------	----	4	16	9,356	900,000
98	Quincy	1	0	1	7	107	114	None.	0	0	13	4,500	300,000
99	Rockford	1	1	2	8	132	140	7 to 10.	0	1	17	*5,793	439,600
100	Rock Island	3	2	5	6	74	80	None.	0	0	10	4,120	263,500
101	Springfield	2	2	4	16	116	132	7 to 9 (optional).	0	0	15	5,567	403,000
102	Streator	1	1	2	0	50	50	None.	0	0	10	2,650	180,000
103	Waukegan	----	----	----	----	----	----	----------	----	----	----	----	----------
	INDIANA.												
104	Anderson	2	2	4	11	73	84	5 to 7.	0	0	11	3,970	244,000
105	Columbus	3	0	3	10	31	41	None.	1	0	8	1,800	103,000
106	Elkhart	2	2	4	5	58	63	None.	----	----	9	2,800	203,000
107	Elwood	----	----	----	----	----	----	----------	----	----	----	----	----------
108	Evansville	9	9	18	19	202	221	None.	3	2	23	9,700	----------
109	Fort Wayne	2	4	6	8	144	152	----------	2	0	17	5,800	448,060
110	Hammond	1	1	2	4	53	57	None.	5	----	7	2,110	177,000
111	Huntington	1	2	3	7	39	46	None.	0	0	6	2,050	175,000
112	Indianapolis	8	18	26	20	604	624	4 to 8, inc., and manual training high school.	0	0	56	*25,214	1,952,507
113	Jeffersonville	1	0	1	8	39	47	None.	----	----	3	1,972	*70,000
114	Kokomo	1	0	1	13	42	55	----------	----	----	7	2,000	143,376
115	Lafayette	7	3	10	7	65	72	None.	----	----	9	2,986	321,000

*Statistics of 1899–1900.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	INDIANA—cont'd.												
116	Logansport*	1	1	2	10	55	65	None.	0	0	9	2,750	$219,000
117	Marion	2	1	3	16	69	85	Primary grades.	...	...	14	3,800	263,150
118	Michigan City	5	4	9	1	35	36	None.	...	...	7	...	125,000
119	Muncie	2	2	4	13	81	94	...	...	...	10	3,545	201,000
120	New Albany	2	0	2	14	60	74	None.	0	0	14	3,750	215,407
121	Peru	1	0	1	6	29	35	None.	0	1	5	*1,800	...
122	Richmond	3	1	4	7	74	81	1 to 8.	4	0	10	3,075	332,050
123	South Bend	...	...	...	...	...	...	...	...	...	...	...	...
124	Terre Haute	1	3	4	28	158	186	None.	20	0	21	7,000	500,384
125	Vincennes	1	0	1	10	29	39	None.	1	1	6	1,500	155,000
126	Wabash	1	1	2	0	50	50	None.	...	...	7	2,000	155,500
127	Washington	2	0	2	*12	*22	*34	Primary.	0	0	4	...	190,000
	IOWA.												
128	Boone	1	0	1	1	47	48	None.	...	...	7	2,380	120,000
129	Burlington	2	1	3	13	97	110	None.	5	0	12	5,000	225,000
130	Cedar Rapids	3	12	15	4	136	140	None.	1	0	14	*4,300	*300,000
131	Clinton	3	5	8	2	80	82	None.	...	...	13	3,700	...
132	Council Bluffs	2	6	8	4	127	131	None.	8	0	18	...	350,000
133	Davenport	14	2	16	8	142	150	9 to 13.	...	...	15	...	517,080
	Des Moines:												
134	Capital Park	1	3	4	0	15	15	Primary.	0	0	4	590	26,400
135	East Side	1	3	4	3	92	95	None.	0	...	10	3,600	283,100
136	West Side	2	26	28	0	205	205	6 to 12.	16	1	23	*6,700	...
137	Dubuque	4	3	7	14	117	131	None.	5	0	19	5,232	374,000
138	Fort Dodge	2	0	2	2	43	45	None.	...	...	7	2,200	168,127
139	Fort Madison	1	0	1	3	27	30	None.	0	0	5	1,400	90,000
140	Iowa City	1	2	3	5	39	44	5 to 12.	...	...	8	1,650	124,000
141	Keokuk	...	...	...	...	...	...	...	...	...	...	...	...
142	Marshalltown	...	...	...	...	...	...	...	...	...	7	2,200	...
143	Muscatine	1	0	1	6	57	63	None.	0	0	9	2,550	150,000
144	Oskaloosa	1	0	1	6	46	52	...	5	...	6	1,826	175,085
145	Ottumwa	2	2	4	3	105	108	None.	...	...	9	4,000	325,000
146	Sioux City	6	7	13	7	142	149	None.	0	0	24	6,824	727,800
	Waterloo:												
147	East Side	2	3	5	1	36	37	...	...	...	5	1,400	125,000
148	West Side	1	2	3	0	27	27	...	1	...	4	1,000	60,000
	KANSAS.												
149	Atchison	1	0	1	2	39	41	None.	...	...	7	2,400	155,000
150	Emporia	2	0	2	4	41	45	...	...	...	9	2,000	*115,000
151	Fort Scott	1	1	2	9	41	50	None.	...	...	10	2,500	118,000
152	Galena	2	0	2	4	20	24	None.	...	...	4	1,678	50,000
153	Hutchinson	1	1	2	5	35	40	None.	0	0	7	2,366	120,000
154	Kansas City	1	0	1	30	148	178	High school.	0	0	21	8,960	535,000
155	Lawrence	1	0	1	8	43	51	None.	0	...	8	2,600	175,000
156	Leavenworth	3	10	13	4	60	64	None.	0	...	11	3,152	109,307
157	Pittsburg	1	0	1	6	37	43	1 to 5 and high school.	0	0	5	*2,160	100,000
158	Topeka	2	1	3	23	130	153	None.	0	0	22	*6,950	500,000
159	Wichita	2	1	3	8	81	89	None.	0	0	15	5,083	225,000
	KENTUCKY												
160	Bowling Green	1	0	1	6	18	24	None.	0	0	3	1,128	36,000
161	Covington	4	2	6	9	102	111	None.	6	2	13	4,039	200,000
162	Frankfort	1	0	1	2	35	37	High school.	2	...	3	1,591	28,400
163	Henderson*	1	1	2	3	46	49	None.	...	...	6	1,600	99,000
164	Lexington	...	...	...	8	81	89	...	...	...	7	...	120,287
165	Louisville	18	29	47	43	532	575	None.	0	6	67	30,850	1,400,000
166	Newport	...	...	...	1	73	74	...	...	...	10	...	140,000
167	Owensboro (white schools).	1	3	4	7	28	35	None.	0	0	5	2,000	125,000
168	Paducah	1	0	1	11	50	61	None.	0	0	11	3,150	167,175

* Statistics of 1899–1900.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	LOUISIANA.												
169	Baton Rouge												
170	New Orleans	4	14	18	24	760	784	None.	14	0	69	28,809	$1,750,000
171	Shreveport*	4	2	6	9	28	37				14	2,000	150,000
	MAINE.												
172	Auburn	3	2	5	9	73	82	None.	0	0	32	2,693	137,500
173	Augusta	*3	*1	*4	4	51	55	None.		1	*19		112,270
174	Bangor	2	3	5	5	103	108	None.	5	0	35	4,075	325,000
175	Bath	1	1	2	7	42	49	8	0	0	15	2,450	125,000
176	Biddeford*	2	1	3	6	38	44	None.	1	1	22	1,675	160,000
177	Lewiston	4	3	7	2	78	80	6 to 9 and first year in the high school.	4	17	21		236,200
178	Portland	7	6	13	10	213	223	7 to 10.	6	1	35	8,366	500,000
179	Rockland				0	33	33				8		70,391
180	Waterville	1	2	3	2	42	44	None.	0	2	8	1,375	75,000
	MARYLAND.												
181	Annapolis	2	0	2	2	18	20	4 to 10.			2	875	
182	Baltimore	31	3	34	150	1,526	1,676	Primary and high school.	0	10	104	75,000	3,231,116
183	Cumberland*				6	29	35				5		
184	Frederick	1	0	1	6	25	31	None.	0	0	5	1,600	54,000
185	Hagerstown	5	0	5	3	40	43	None.	0	0	6		
	MASSACHUSETTS.												
186	Adams (town)*	2	2	4	4	43	47	None.	0	0	9	2,226	125,000
187	Amesbury (town)	1	1	2	2	34	36	None.	0	0	17	1,452	75,000
188	Arlington (town)	1	3	4	3	33	36	7 to 10.	0	0	5	1,700	250,010
189	Attleboro (town)	2	4	6	5	57	62	None.	3	0	20	2,463	200,000
190	Beverly	4	3	7	4	66	70	None.	0	3	12	3,375	*246,650
191	Boston	16	9	25	239	1,769	2,008	4 to 9.	78	22	265	85,476	17,000,000
192	Brockton	2	2	4	14	160	174	High school.	0	3	27		1,178,090
193	Brookline (town)*	3	1	4	11	118	129	All grades.	11	2	17	3,935	1,092,000
194	Cambridge	17	10	27	20	362	382	High school, to some extent in grammar grades.	13	7	39	16,250	1,909,082
195	Chelsea	2	2	4	8	125	133	None.	0	1	12	5,757	650,000
196	Chicopee*	4	0	4	1	61	62	None.	2	5	14	2,906	250,000
197	Clinton (town)	3	1	4	2	50	52	None.	0	1	13	*2,462	247,300
198	Danvers (town)	0	0	0	3	36	39	None.	0	0	9	1,700	117,000
199	Everett	2	3	5	8	119	127	5 to 8.	0	5	15	*5,180	*443,047
200	Fall River	2	3	5	24	332	356	High school.	3	20	52	15,712	1,813,950
201	Fitchburg	4	7	11	10	102	112	9 to 12.	0	3	25	5,100	619,800
202	Framingham (town).	2	1	3	4	57	61			1	17	2,701	175,800
203	Gardner (town)	1	0	1	4	44	48	High school.	0	1	10	2,312	145,000
204	Gloucester	4	3	7	2	115	117	None.	0	1	22	5,200	400,000
205	Greenfield	2	2	4	2	38	40	2 to 9.	2		15	1,570	140,000
206	Haverhill	5	7	12	6	153	159	5 to 13.	1	5	35	5,500	552,000
207	Holyoke	11	9	20	10	166	176	High school.	6	7	19	6,788	976,300
208	Hyde Park												
209	Lawrence	11	5	16	15	197	212	High school.	0	38	31	8,600	1,106,000
210	Leominster (town).												
211	Lowell	3	3	6	19	264	283	10 to 13.	12	14	52	13,880	1,662,099
212	Lynn	8	6	14	13	235	248	8 and English high school.		3	46		

* Statistics of 1899-1900.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	MASSACHUSETTS—continued.												
213	Malden	3	2	5	14	160	174	9 and high school.	5	2	17	7,022	$852,964
214	Marlboro	1	2	3	2	68	70	None.	0	8	12	2,930	267,105
215	Medford	2	0	2	15	84	99	5 to 11.	9	1	18	3,915	662,650
216	Melrose												
217	Milford (town)	2	1	3	3	41	44	None.	0	0	14	1,890	
218	Natick (town)	1	2	3	5	44	49	6 to 9.			12	2,600	100,000
219	New Bedford	6	7	13	6	198	204	7 to 9.	3	5	a 25	8,694	906,964
220	Newburyport	1	0	1	4	41	45	None.	0	3	14	1,915	100,000
221	Newton	1	0	1	17	177	194	8 and 9.	14	2	26	6,628	1,005,000
222	North Adams	4	7	11	5	90	95	b 8 and 9.	4	3	13	3,775	447,132
223	Northampton	2	4	6	5	83	88	5 to 7.	4	5	21	3,200	396,400
224	Peabody (town)	1	0	1	6	49	55	None.	1	2	8		132,500
225	Pittsfield	4	1	5	7	107	114	None.	0	4	23	4,825	525,576
226	Plymouth (town)*	1	0	1	4	42	46	None.	0	0	29	1,670	110,000
227	Quincy	1	2	3	12	107	119	5 to 12.	0	3	12	6,070	564,900
228	Revere (town)	4	0	4	2	48	50	None.	3	0	8	2,400	197,000
229	Salem	2	2	4	13	126	139	Grammar.	8	4	24	5,312	483,400
230	Somerville	5	6	11	22	244	266	High school.	4	4	24	11,000	1,105,604
231	Southbridge (town).	1	0	1	2	33	35	None.	0	4	10	1,310	116,080
232	Springfield	4	9	13	18	292	310	6 to 9 and manual training school.	9	7	33	11,352	1,856,708
233	Taunton*	2	1	3	13	122	135	None.	0	7	33	6,000	446,200
234	Wakefield (town)	3	2	5	3	53	56	7 to 9.		1	10	2,360	200,000
235	Waltham	6	1	7	4	76	80	6 to 13.	0	3	14	3,220	370,479
236	Ware (town)	4	0	4	1	32	33	None.	0	0	13	1,200	102,000
237	Watertown (town).	3	4	7	6	38	44	7 to 8.	1	0	9	*1,726	*176,000
238	Webster (town)*												85,000
239	Westfield (town)	2	2	4	8	61	69	None.	3	1	16	2,200	200,000
240	Weymouth (town)	1	0	1	8	48	56	None.	0	0	19		
241	Woburn	2	1	3	5	63	68	1 to 4.	0	1	14	3,233	242,574
242	Worcester	16	4	20	53	501	554	9 and first 2 years in high school.	12	19	71	22,559	2,483,060
	MICHIGAN.												
243	Adrian	1	2	3	2	37	39				6	1,723	147,000
244	Alpena	1	1	2	2	38	40	None.			9	1,857	88,269
245	Ann Arbor	1	2	3	8	61	69	4 to 9.	0	0	7	2,265	275,000
246	Battlecreek	6	7	13	6	72	78	None.		0	11	3,081	275,000
247	Bay City	1	7	8	6	107	113	6 to 10.	0	0	11	4,789	310,000
248	Detroit	25	46	71	39	822	861	4 to 8.	23	8	69	36,953	3,837,000
249	Escanaba	1	0	1	2	29	31	None.	0	0	4	1,530	115,000
250	Flint	2	1	3	5	57	62	7 to 9.	0	0	9	2,500	175,000
251	Grand Rapids	8	32	40	21	363	384	5 to 8.	26	0	37	15,699	1,315,300
252	Holland	1	1	2	2	34	36	None.			5	1,831	
253	Iron Mountain	1	0	1	4	46	50	None.	0	0	7	2,290	*130,000
254	Ironwood	1	2	3	3	52	55	None.	5	0	8	2,200	150,000
255	Ishpeming	1	2	3	4	46	50	5 to 8 and high school.	5	0	8	2,825	200,000
256	Jackson	1	2	3	9	78	87	None.			16	3,554	250,000
257	Kalamazoo	1	0	1	4	101	105	5 to 12.	9	1	10	4,089	480,000
258	Lansing	1	2	3	3	74	77	None.			12	3,126	167,000
259	Manistee	1	2	3	6	68	74	None.			6	3,144	130,000
260	Marquette	1	0	1	3	37	40	None.	1		9	2,000	135,000
261	Menominee	1	3	4	5	61	66	6 to 12.	5	0	8	2,578	*175,000
262	Muskegon												
263	Owosso	1	2	3	7	35	42			0	4	1,880	150,000
264	Pontiac	1	1	2	4	31	35	None.	0		*7	*1,368	110,000
265	Port Huron	2	1	3	4	71	75	None.	0		15	3,600	*560,000

*Statistics of 1899–1900.

a Also 7 rented rooms

b Also in the lower grades in some schools.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1900-1901*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	MICHIGAN—c't'd.												
	Saginaw:												
266	East Side	1	3	4	13	125	138	5 to 8.	0	----	13	5,222	*$421,909
267	West Side*	3	2	5	7	75	82	None.	0	0	12	4,000	248,469
268	Sault Ste. Marie	1	2	3	5	37	42	None.	2	0	7	1,850	160,000
269	Traverse City	2	2	4	2	44	46	1.	0	0	6	1,939	140,000
270	West Bay City	----	----	----	----	----	----	----	----	----	----	----	----
	MINNESOTA.												
271	Duluth	3	13	16	10	259	269	High sch'ls.	15	0	31	10,590	1,893,028
272	Faribault	1	2	3	2	27	29	None.	0	----	7	1,900	90,000
273	Mankato	1	1	2	3	39	42	Some in all grades and high school.	----	----	5	*1,500	120,184
274	Minneapolis	9	57	66	10	777	787	High school.	1	0	60	34,863	2,500,000
275	St. Cloud	1	2	3	3	28	31	5 to 7.	----	----	6	1,300	81,500
276	St. Paul	13	30	43	33	540	573	High school.	27	----	46	23,967	2,585,123
277	Stillwater	1	2	3	4	46	50	9.	0	0	7	2,000	165,000
278	Winona	2	7	9	4	86	90	None.	7	0	10	----	*458,000
	MISSISSIPPI.												
279	Jackson	2	0	2	1	35	36	None.	0	0	3	----	110,000
280	Meridian	2	1	3	3	43	46	Primary grades.	0	0	6	*2,000	70,000
281	Natchez	----	----	----	----	----	----	----	----	----	----	----	----
282	Vicksburg*	4	1	5	3	41	44	None.	3	----	5	2,096	----
	MISSOURI.												
283	Carthage*	1	0	1	10	37	47	7 and 8 and high school.	0	0	8	2,190	110,000
284	Hannibal	4	3	7	2	54	56	2, 3, and 8.	0	0	10	2,647	107,250
285	Jefferson City*	1	0	1	7	17	24	None.	0	0	4	1,125	58,000
286	Joplin	1	1	2	13	73	86	1 and high school.	0	0	13	*4,067	*200,000
287	Kansas City	18	10	28	68	515	583	Manual training high school.	10	0	50	27,085	*2,231,000
288	Moberly	1	1	2	10	26	36	6 to 8 and high school.	0	1	5	1,800	*80,000
289	St. Charles	----	----	----	----	----	----	----	----	----	----	----	----
290	St. Joseph	2	2	4	16	212	228	None.	0	2	31	10,225	750,000
291	St. Louis	72	55	127	52	1,587	1,639	7 and 8 in some schools and in Sumner High School (colored).	125	11	141	67,367	6,122,450
292	Sedalia	4	0	4	6	66	72	High school.	----	----	11	3,050	250,000
293	Springfield	2	0	2	6	73	79	None.	0	0	11	4,500	200,000
294	Webb City	1	0	1	1	29	30	None.	----	----	4	1,584	*55,000
	MONTANA.												
295	Anaconda	1	0	1	2	32	34	None.	0	0	4	1,488	116,118
296	Butte	5	5	10	3	153	156	None.	0	0	17	6,750	500,000
297	Great Falls	1	1	2	2	47	49	None.	0	0	10	2,160	200,000
298	Helena	1	4	5	4	46	50	5 to 8.	2	0	8	2,500	450,000
	NEBRASKA.												
299	Lincoln	4	0	4	14	148	162	None.	14	0	18	7,000	*435,797
300	Omaha	2	20	22	12	383	395	9 and 10.	28	2	35	17,940	1,870,371
301	South Omaha	*2	*2	*4	*4	*81	*85	*None.	----	1	*16	*3,620	300,000

* Statistics of 1899-1900.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	NEW HAMPSHIRE.												
302	Berlin	3	0	3	3	20	23	None.	0	0	6	----	$36,275
303	Concord (Union district).	1	0	1	2	58	60	5 to 9 and high school.	6	----	14	*2,550	*330,000
304	Dover	2	1	3	5	35	40	None.	0	1	12	1,620	146,500
305	Keene (Union district).	1	2	3	4	41	45	None.	0	1	18	1,700	141,500
306	Laconia	2	1	3	2	32	34	None.	0	0	12	1,511	100,000
307	Manchester	3	1	4	15	119	134	8 and 9.	----	3	24	5,600	784,056
308	Nashua	4	5	9	0	80	80	None.	3	----	19	----	308,483
309	Portsmouth	3	1	4	5	42	47	None.	4	0	11	1,797	103,000
310	Rochester	1	1	2	3	29	32	None.	0	0	11	1,400	100,000
	NEW JERSEY.												
311	Atlantic City*	2	1	3	4	75	79	5 to 10.	0	0	6	3,355	215,000
312	Bayonne	9	2	11	1	151	152	None.	1	1	10	4,534	400,000
313	Bloomfield	4	5	9	4	42	46	None.	8	1	7	2,252	250,000
314	Bridgeton*	----	----	----	3	48	51	----------	----	----	6	2,870	a 97,000
315	Camden	9	1	10	2	299	301	All grades.	3	----	30	12,205	800,000
316	East Orange	8	3	11	5	95	100	5 to 8 and high school.	6	0	7	3,818	*549,500
317	Elizabeth*	----	----	----	12	134	146	----------	----	----	10	6,070	a 347,000
318	Hackensack*	----	----	----	7	36	43	----------	----	----	5	2,044	a 107,000
319	Harrison	2	0	2	3	14	17	None.	----	2	2	800	40,000
320	Hoboken	8	1	9	1	190	191	6 to 9.	7	1	14	8,248	a 371,000
321	Jersey City	18	29	47	3	536	539	None.	3	6	30	24,334	1,687,200
322	Kearney	1	0	1	4	36	40	None.	0	1	6	2,025	165,000
323	Long Branch	1	3	4	5	51	56	----------	1	----	10	3,032	257,800
324	Millville*	----	----	----	5	43	48	----------	----	----	13	2,592	a 56,000
325	Montclair	2	3	5	9	80	89	1 to 9.	7	1	12	2,730	334,000
326	Morristown	2	0	2	2	35	37	None.	0	0	3	1,552	130,000
327	Newark	40	12	52	27	773	800	5 to 8 and high school.	102	11	53	38,407	2,632,930
328	New Brunswick	1	0	1	5	60	65	None.	1	1	6	2,300	196,000
329	Orange	8	5	13	5	68	73	All grades.	5	----	6	3,064	*260,000
330	Passaic	2	8	10	4	82	86	3 to 8.	7	2	9	4,533	265,000
331	Paterson	21	4	25	5	335	340	7 and 8 and high school.	19	5	21	15,500	850,000
332	Perth Amboy	1	0	1	6	50	56	None.	1	----	6	2,614	160,000
333	Phillipsburg	1	0	1	5	35	40	2 to 6.	0	0	6	1,725	100,000
334	Plainfield	2	4	6	3	66	69	None.	5	0	8	----	232,000
335	Rahway	1	1	2	4	30	34	----------	0	----	4	1,746	100,000
336	Trenton*	----	----	----	7	197	204	----------	----	----	24	8,556	a 505,427
337	Union (town)	5	1	6	4	45	49	From 3 through high school.	2	----	3	2,460	150,000
338	West Hoboken	2	6	8	3	83	86	None.	6	0	4	3,780	180,500
	NEW YORK.												
339	Albany	17	9	26	8	272	280	High school.	21	3	20	12,011	1,071,000
340	Amsterdam	2	1	3	8	53	61	None.	0	0	10	3,340	129,275
341	Auburn	4	7	11	3	110	113	None.	1	----	15	3,982	465,000
342	Batavia	1	8	9	0	32	32	None.	1	----	7	----	250,000
343	Binghamton	2	2	4	12	191	203	9 to 12.	14	0	*17	*7,214	460,611
344	Buffalo*	60	16	76	20	1,172	1,192	8 and 9.	12	15	83	54,616	3,486,874
345	Cohoes	1	0	1	0	65	65	None.	4	0	12	2,717	*105,400
346	Corning	1	2	3	0	23	23	Primary.	0	0	2	1,472	125,000
347	Cortland	1	0	1	1	26	27	None.	1	0	4	1,100	70,000
348	Dunkirk*	1	1	2	3	52	55	None.	0	1	9	2,064	190,000
349	Elmira	8	6	14	1	130	131	None.	0	0	12	6,134	600,000
350	Geneva	1	1	2	3	46	49	None.	4	0	5	1,304	135,415
351	Glens Falls	2	2	4	1	42	43	None.	2	0	4	1,584	150,000
352	Gloversville	1	0	1	1	70	71	None.	6	0	9	3,550	165,000
353	Hornellsville	2	5	7	1	53	54	None.	3	0	5	2,300	125,906
354	Hudson	1	1	2	0	30	30	None.	0	0	3	1,528	80,000
355	Ithaca*	3	1	4	6	46	52	6 to 8.	0	0	7	2,130	215,000

*Statistics of 1899-1900.

a Value of buildings.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	NEW YORK—continued.												
356	Jamestown	3	0	3	6	108	114	All.	9	0	12	a 3,674	$340,000
357	Johnstown	1	0	1	2	39	41	None.	0	0	5	2,350	149,978
358	Kingston: Kingston school district.	1	2	3	8	40	48	None.	0	0	6	2,382	181,750
359	District No. 1	----	----	----	----	----	----	----	----	----	----	----	----
360	District No. 2	----	----	----	----	----	----	----	----	----	----	----	----
361	District No. 3	----	----	----	----	----	----	----	----	----	----	----	----
362	District No. 4	1	0	1	1	8	9	None.	0	0	1	418	21,810
363	Lansingburg	1	1	2	1	69	70	None.	5	0	5	2,350	140,823
364	Littlefalls	1	0	1	4	27	31	None.	----	----	3	1,400	150,000
365	Lockport	1	2	3	4	77	81	None.	1	0	*10	*3,795	345,000
366	Middletown	1	2	3	4	47	51	b None.	0	0	6	2,115	210,000
367	Mount Vernon	5	1	6	1	95	96	None.	2	1	10	4,453	463,100
368	Newburg	1	0	1	9	93	102	3 to 11.	0	0	6	3,675	367,000
369	New Rochelle	2	10	12	4	71	75	None.	5	1	8	2,767	278,375
370	New York	234	419	653	906	9,828	10,734	High and elementary grades and truant schools.	135	71	436	452,890	56,164,485
371	Niagara Falls	4	3	7	3	88	91	None.	5	2	10	3,300	200,000
372	North Tonawanda	4	1	5	7	48	55	None.	4	0	4	1,826	c 170,000
373	Ogdensburg	1	0	1	3	53	56	----	----	----	11	2,714	*139,725
374	Olean	2	2	4	1	56	57	None.	6	1	6	2,587	189,100
375	Oswego	1	0	1	5	84	89	None.	0	0	15	3,900	205,000
376	Peekskill: District No. 7 (Drum Hill).	1	1	2	0	20	20	None.	1	0	3	1,000	45,000
377	District No. 8 (Oakside).	1	2	3	0	14	14	None.	0	0	1	720	62,500
378	Plattsburg	1	2	3	1	43	44	Primary.	1	0	8	1,855	75,000
379	Port Jervis	1	2	3	3	42	45	None.	----	----	6	2,260	103,900
380	Poughkeepsie	2	2	4	6	81	87	None.	0	0	14	3,400	300,000
381	Rochester	17	31	48	8	635	643	None.	29	2	37	22,080	1,345,976
382	Rome	1	3	4	3	47	50	None.	4	0	8	3,004	160,000
383	Saratoga Springs*	2	0	2	3	57	60	None.	5	1	6	2,600	201,800
384	Schenectady	1	0	1	4	82	86	----	5	----	7	3,300	c 240,000
385	Syracuse	16	13	29	23	462	485	Primary, junior, and high.	22	6	38	19,477	1,757,800
386	Troy	8	2	10	6	206	212	None.	4	----	25	8,798	*550,000
387	Utica	4	7	11	13	229	242	All below high school.	14	1	25	9,027	720,100
388	Watertown	1	1	2	5	102	107	None.	0	1	13	4,200	250,000
389	Watervleit	1	2	3	2	37	39	None.	2	0	6	1,800	93,500
390	Whiteplains	1	2	3	3	29	32	8	3	----	4	1,269	113,478
391	Yonkers	2	13	15	2	159	161	From 5 up and in high school.	9	3	16	5,723	844,600
	NORTH CAROLINA.												
392	Asheville	2	1	3	3	33	36	3 and 4.	0	0	6	1,787	79,586
393	Charlotte	----	----	----	----	----	----	----	----	----	----	----	----
394	Concord	2	0	2	3	16	19	None.	0	----	3	800	20,000
395	Greensboro	1	0	1	5	31	36	None.	----	----	7	1,900	55,000
396	Newbern	2	0	2	3	19	22	None.	----	----	3	1,200	30,000
397	Raleigh	----	----	----	----	----	----	----	----	----	----	----	----
398	Wilmington	----	----	----	----	----	----	----	----	----	----	----	----
399	Winston	----	----	----	----	----	----	----	----	----	----	----	----
	NORTH DAKOTA.												
400	Fargo	----	----	----	----	----	----	----	----	----	----	----	----

* Statistics of 1899–1900.
a Not including kindergartens.
b Except in "Truant room."
c Value of buildings and sites only, 1899-1900.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	OHIO.												
401	Akron	9	3	12	22	168	190	5 to 11.	8	8	17	10,450	$850,000
402	Alliance	3	0	3	7	27	34	None.	0	0	6	1,650	142,500
403	Ashtabula*	1	0	1	6	29	35	None.	----	----	6	1,650	117,000
404	Bellaire	1	6	1	5	33	38	None.	0	0	7	1,756	90,000
405	Cambridge	1	0	1	3	34	37	None.	0	0	5	1,865	120,000
406	Canton	4	1	5	24	121	145	None.	3	----	16	6,900	*577,000
407	Chilicothe	1	0	1	11	53	64	None.	0	0	5	2,500	160,000
408	Cincinnati	51	0	51	83	786	869	None.	0	8	52	44,660	4,268,883
409	Cleveland	14	57	71	68	1,174	1,242	All.	25	36	69	----	5,140,659
410	Columbus*	11	41	52	27	411	438	None.	0	5	40	----	2,410,650
411	Dayton	16	14	30	30	356	386	7 and 8.	18	1	30	14,284	1,407,124
412	East Liverpool	*1	*0	*1	7	60	67	None.	0	0	12	3,000	200,600
413	Elyria	1	0	1	5	34	39	5 to 7.	----	----	7	1,400	*100,000
414	Findlay*	----	----	----	9	70	79	----	----	----	13	----	236,000
415	Fremont	1	0	1	5	32	37	None.	3	----	5	1,400	75,000
416	Hamilton	3	1	4	16	78	94	None.	----	----	9	3,950	325,000
417	Ironton	2	0	2	7	45	52	None.	----	0	7	2,600	150,000
418	Lancaster	1	0	1	5	34	39	None.	----	----	5	1,400	150,000
419	Lima*	----	----	----	3	88	91	----	----	----	12	----	260,000
420	Lorain	3	1	4	5	53	58	None.	----	----	9	2,575	130,000
421	Mansfield	2	2	4	4	79	83	None.	5	0	9	*3,944	325,000
422	Marietta	1	0	1	7	54	61	None.	0	0	12	2,800	155,000
423	Marion*	----	----	----	3	47	50	----	----	----	8	----	205,000
424	Massillon	3	0	3	7	36	43	----	----	----	7	2,273	165,000
425	Middletown	1	1	2	5	40	45	----	0	0	4	1,900	185,000
426	Newark	2	2	4	4	68	72	None.	----	----	13	3,200	197,000
427	Piqua*	----	----	----	5	47	52	----	----	----	7	----	225,000
428	Portsmouth	3	7	10	4	64	68	None.	2	1	11	2,800	230,000
429	Sandusky	3	1	4	4	70	74	None.	0	1	8	3,240	300,000
430	Springfield	1	0	1	28	137	165	None.	1	0	16	7,160	450,000
431	Steubenville*	----	----	----	5	50	55	----	----	----	6	----	151,000
432	Tiffin	1	0	1	4	35	39	None.	0	0	5	1,800	200,000
433	Toledo	11	13	24	26	432	458	5 to 12.	6	1	42	23,583	*1,479,000
434	Warren	1	0	1	9	34	43	None.	----	----	9	2,000	200,000
435	Wellston	2	1	3	6	30	36	None.	----	----	*7	*1,750	50,000
436	Xenia	1	0	1	4	40	44	None.	0	1	6	1,843	140,000
437	Youngstown	3	2	5	13	147	160	None.	0	0	23	7,000	800,000
438	Zanesville*	----	----	----	6	88	94	----	----	----	17	----	250,000
	OKLAHOMA.												
439	Guthrie	1	0	1	5	36	41	High school.	5	0	5	1,800	75,000
440	Oklahoma City*	----	----	----	----	----	----	----	----	----	5	----	----
	OREGON.												
441	Astoria	1	0	1	4	26	30	None.	0	0	5	1,250	70,000
442	Portland	28	5	33	22	263	285	None.	----	4	28	*13,000	*1,075,503
	PENNSYLVANIA.												
443	Allegheny	22	3	25	39	361	400	Grammar.	9	12	30	16,469	2,445,688
444	Allentown	1	2	3	*25	*90	*115	None.	0	2	14	5,600	705,817
445	Altoona	1	3	4	18	135	153	None.	0	0	12	7,350	509,100
446	Beaver Falls	1	0	1	3	41	44	None.	0	0	5	2,000	135,000
447	Braddock	2	5	7	2	45	47	None.	0	0	4	2,250	307,500
448	Bradford	1	3	4	6	59	65	None.	1	0	8	3,000	250,000
449	Butler	2	3	5	3	47	50	None.	----	----	5	2,411	200,000
450	Carbondale	1	0	1	6	50	56	None.	----	2	10	3,219	190,000
451	Carlisle	1	1	2	11	23	34	----	----	----	7	1,600	111,500
452	Chambersburg	1	0	1	5	30	35	None.	0	0	7	1,870	70,000
453	Chester	1	1	2	6	128	134	None.	0	0	23	5,614	500,000
454	Columbia	1	0	1	*3	*41	*44	None.	0	1	6	2,100	76,300
455	Danville	1	0	1	4	23	27	None.	0	1	5	1,550	100,000
456	Du Bois*	----	----	----	6	27	33	----	----	----	----	----	----
457	Dunmore	1	0	1	4	47	51	None.	0	----	10	2,400	125,000
458	Duquesne	1	5	6	1	39	40	None.	0	0	5	----	127,400
459	Easton	2	0	2	25	74	99	None.	0	0	15	4,962	557,330
460	Erie	3	16	19	8	202	210	None.	3	2	17	7,845	954,980

*Statistics of 1899–1900.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	PENNSYLVANIA—continued.												
461	Harrisburg	4	2	6	30	166	196	High school.	0	0	25	9,989	$775,989
462	Hazleton	1	1	2	9	45	54	None.	----	----	8	2,925	210,000
463	Homestead	2	5	7	1	41	42	From 6 up.	0	0	5	2,500	240,000
464	Johnstown	2	2	4	24	106	130	Highest grammar grade and high school.	0	0	22	6,100	540,000
465	Lancaster	2	0	2	11	108	119	None.	0	11	19	6,330	483,150
466	Lebanon	2	0	2	6	61	67	None.	1	0	12	3,000	235,000
467	McKeesport*	----	----	----	18	105	123	----	----	----	----	----	----
468	Mahanoy City	1	0	1	7	35	42	None.	----	----	5	2,200	115,000
469	Meadville	1	3	4	1	49	50	None.	0	0	4	2,100	140,000
470	Mount Carmel	1	2	3	7	34	41	None.	----	4	*6	2,216	90,000
471	Nanticoke*	1	0	1	11	32	43	None.	0	4	6	1,960	99,637
472	Newcastle	2	1	3	14	103	117	None.	0	0	14	4,900	388,737
473	Norristown	1	0	1	8	69	77	From 7 through high school.	----	----	9	3,400	300,000
474	Oil City*	----	----	----	3	48	51	----	----	----	----	----	----
475	Philadelphia	64	103	167	163	3,289	3,452	In two high schools.	142	84	325	*160,000	12,500,000
476	Phoenixville	2	0	2	*2	*26	*28	None.	0	0	4	1,500	*75,000
477	Pittsburg	3	6	9	52	942	994	Grammar.	26	----	84	47,000	3,500,000
478	Pittston*	2	1	3	1	34	35	None.	----	8	6	1,700	85,000
479	Plymouth	1	0	1	5	27	32	None.	----	----	6	2,300	60,000
480	Pottstown	1	0	1	14	53	67	None.	0	0	22	3,240	192,658
481	Pottsville	1	0	1	7	53	60	None.	----	----	11	3,000	350,000
482	Reading	1	4	5	9	301	310	None.	0	5	46	13,050	965,500
483	Scranton	----	----	----	30	310	340	None.	5	83	33	14,800	1,610,334
484	Shamokin*	----	----	----	15	55	70	----	----	----	----	----	----
485	Sharon	2	0	2	1	34	35	None.	0	0	7	1,700	65,000
486	Shenandoah	1	2	3	8	52	60	None.	----	12	10	3,340	130,000
487	South Bethlehem	----	----	----	10	37	47	----	----	----	----	----	----
488	Steelton	2	0	2	18	25	43	None.	0	----	6	2,249	326,000
489	Sunbury	1	0	1	11	36	47	None.	----	0	9	2,200	100,000
490	Titusville	1	0	1	2	43	45	None.	3	0	5	1,750	107,867
491	Warren	----	----	----	6	37	43	----	----	----	----	----	----
492	West Chester	1	0	1	5	33	38	9 to 12.	----	----	4	1,562	150,000
493	Wilkesbarre	1	2	3	29	149	178	High school.	----	17	20	9,792	600,000
494	Wilkinsburg	1	0	1	2	46	48	None.	0	0	3	2,100	250,000
495	Williamsport	1	1	2	18	93	111	None.	0	1	14	5,600	375,000
496	York	1	0	1	30	100	130	None.	0	0	21	5,973	625,000
	RHODE ISLAND.												
497	Central Falls	1	2	3	3	52	55	None.	0	3	9	2,263	169,000
498	Cranston (town)	1	2	3	8	54	62	None.	4	----	16	2,184	200,000
499	Cumberland (town).	----	----	----	----	----	----	None.	0	4	*14	*2,000	62,500
500	East Providence (town).	1	3	4	4	53	57	None.	0	1	17	2,352	150,000
501	Lincoln (town)	1	0	1	1	32	33	None.	0	0	11	----	----
502	Newport	1	0	1	10	83	93	4 to 13.	5	4	14	3,595	441,308
503	Pawtucket	7	3	10	4	140	144	None.	7	5	28	5,980	691,650
504	Providence	2	11	13	55	599	654	High school.	24	20	99	27,961	2,633,900
505	Warwick (town)	1	1	2	9	56	65	None.	0	7	28	----	----
506	Woonsocket	1	0	1	7	99	106	7 to 9.	2	7	24	3,935	280,000
	SOUTH CAROLINA.												
507	Charleston	6	6	12	6	92	98	None.	0	0	6	7,213	200,000
508	Columbia	1	1	2	6	32	38	Some in primary.	0	0	5	1,899	53,000
509	Greenville*	1	0	1	4	23	27	None.	0	0	4	1,500	32,734
510	Spartanburg	1	1	2	4	26	30	None.	0	0	4	1,620	36,000
	SOUTH DAKOTA.												
511	Sioux Falls	2	2	4	2	50	52	Some in all grades.	----	----	9	2,135	275,000

*Statistics of 1899–1900.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1900–1901.*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	TENNESSEE.												
512	Chattanooga	5	2	7	5	85	90	.....	.....	.....	7	6,000	*$325,000
513	Clarksville	1	0	1	2	26	28	None.	.....	.....	2	1,250	43,210
514	Jackson	5	3	8	0	32	32	4 to 7.	.....	.....	4	2,800	55,000
515	Knoxville	6	1	7	12	71	83	None.	0	0	13	3,600	180,000
516	Memphis	1	0	1	19	199	218	None.	0	1	30	9,141	430,580
517	Nashville	20	1	21	24	178	202	None.	0	1	18	9,628	472,240
	TEXAS.												
518	Austin	1	1	2	17	59	76	9 to 11.	0	0	12	3,642	190,550
519	Beaumont*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16,000
520	Corsicana*	1	0	1	7	26	33	None.	0	0	5	1,470	82,000
521	Dallas	2	0	2	20	101	121	None.	0	0	14	6,171	345,854
522	Denison	1	1	2	5	37	42	None.	0	0	9	2,069	123,600
523	El Paso	4	5	9	7	36	43	None.	2	.....	6	1,683	162,810
524	Fort Worth	3	0	3	21	63	84	None.	0	0	13	4,500	219,007
525	Gainesville	1	0	1	3	29	32	None.	0	.....	5	1,244	119,255
526	Galveston	1	0	1	15	67	82	.....	0	0	7	4,250	442,300
527	Houston	2	2	4	33	116	149	1 to 7.	0	0	20	5,781	600,000
528	Laredo	1	0	1	0	22	22	None.	.....	.....	8	600	11,200
529	Palestine	1	0	1	9	23	32	None.	0	0	7	1,316	66,765
530	Paris	1	0	1	5	44	49	None.	.....	.....	7	1,300	80,250
531	San Antonio	1	0	1	34	101	135	.....	.....	.....	22	6,970	827,893
532	Sherman	1	0	1	3	34	37	None.	1	0	5	1,644	97,200
533	Tyler*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	58,109
534	Waco	1	0	1	13	56	69	None.	0	0	13	3,440	285,600
	UTAH.												
535	Ogden	3	1	4	19	76	95	None.	0	0	19	4,200	358,783
536	Salt Lake City	9	2	11	25	266	291	None.	.....	.....	27	11,329	1,117,602
	VERMONT.												
537	Barre	1	0	1	3	31	34	None.	0	0	7	1,625	103,000
538	Burlington	2	1	3	6	67	73	.....	.....	.....	14	.....	344,700
539	Rutland	2	3	5	2	56	58	None.	3	.....	10	.....	*163,200
	VIRGINIA.												
540	Alexandria	3	2	5	9	24	33	None.	.....	.....	5	*1,850	*37,000
541	Danville	2	0	2	7	47	54	None.	0	0	5	2,500	58,000
542	Lynchburg	3	3	6	7	58	65	Grammar.	.....	.....	9	3,000	130,000
543	Manchester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
544	Newport News	1	0	1	4	38	42	None.	0	0	6	1,540	60,000
545	Norfolk	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
546	Petersburg	1	0	1	2	51	53	High school.	0	0	9	3,150	75,000
547	Portsmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
548	Richmond	19	0	19	9	232	241	None.	0	0	19	11,609	442,590
549	Roanoke	1	0	1	12	47	59	None.	0	0	8	3,650	135,000
	WASHINGTON.												
550	Everett	1	1	2	4	38	42	.....	.....	.....	5	1,600	86,300
551	Seattle	10	2	12	19	226	245	High school.	1	0	26	11,400	890,000
552	Spokane	5	8	13	9	161	170	None.	13	.....	18	6,796	a 801,252
553	Tacoma	10	13	23	12	161	173	None.	1	.....	20	7,875	892,336
554	Walla Walla	1	0	1	4	27	31	None.	0	0	4	2,031	181,178
	WEST VIRGINIA.												
555	Charleston	2	1	3	7	52	59	None.	0	0	7	2,724	180,175
556	Huntington	1	1	2	3	51	54	None.	0	0	7	1,895	111,777
557	Parkersburg	3	0	3	13	55	68	None.	0	0	15	3,100	220,000
558	Wheeling	7	4	11	7	136	143	.....	.....	.....	*16	b 6,800	750,000

* Statistics of 1899–1900. *a* Estimated. *b* Approximately.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	WISCONSIN.												
559	Appleton	4	1	5	9	64	73	8 and high school.	4	0	8	3,500	$237,635
560	Ashland	1	2	3	5	47	52	Primary.	0	0	11	2,300	153,000
561	Beloit	1	2	3	3	52	55	None.	4	----	10	2,000	200,000
562	Chippewa Falls	1	1	2	5	29	34	Primary.	----	----	8	1,500	96,000
563	Eau Claire	1	0	1	12	87	99	6 to 8.	----	----	14	4,000	217,700
564	Fond du Lac	1	2	3	5	52	57	9 to 11.	6	----	9	2,400	150,000
565	Green Bay	1	0	1	4	70	74	None.	0	0	13	3,630	200,000
566	Janesville	5	0	2	6	50	56	8 and high school.	0	0	9	2,500	200,000
567	Kenosha	1	0	1	4	34	38	None.	0	0	6	*1,500	117,700
568	La Crosse	1	2	3	9	123	132	None.	0	0	15	5,634	269,902
569	Madison	2	2	4	3	65	68	None.	1	0	11	2,864	272,000
570	Manitowoc*	----	----	----	7	36	43	None.	0	0	4	1,935	134,000
571	Marinette	1	0	1	8	62	70	None.	7	0	7	3,460	154,000
572	Merrill	1	0	1	8	32	40	None.	----	----	7	2,000	51,400
573	Milwaukee	42	8	50	64	772	836	High school.	44	0	80	39,992	3,240,691
574	Oshkosh	6	2	8	10	106	116	5 to 10.	10	2	11	4,350	----------
575	Racine	1	2	3	13	113	126	None.	9	0	10	5,186	402,000
576	Sheboygan	9	1	10	5	102	107	None.	7	----	11	4,600	246,000
577	Stevens Point	1	2	3	2	44	46	None.	4	----	8	1,985	100,000
578	Superior	*4	*6	*10	*11	*136	*147	6 to 8 and high school.	9	0	*19	*5,600	447,920
579	Watertown	1	0	1	3	25	28	None.	0	0	4	1,400	80,000
580	Wausau	1	2	3	11	49	60	None,	7	0	9	3,000	*185,000
	WYOMING.												
581	Cheyenne	1	0	1	1	27	28	----------	----	----	5	---------	140,000
582	Laramie	----	----	----	----	----	----	----------	----	----	----	---------	----------

* Statistics of 1899-1900.

TABLE 9.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1900–1901.*

	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	$21,614	$16,983	$4,724	$9,332	$52,653	$53,943
3	Huntsville	3,900	1,250		1,200	6,250	6,250
4	Mobile						
5	Montgomery	8,724	26,116		666	35,506	35,506
6	Selma*	3,200	10,000		4,000	17,200	18,200
	ARKANSAS.						
7	Fort Smith	5,269	20,600		1,025	26,894	36,485
8	Hot Springs	4,000	19,000	2,000		25,000	26,000
9	Little Rock*	12,402		62,265	1,184	75,851	75,930
10	Pine Bluff*					24,805	31,189
	CALIFORNIA.						
11	Alameda	37,736	28,957	24,615	32	91,340	109,027
12	Berkeley	29,000	28,000	30,000		87,000	
13	Fresno	18,953	25,867	14,175	2,838	61,833	112,440
14	Los Angeles	267,146	31,063	199,542	2,499	500,250	644,930
15	Oakland	152,104	45,007	105,668	1,580	304,359	321,621
16	Pasadena	27,512	12,916	19,571	774	60,773	86,167
17	Riverside	13,466	11,494	12,551	1,263	38,774	84,306
18	Sacramento	48,052	60,802	28,321	5,425	142,600	159,900
19	San Diego	27,256	30,416	20,716		78,388	85,676
20	San Francisco	712,958	433,548	55,557		1,202,063	1,202,063
21	San José	50,051	34,898	29,558	3,524	118,031	119,903
22	Stockton	27,795	34,504	16,717	3,277	82,293	96,165
23	Vallejo	14,546	5,358	11,049		30,953	35,530
	COLORADO.						
24	Colorado Springs	25,185	88,529		7,553		232,555
25	Cripple Creek school district	5,000	175,000	20,000			200,000
	Denver:						
26	District No. 1		290,562	158,001	2,600	451,163	451,163
27	District No. 2	7,000	112,061	75,043	2,072	196,176	273,776
28	District No. 7	10,953		23,568	371	34,892	40,453
29	District No. 17	63,954		81,093		159,855	165,052
30	Leadville		28,573	21,902	1,605	52,080	61,632
	Pueblo:						
31	District No. 1	19,546	78,959		15,744	114,249	119,908
32	District No. 20						
	CONNECTICUT.						
33	Ansonia	7,139	30,351			37,490	
34	Bridgeport	36,902	199,833		431	237,166	237,410
35	Bristol (town)	4,811	23,576		13,909	42,296	52,071
36	Danbury (town)*	10,692	33,017		2,348	46,057	
37	Hartford (town)	35,838	358,304			394,142	
38	Manchester (town)						
39	Meriden	14,360	64,222			78,582	78,582
40	Middletown*	4,315	21,838	11,367	3,086	40,606	48,333
41	Naugatuck (town)	6,521	33,937			40,458	70,458
42	New Britain	14,791	70,849		2,828	88,468	155,468
43	New Haven		424,007			424,007	426,165
44	New London	7,963	44,500		1,039	53,502	53,502
45	Norwalk (town)						
	Norwich:						
46	Central district	3,411	28,281	7,102	1,054	39,848	39,974
47	West Chelsea district	2,389		10,987	187	13,563	16,788
48	Stamford (town)	9,848	70,040			79,888	79,888
49	Torrington (town)*	6,587	30,059	3,262		39,908	
50	Vernon[b] (town)	4,396	20,000	60		24,456	24,456
51	Wallingford (town)						
52	Waterbury	24,939	163,243		2,240	190,422	190,422
53	Windham[c] (town)	4,651	26,075		2,289	33,015	35,000
	DELAWARE.						
54	Wilmington	22,516	182,792	575	19,698	225,581	400,242

* Statistics of 1899–1900.

[a] Includes balances brought forward, receipts from loans, etc.

[b] Includes Rockville City.

[c] Includes Willimantic City.

TABLE 9.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1900–1901*—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
	DISTRICT OF COLUMBIA.						
55	Washington	.....	.....	.....	.....	$1,525,711	$1,525,711
	FLORIDA.						
56	Jacksonville	$4,317	$14,244	$27,419	$21,250	67,230	67,230
57	Key West*	2,313	.....	9,323	55	11,691	11,691
58	Pensacola	.....	.....	.....	.....	.....	.....
59	Tampa	.....	.....	.....	.....	.....	.....
	GEORGIA.						
60	Athens	6,507	14,155	.....	379	21,041	21,041
61	Atlanta	39,672	129,121	.....	.....	168,793	168,793
62	Augusta (Richmond County)*	35,012	.....	44,197	6,285	86,494	99,430
63	Brunswick	9,621	1,500	1,800	.....	12,921	15,220
64	Columbus	7,693	24,816	.....	5,201	37,710	37,710
65	Macon (Bibb County)	29,302	.....	50,000	6,978	86,280	86,280
66	Savannah (Chatham County)	38,890	.....	85,000	3,600	127,490	127,490
	ILLINOIS.						
67	Alton*	2,822	26,346	3,386	443	32,997	49,712
	Aurora:						
68	District No. 4 (west)*	.....	.....	.....	.....	29,000	32,729
69	District No. 5 (east)	8,627	54,839	5,428	531	64,425	64,425
70	Belleville	3,457	51,247	.....	979	55,683	73,276
71	Bloomington*	5,113	102,037	.....	1,361	108,511	128,372
72	Cairo	1,713	.....	37,539	122	39,374	39,623
73	Champaign	.....	.....	.....	.....	37,713	38,691
74	Chicago	349,126	8,235,503	.....	566,104	9,150,733	10,339,451
75	Danville	3,462	54,804	.....	1,474	59,740	65,439
76	Decatur	4,560	69,395	.....	14,315	88,270	116,540
77	Dixon	.....	.....	.....	.....	.....	.....
	East St. Louis:						
78	District No. 1	.....	.....	.....	.....	82,043	.....
79	District No. 2 (T. 2 N., R. 9 W.)	.....	.....	.....	.....	.....	.....
80	District No. 2 (T. 2 N., R. 10 W.)*	500	8,000	.....	.....	8,500	11,000
81	Elgin	3,299	104,712	1,428	275	109,714	176,333
	Evanston:						
82	District No. 1	.....	.....	a77,551	1,394	78,945	79,177
83	District No. 2 (South Evanston)	.....	45,117	.....	630	45,746	66,940
84	District No. 3.* (North Evanston)	67	.....	9,529	.....	9,596	11,202
85	Freeport	2,107	49,701	601	853	53,262	63,112
86	Galesburg	3,029	56,127	.....	537	59,693	75,937
87	Jacksonville	2,326	45,957	.....	92	48,375	105,636
88	Joliet	8,113	98,705	.....	1,209	108,027	131,561
89	Kankakee	2,498	34,867	278	493	38,136	43,375
90	Kewanee	600	43,000	.....	775	44,375	59,375
91	La Salle	1,822	18,112	159	91	20,184	27,152
92	Lincoln	1,760	17,107	8,500	134	27,501	27,501
93	Mattoon	1,865	.....	45,253	1,732	48,850	55,942
94	Moline*	.....	.....	.....	.....	97,276	130,003
95	Ottawa	1,921	.....	36,982	2,082	40,985	50,798
96	Pekin	1,506	.....	b25,316	121	26,943	29,697
97	Peoria	15,216	227,456	.....	1,901	244,573	400,201
98	Quincy	6,764	90,000	.....	400	97,164	99,572
99	Rockford	7,922	1,879	134,621	.....	144,422	303,410
100	Rock Island	3,561	80,879	45,155	1,525	131,120	197,120
101	Springfield	6,976	106,542	7,708	.....	121,226	135,291
102	Streator	2,988	37,978	.....	.....	40,966	88,863
103	Waukegan	.....	.....	.....	.....	.....	.....
	INDIANA.						
104	Anderson	16,656	49,175	.....	7,433	73,264	117,634
105	Columbus	7,426	23,717	.....	678	31,821	57,462
106	Elkhart	13,331	19,451	.....	17,713	50,495	53,369
107	Elwood	.....	.....	.....	.....	.....	.....

*Statistics of 1899–1900.
a Includes receipts from State and city taxes.
b Includes receipts from city taxes.

TABLE 9.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1900–1901*—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
	INDIANA—continued.						
108	Evansville					$217,679	$217,679
109	Fort Wayne	$54,939		$75,914	$2,199	133,052	216,921
110	Hammond	10,885	$22,399	7,064		40,448	42,700
111	Huntington					41,400	61,400
112	Indianapolis	160,074	607,375		98,268	855,717	1,007,439
113	Jeffersonville	4,169	13,778	5,116	288	23,351	33,316
114	Kokomo	7,612	33,932	1,696	2,618	46,908	71,279
115	Lafayette					78,830	148,344
116	Logansport*	17,594	22,775		2,764	43,133	67,409
117	Marion	40,796	26,260		4,732	71,788	101,410
118	Michigan City					36,500	36,500
119	Muncie					92,546	135,908
120	New Albany	16,336	25,999		12,120	54,455	94,261
121	Peru						
122	Richmond	12,701	60,775		3,294	76,770	115,933
123	South Bend						
124	Terre Haute	40,116	2,535	115,447	4,242	162,340	218,931
125	Vincennes	12,342	18,767		657	31,766	53,670
126	Wabash	6,058	12,626	14,561	1,463	34,708	50,708
127	Washington						
	IOWA.						
128	Boone*						36,000
129	Burlington	4,212		88,320	3,166	95,698	104,406
130	Cedar Rapids	8,824		95,123	498	104,445	156,382
131	Clinton	6,128	70,395		615	77,138	144,981
132	Council Bluffs*	7,377		87,581		94,958	191,073
133	Davenport	13,399		154,463	9,810	177,672	231,887
	Des Moines:						
134	Capital Park					12,056	14,556
135	East Side	6,849	61,921		300	69,070	80,016
136	West Side						
137	Dubuque	12,150		104,005	249	116,404	117,324
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	3,695	51,993		8,311	63,999	68,158
143	Muscatine	4,467	(a)	42,504	1,128	48,039	50,669
144	Oskaloosa	3,235		26,675	363	30,433	38,105
145	Ottumwa	3,712	80,000		221	83,933	93,155
146	Sioux City	12,673	125,315		22,679	160,667	160,667
	Waterloo:						
147	East Side	3,400	30,000			33,400	33,400
148	West Side			15,812	1,719	17,531	22,879
	KANSAS.						
149	Atchison	4,878		27,708	1,527	34,113	39,882
150	Emporia	2,480	32,709		270	35,459	49,840
151	Fort Scott	3,600	17,400	2,656	2,410	26,066	41,144
152	Galena	2,407		15,394		17,801	27,951
153	Hutchinson	2,700	23,000			25,700	28,700
154	Kansas City	12,715	143,757		12,844	169,316	170,246
155	Lawrence	3,100	28,000		1,497	32,597	32,597
156	Leavenworth	5,817	48,866		2,070	56,753	64,806
157	Pittsburg	4,029		25,588	97	29,714	35,849
158	Topeka	9,484	146,561		4,055	160,100	174,259
159	Wichita	6,022	6,938	62,550	4,385	79,895	106,961
	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	6,519	7,459		523	14,501	23,379
163	Henderson	15,240	21,500		485	37,225	
164	Lexington	21,579	39,076		23,176	83,831	
165	Louisville	178,765	424,372		5,580	608,717	672,857
166	Newport	15,328	36,226		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	62,630

*Statistics of 1899–1900.

a Included in other items.

TABLE 9.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1900–1901*—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
	LOUISIANA.						
169	Baton Rouge						
170	New Orleans	$56,966	$110,000	$28,345	$200,434	$495,745	$495,745
171	Shreveport						
	MAINE.						
172	Auburn	11,625	31,500		7,040	50,165	50,165
173	Augusta	10,987	11,901	765		23,653	25,662
174	Bangor	15,886	47,012		485	63,383	63,383
175	Bath	7,498	23,300		150	30,949	30,949
176	Biddeford	14,562	12,350		356	27,268	27,268
177	Lewiston	21,309	30,700		522	52,531	52,531
178	Portland	34,308	155,291			189,599	189,599
179	Rockland	5,488	8,975		5	14,468	14,468
180	Waterville	7,633	15,349		180	22,162	23,162
	MARYLAND.						
181	Annapolis						
182	Baltimore	250,000	876,000		4,500	1,130,500	
183	Cumberland						
184	Frederick						
185	Hagerstown						
	MASSACHUSETTS.						
186	Adams (town)*		37,266			37,266	37,266
187	Amesbury (town)		23,000		296	23,296	23,296
188	Arlington (town)		38,000		1,080	39,080	83,080
189	Attleboro (town)		42,219	988	411	43,618	73,618
190	Beverly		60,800		424	61,224	61,224
191	Boston					3,714,466	3,714,466
192	Brockton		133,500	1,835	45,132	180,467	230,470
193	Brookline (town)*		139,729		83,221	222,950	222,950
194	Cambridge		456,080		5,687	461,767	600,540
195	Chelsea		113,099		5,957	118,966	119,556
196	Chicopee*		49,272			49,272	49,272
197	Clinton (town)						45,500
198	Danvers (town)		35,324		1,251	36,575	36,575
199	Everett		194,116			194,116	194,116
200	Fall River		230,960				
201	Fitchburg		141,336		669	142,005	142,005
202	Framingham (town)		59,567	1,090	252	60,909	62,008
203	Gardner (town)		38,465			38,465	38,465
204	Gloucester		91,319			91,319	91,319
205	Greenfield						
206	Haverhill		130,000		391	130,391	150,591
207	Holyoke		178,523		708	179,231	
208	Hyde Park*		45,746		1,519	47,265	
209	Lawrence		171,209		44	171,253	
210	Leominster (town)*		40,144		1,726	41,870	
211	Lowell		320,320		297	320,617	337,422
212	Lynn		249,755			249,755	249,755
213	Malden		216,204			216,204	216,204
214	Marlboro		58,100		200	58,300	58,300
215	Medford		103,056			103,056	103,056
216	Melrose*		69,699		2,884	72,583	
217	Milford (town)		30,200		52	30,252	30,252
218	Natick (town)		42,450			42,450	
219	New Bedford		320,131		4,366	324,497	325,921
220	Newburyport		32,952		1,064	33,996	48,359
221	Newton		184,265	2,550		186,815	
222	North Adams		86,000			86,000	
223	Northampton		65,400	1,244	1,357	68,001	
224	Peabody (town)		35,000		875	35,875	38,357
225	Pittsfield		87,226			87,226	87,226
226	Plymouth (town)*		36,782		26	36,808	37,748
227	Quincy		101,500		40	101,540	101,540
228	Revere (town)		46,000	1,634	3	47,067	112,070
229	Salem		128,437	1,618	919	130,974	130,974
230	Somerville		333,380			333,380	333,380
231	Southbridge (town)		25,325		400	25,725	27,754

*Statistics of 1899–1900.

TABLE 9.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1900–1901*—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.						
232	Springfield		$340,599		$3,891	$344,490	
233	Taunton*		161,032		2,985	164,017	$164,017
234	Wakefield (town)		41,700		2,041	43,741	43,741
235	Waltham		95,013			95,013	287,096
236	Ware (town)		26,500		439	26,939	27,623
237	Watertown (town)		40,000				
238	Webster (town)*		42,762		100	42,862	
239	Westfield (town)		48,000		6,011	54,011	61,165
240	Weymouth (town)		44,111			44,111	
241	Woburn		56,764				60,131
242	Worcester		530,000		3,860	533,860	663,325
	MICHIGAN.						
243	Adrian	$5,121	23,340	$458	1,335	30,254	33,895
244	Alpena	11,709	20,865		241	32,815	32,815
245	Ann Arbor	6,166	53,425	2,153	6,902	68,646	71,888
246	Battlecreek	6,313	70,001	1,958	1,702	79,974	79,990
247	Bay City	19,473	68,176		825	88,474	112,216
248	Detroit	163,847	813,271		14,108	991,226	1,258,814
249	Escanaba	5,594	18,881	5,533	41	30,049	47,223
250	Flint	12,840	41,390	362	2,177	56,769	58,792
251	Grand Rapids	53,096	247,840		58,211	359,147	448,207
252	Holland						
253	Iron Mountain	6,073	43,519	6,897	573	57,062	73,710
254	Ironwood	11,256	37,695		9,813	58,764	58,764
255	Ishpeming	6,636	54,418		33,785	94,839	131,003
256	Jackson	11,978	a70,061		899	82,938	83,360
257	Kalamazoo	12,064	74,684		1,490	88,238	120,649
258	Lansing	9,006	45,850	1,333	8,512	64,701	89,121
259	Manistee	17,872	38,161		1,270	57,303	57,457
260	Marquette	4,220	30,938		24,025	59,183	90,290
261	Menominee	8,564	a50,174			58,738	59,873
262	Muskegon*	9,795	44,056	23,715	8,851	86,417	117,387
263	Owosso		24,973	4,560	2,672	32,205	36,491
264	Pontiac						32,510
265	Port Huron	9,609	38,285		715	48,609	53,946
	Saginaw:						
266	East side	16,949	87,171		3,396	107,516	109,665
267	West side*	7,891	59,850	79	1,594	69,414	69,831
268	Sault Ste. Marie	4,954	45,000			49,954	50,147
269	Traverse City	2,500	37,705		1,000	41,205	41,205
270	West Bay City						
	MINNESOTA.						
271	Duluth	37,473		202,681	4,985	245,139	514,496
272	Faribault						
273	Mankato					48,948	
274	Minneapolis	131,422	622,019		13,280	766,721	841,687
275	St. Cloud	700		36,097	200	36,997	36,997
276	St. Paul					565,100	565,100
277	Stillwater	8,127	52,593		32	60,752	68,693
278	Winona	14,492	6,689	48,828	7,025	77,034	132,558
	MISSISSIPPI.						
279	Jackson					24,846	24,846
280	Meridian	6,309	14,204		405	20,919	26,695
281	Natchez						
282	Vicksburg						
	MISSOURI.						
283	Carthage*					36,090	41,414
284	Hannibal	7,545		37,894	725	46,164	51,469
285	Jefferson City						
286	Joplin	10,803		41,072	6,144	68,019	123,532
287	Kansas City	78,445		774,276	32,283	885,004	1,018,747
288	Moberly	4,649	13,356	4,942	634	23,581	26,705

*Statistics of 1899–1900.

a Includes county and other taxes.

TABLE 9.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1900–1901*—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.						
289	St. Charles						
290	St. Joseph	$28,848		$169,489	$4,555	$202,892	$490,667
291	St. Louis	160,559	$1,445,901	250,301	105,097	1,962,858	2,148,711
292	Sedalia			a 45,575	12,257	57,832	
293	Springfield	7,177		51,194	4,909	63,280	109,464
294	Webb City					42,149	44,149
	MONTANA.						
295	Anaconda	4,037	126	23,042	1,134	28,339	
296	Butte	25,150		233,472	1,265	259,887	369,311
297	Greatfalls	4,807		30,205	1,452	36,464	
298	Helena	5,585		62,157	2,237	69,979	74,403
	NEBRASKA.						
299	Lincoln	17,869	43,225	74,199	2,896	138,189	198,189
300	Omaha	45,880	202,625		252,166	501,671	741,153
301	South Omaha	9,000	81,000	36	126,000	216,036	
	NEW HAMPSHIRE.						
302	Berlin	1,605	14,060	190	637	16,432	17,432
303	Concord (Union district)	31,792	17,781		6,348	55,921	57,156
304	Dover	834	30,670		1,521	33,025	33,548
305	Keene (Union district)	794	27,914		1,369	30,077	45,143
306	Laconia		23,000		75	23,075	
307	Manchester	2,642	121,050		921	124,613	124,613
308	Nashua	30,310	34,500		3,307	68,117	68,117
309	Portsmouth	734	33,325		2,066	36,125	42,073
310	Rochester	9,760	14,618		1,791	26,169	27,758
	NEW JERSEY.						
311	Atlantic City	26,899	48,855		257	76,011	84,616
312	Bayonne	47,951	78,000			125,951	138,808
313	Bloomfield	19,275	34,500		275	54,050	54,730
314	Bridgeton	12,654	12,680		454	25,788	30,000
315	Camden	79,058	181,205		7,565	267,828	
316	East Orange	37,868	110,540		23,213	171,621	171,621
317	Elizabeth	53,789	73,961			127,750	175,000
318	Hackensack	14,176	21,688		9,791	45,655	46,101
319	Harrison	10,000	6,800			16,800	16,800
320	Hoboken	82,463	95,897	1,752	573	180,685	185,137
321	Jersey City	241,626	491,561		79,310	812,467	1,000,263
322	Kearney	2,270	24,617	11,113	712	38,712	
323	Long Branch	22,038	50,460			72,497	78,394
324	Millville	11,334	13,740		491	25,475	29,000
325	Montclair	33,574	71,500		4,117	109,191	111,515
326	Morristown	13,956	26,500		841	41,297	50,886
327	Newark	385,277	514,075		2,137	901,489	1,234,097
328	New Brunswick	20,293	32,084		1,286	53,663	65,787
329	Orange	33,355	40,539		2,600	79,354	81,700
330	Passaic	32,468	67,032		3,210	102,710	189,924
331	Paterson	128,460	168,500		999	297,959	451,916
332	Perth Amboy	14,875	22,573			37,448	46,251
333	Phillipsburg	12,499	19,258		274	32,031	32,211
334	Plainfield	21,341	59,200		2,167	82,708	110,870
335	Rahway	10,648	14,000			24,648	25,316
336	Trenton	95,717	67,000			162,717	301,049
337	Union (town)	23,340	28,050		1,416	52,806	52,873
338	West Hoboken	27,527	21,500			49,027	53,733
	NEW YORK.						
339	Albany	41,286	250,702		2,597	294,585	438,976
340	Amsterdam	8,032	45,889		1,972	55,923	56,359
341	Auburn	14,530	115,000		2,689	132,219	149,156
342	Batavia	965	29,108	4,903	8,293	43,269	43,269
343	Binghamton	24,754	124,019		8,674	157,447	162,391
344	Buffalo*	147,148	1,146,656		16,073	1,309,877	1,650,985
345	Cohoes	10,185	39,427			49,612	53,326

*Statistics of 1899-1900.

a Includes all receipts from taxes.

TABLE 9.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1900–1901*—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.						
346	Corning	$4,330	$15,474	----------	$392	$20,196	$27,629
347	Cortland	----------	18,400	$3,844	1,076	23,320	23,632
348	Dunkirk*	7,919	49,499	----------	548	57,966	77,481
349	Elmira	19,619	78,000	----------	1,432	99,051	119,264
350	Geneva	7,356	31,807	----------	590	39,753	54,700
351	Glens Falls	5,646	----------	----------	38,051	43,697	43,697
352	Gloversville	9,615	43,720	----------	545	53,880	60,602
353	Hornellsville	9,181	34,147	----------	533	43,861	48,789
354	Hudson	4,475	16,800	----------	2,108	23,383	32,843
355	Ithaca*	9,543	38,195	----------	5,620	53,358	108,870
356	Jamestown	14,081	71,527	----------	6,516	92,124	92,324
357	Johnstown	7,145	25,345	----------	9,679	42,169	42,169
	Kingston:						
358	Kingston School District	7,573	40,496	----------	13,320	61,389	71,698
359	District No. 1	----------	----------	----------	----------	----------	----------
360	District No. 2	----------	----------	----------	----------	----------	----------
361	District No. 3	----------	----------	----------	----------	----------	----------
362	District No. 4	1,275	6,063	----------	----------	7,338	7,748
363	Lansingburg	8,325	38,713	202	177	47,417	51,693
364	Little Falls	4,426	31,444	----------	1,806	37,676	42,295
365	Lockport	10,101	46,200	----------	3,097	59,398	67,180
366	Middletown	7,076	39,975	----------	2,849	49,900	87,930
367	Mount Vernon	21,296	131,949	----------	5,500	158,745	189,087
368	Newburg	12,504	73,160	----------	3,614	89,278	89,392
369	New Rochelle	10,257	86,789	----------	1,424	98,470	127,067
370	New York	1,285,821	17,226,997	281,264	38,091	18,832,173	33,484,330
371	Niagara Falls	11,959	77,334	----------	120	89,413	292,202
372	North Tonawanda	8,000	35,000	1,000	592	44,592	----------
373	Ogdensburg	7,066	21,320	----------	4,591	32,977	48,457
374	Olean	7,569	37,669	----------	2,219	47,457	59,211
375	Oswego	11,538	40,000	1,460	557	53,555	54,209
	Peekskill:						
376	District No. 7 (Drum Hill)	3,183	14,153	----------	586	17,922	22,354
377	District No. 8 (Oakside)	1,700	11,300	----------	150	13,150	14,450
378	Plattsburg	6,716	26,722	1,681	670	35,789	43,687
379	Port Jervis	6,921	28,282	----------	960	36,163	40,121
380	Poughkeepsie	10,649	70,000	----------	2,000	82,649	82,649
381	Rochester	84,817	529,727	----------	5,398	619,942	983,267
382	Rome	8,181	31,150	----------	1,431	40,762	----------
383	Saratoga Springs*	9,253	43,125	----------	430	52,808	75,707
384	Schenectady	10,711	46,640	----------	4,939	62,290	83,034
385	Syracuse	58,249	340,693	----------	3,431	402,373	597,545
386	Troy	28,110	116,800	----------	1,133	146,043	153,594
387	Utica	28,612	145,782	----------	7,084	181,478	249,931
388	Watertown	13,352	60,090	----------	3,402	76,754	206,069
389	Watervleit	5,464	30,000	----------	1,975	37,439	48,266
390	White Plains	----------	----------	----------	----------	----------	----------
391	Yonkers	19,291	213,742	1,462	1,637	236,132	359,732
	NORTH CAROLINA.						
392	Asheville	552	15,080	6,151	643	22,426	28,840
393	Charlotte	----------	----------	----------	----------	----------	----------
394	Concord	----------	----------	----------	----------	----------	----------
395	Greensboro	----------	10,144	6,240	----------	16,384	16,384
396	Newbern	1,152	2,478	3,063	325	7,018	----------
397	Raleigh	----------	----------	----------	----------	----------	----------
398	Wilmington	----------	----------	----------	----------	----------	----------
399	Winston	----------	----------	----------	----------	----------	----------
	NORTH DAKOTA.						
400	Fargo	----------	----------	----------	----------	----------	----------
	OHIO.						
401	Akron	17,118	149,150	----------	5,228	171,496	308,791
402	Alliance	3,725	25,935	----------	1,877	31,537	48,402
403	Ashtabula*	3,408	----------	28,404	1,672	33,484	50,035
404	Bellaire	----------	----------	----------	----------	27,527	47,049
405	Cambridge	3,777	19,823	----------	1,024	24,624	34,118
406	Canton	13,859	----------	100,728	1,368	115,955	122,005
407	Chillicothe	6,058	47,757	----------	563	54,378	109,624
408	Cincinnati	165,504	779,984	----------	51,133	996,622	1,159,479

*Statistics of 1899–1900.

TABLE 9.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1900–1901*—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.						
409	Cleveland	$154,357	$1,397,894	$6,856	$337,775	$1,896,882	$3,165,864
410	Columbus*	58,134	429,516	.....	4,908	492,558	771,022
411	Dayton	35,668	344,833	.....	3,363	383,864	684,320
412	East Liverpool	7,785	43,145	.....	1,938	52,868	109,414
413	Elyria	4,240	31,366	.....	1,206	36,812	79,541
414	Findlay*	.....	.....	.....	.....	83,922	.....
415	Fremont	3,905	26,545	.....	276	30,726	33,396
416	Hamilton*	.....	.....	.....	.....	103,533	.....
417	Ironton	.....	.....	.....	.....	22,000	36,635
418	Lancaster	3,771	23,316	.....	344	27,431	35,187
419	Lima*	.....	.....	.....	.....	100,620	.....
420	Lorain	5,217	39,905	244	91	45,457	123,962
421	Mansfield	.....	.....	.....	.....	76,899	99,088
422	Marietta	5,716	40,467	.....	898	47,081	97,068
423	Marion*	.....	.....	.....	.....	39,463	.....
424	Massillon	6,058	30,566	.....	193	36,817	49,147
425	Middletown	3,633	37,501	530	205	41,869	47,500
426	Newark	16,000	40,000	.....	600	56,600	56,600
427	Piqua*	.....	.....	.....	.....	41,952	.....
428	Portsmouth	7,279	40,053	.....	1,955	49,287	70,633
429	Sandusky*	.....	.....	.....	.....	62,625	.....
430	Springfield	14,716	114,347	.....	201	129,264	143,510
431	Steubenville*	.....	.....	.....	.....	37,453	.....
432	Tiffin	5,666	32,800	.....	315	38,781	51,010
433	Toledo	51,934	374,467	889	4,850	480,520	551,520
434	Warren	4,348	37,365	.....	710	42,423	52,101
435	Wellston	3,811	13,592	.....	84	17,487	33,469
436	Xenia	.....	28,975	.....	.....	.....	64,556
437	Youngstown	18,447	150,327	819	.....	169,593	262,551
438	Zanesville	.....	.....	.....	.....	67,029	.....
	OKLAHOMA TERRITORY.						
439	Guthrie	1,590	21,000	3,000	.....	25,590	.....
440	Oklahoma City	.....	.....	.....	.....	.....	.....
	OREGON.						
441	Astoria	9,050	15,000	.....	.....	24,050	24,650
442	Portland*	30,649	154,861	249,720	706	435,936	436,722
	PENNSYLVANIA.						
443	Allegheny	88,687	410,278	.....	16,639	515,604	1,140,306
444	Allentown	24,430	108,591	.....	3,038	136,059	223,195
445	Altoona	29,210	99,732	1,137	1,212	131,291	157,858
446	Beaver Falls	8,891	.....	1,086	.....	.....	.....
447	Braddock	9,790	36,464	140	34,499	80,893	80,895
448	Bradford	12,721	50,460	.....	820	64,001	.....
449	Butler	9,412	28,453	10	370	38,245	79,582
450	Carbondale	11,032	20,772	14,837	470	47,111	48,863
451	Carlisle	8,614	20,189	.....	240	29,043	47,630
452	Chambersburg	6,951	13,590	.....	307	20,848	22,320
453	Chester	24,933	84,807	.....	608	110,348	310,096
454	Columbia	9,398	19,273	.....	278	28,949	41,767
455	Danville	6,489	11,704	8	500	18,701	23,709
456	Du Bois*	7,012	30,679	.....	.....	.....	70,687
457	Dunmore	9,373	24,128	295	375	34,171	.....
458	Duquesne	5,941	35,832	175	1,434	43,382	53,425
459	Easton	19,508	65,567	1,121	1,727	87,923	109,513
460	Erie	37,792	150,547	1,628	1,365	191,332	247,315
461	Harrisburg	36,127	152,312	397	1,278	190,114	224,680
462	Hazleton	11,151	37,469	.....	1,029	49,649	52,177
463	Homestead	9,525	.....	.....	.....	.....	.....
464	Johnstown	24,197	94,480	557	3,626	122,860	301,027
465	Lancaster	30,800	82,385	2,999	461	116,645	162,145
466	Lebanon	13,263	36,321	245	.....	49,829	94,824
467	McKeesport*	26,727	92,552	.....	.....	.....	337,653
468	Mahanoy City	10,588	20,988	.....	187	31,763	38,225
469	Meadville	8,764	35,838	.....	1,483	46,085	45,503
470	Mount Carmel	8,767	16,623	.....	641	25,971	28,437

*Statistics of 1899–1900.

TABLE 9.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1900–1901*—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.						
471	Nanticoke*	$10,658	$22,700	$22	$78	$33,458	$34,507
472	Newcastle	19,258	92,858	.....	3,082	115,198	160,408
473	Norristown	14,856	62,952	.....	1,607	79,415	117,577
474	Oil City	10,919	45,770	.....	.....	.....	97,632
475	Philadelphia	.....	4,442,212	.....	.....	4,442,212	5,106,006
476	Phoenixville	a 21,083	.....	.....	1,450	22,533	.....
477	Pittsburg	202,424	1,074,168	.....	43,755	1,320,347	2,088,027
478	Pittston*	9,842	16,940	38	53	26,873	30,150
479	Plymouth	9,153	17,800	.....	16	26,969	35,531
480	Pottstown	11,746	34,119	.....	800	46,666	59,084
481	Pottsville	13,059	.....	.....	.....	51,717	70,102
482	Reading	58,454	185,181	.....	1,053	244,688	385,675
483	Scranton	69,879	310,697	.....	5,891	386,467	458,007
484	Shamokin*	14,931	34,708	.....	.....	.....	82,776
485	Sharon	6,745	.....	.....	20,980	27,725	34,249
486	Shenandoah	15,419	.....	34,488	430	50,337	62,243
487	South Bethlehem*	10,752	28,700	.....	.....	.....	47,191
488	Steelton	8,446	34,383	.....	4,182	47,011	148,210
489	Sunbury	7,729	27,655	.....	117	35,501	35,534
490	Titusville	7,678	26,985	.....	.....	34,663	42,718
491	Warren*	7,014	38,320	.....	.....	.....	59,564
492	West Chester	7,385	28,058	.....	1,876	37,319	39,196
493	Wilkesbarre	34,487	115,723	.....	68,056	218,266	.....
494	Wilkinsburg	8,015	.....	41,927	284	50,226	70,114
495	Williamsport	23,555	70,322	25	2,022	95,924	129,753
496	York	26,816	69,866	.....	606	97,289	127,109
	RHODE ISLAND.						
497	Central Falls	5,264	35,091	.....	2,875	43,230	46,427
498	Cranston (town)	3,371	38,900	.....	6,295	48,566	.....
499	Cumberland (town)	4,185	19,000	642	527	24,354	25,099
500	East Providence (town)	4,975	37,350	957	57	43,339	47,333
501	Lincoln (town)*	3,729	15,500	.....	.....	.....	21,564
502	Newport	6,744	81,000	.....	8,606	96,350	127,035
503	Pawtucket	10,783	145,843	.....	374	157,000	169,419
504	Providence	31,137	676,669	32,100	9,883	749,789	932,878
505	Warwick (town)	5,406	32,768	1,925	.....	40,099	41,614
506	Woonsocket	7,338	59,000	.....	2,377	68,715	83,031
	SOUTH CAROLINA.						
507	Charleston	.....	16,691	43,927	11,639	72,257	108,968
508	Columbia	7,502	8,846	985	1,228	18,561	19,037
509	Greenville*	3,337	5,079	.....	1,185	9,601	9,601
510	Spartanburg	6,323	5,814	68	1,092	14,297	14,362
	SOUTH DAKOTA.						
511	Sioux Falls	6,191	.....	45,011	37	51,239	.....
	TENNESSEE.						
512	Chattanooga*	.....	16,800	.....	27,200	44,000	44,000
513	Clarksville	11,008	6,888	.....	162	18,058	21,383
514	Jackson	.....	9,480	b 14,753	.....	24,233	27,527
515	Knoxville	.....	.....	47,423	2,008	49,431	49,431
516	Memphis	81,785	139,491	.....	6,394	227,670	227,411
517	Nashville	116,269	49,992	.....	.....	166,261	.....
	TEXAS.						
518	Austin	20,216	41,106	2,795	1,786	65,903	65,903
519	Beaumont	.....	.....	.....	.....	.....	.....
520	Corsicana*	6,587	15,639	464	829	23,519	27,006
521	Dallas	32,219	53,630	560	26,095	112,504	112,504
522	Denison	12,412	16,939	.....	857	30,208	30,208
523	El Paso	10,982	33,438	.....	433	44,853	129,163
524	Fort Worth	18,521	28,315	3,900	245	50,981	50,981
525	Gainesville	.....	.....	.....	.....	.....	.....
526	Galveston	31,868	37,252	1,876	56,581	127,577	127,577
527	Houston	40,337	65,000	1,062	1,362	107,761	.....
528	Laredo	13,561	.....	349	.....	13,910	16,010
529	Palestine	8,693	9,062	721	619	19,095	.....
530	Paris	11,869	11,114	300	.....	23,223	23,223
531	San Antonio	46,792	84,109	.....	4,480	135,380	157,159

*Statistics of 1899-1900.

a Includes city appropriations.

b Includes State apportionment.

TABLE 9.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1900–1901*—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.						
532	Sherman	$10,018	$19,744	$266	.....	$30,028	$31,594
533	Tyler*	7,348	8,453	401	$293	16,495	16,769
534	Waco	19,409	35,333	221	.....	54,963	57,174
	UTAH.						
535	Ogden	21,352	58,166	.....	1,931	81,449	81,578
536	Salt Lake City	55,259	256,622	.....	8,421	320,302	320,302
	VERMONT.						
537	Barre*	1,720	32,843	.....	770	34,833	35,698
538	Burlington	2,113	55,300	.....	4,843	62,256	.....
539	Rutland	1,615	33,500	.....	1,709	36,824	.....
	VIRGINIA.						
540	Alexandria	6,889	13,500	.....	.....	20,389	20,702
541	Danville	7,201	15,671	.....	444	23,316	26,265
542	Lynchburg	9,657	30,000	.....	2,292	41,949	42,077
543	Manchester	.....	.....	.....	.....	.....	.....
544	Newport News	5,981	16,399	.....	.....	22,380	76,469
545	Norfolk	.....	.....	.....	.....	.....	.....
546	Petersburg	10,863	12,387	.....	794	24,044	24,044
547	Portsmouth	.....	.....	.....	.....	.....	.....
548	Richmond	35,560	129,179	.....	2,902	167,641	169,960
549	Roanoke	9,372	26,845	385	.....	36,602	36,994
	WASHINGTON.						
550	Everett	.....	.....	.....	.....	.....	.....
551	Seattle	131,980	.....	228,884	7,629	368,493	560,732
552	Spokane	59,405	.....	160,288	2,380	222,073	250,342
553	Tacoma	79,354	107,345	.....	366	187,065	194,996
554	Walla Walla	24,066	(*a*)	16,881	.....	40,971	.....
	WEST VIRGINIA.						
555	Charleston	4,611	45,344	361	951	51,267	58,747
556	Huntington	3,875	28,347	.....	.....	32,222	39,128
557	Parkersburg	5,931	.....	55,358	4,647	65,336	74,517
558	Wheeling	16,013	97,250	.....	5,980	119,243	151,448
	WISCONSIN.						
559	Appleton	5,831	49,000	6,500	11,060	72,391	75,350
560	Ashland	8,634	38,920	4,176	19,676	71,406	79,465
561	Beloit	3,959	33,661	3,663	1,080	42,363	80,645
562	Chippewa Falls	3,661	17,650	3,500	707	25,518	34,327
563	Eau Claire	9,425	55,000	7,115	1,046	72,586	72,586
564	Fond du Lac	7,270	30,000	5,587	31,357	74,214	84,166
565	Green Bay	7,276	33,303	6,927	2,427	49,938	52,529
566	Janesville	3,954	27,000	4,720	3,014	38,688	42,455
567	Kenosha	4,405	21,095	4,500	2,082	32,082	38,678
568	La Crosse	11,195	72,000	11,166	2,418	96,779	153,654
569	Madison	5,956	43,919	5,940	4,500	60,315	88,064
570	Manitowoc*	4,237	32,493	19,040	.....	55,770	57,890
571	Marinette	6,111	33,400	6,075	15,703	61,289	61,289
572	Merrill	3,683	15,750	3,500	595	23,528	23,528
573	Milwaukee	109,925	507,000	110,000	11,184	738,109	1,292,745
574	Oshkosh	10,312	94,214	.....	1,879	106,405	112,823
575	Racine	11,059	38,107	30,000	1,005	80,171	109,001
576	Sheboygan	9,584	73,722	9,269	1,230	93,805	153,827
577	Stevens Point	4,343	20,000	4,384	1,214	30,941	36,327
578	Superior	7,733	135,000	4,500	3,406	150,639	175,836
579	Watertown	4,421	16,286	4,268	888	25,863	36,218
580	Wausau	6,749	36,608	4,939	1,641	49,937	63,337
	WYOMING.						
581	Cheyenne	5,220	.....	24,989	.....	30,209	30,209
582	Laramie	.....	.....	.....	.....	.....	.....

*Statistics of 1899-1900. *a* Included in other items.

TABLE 10.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1900–1901.*

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	ALABAMA.					
1	Anniston					
2	Birmingham		$40,961	$9,757		$50,718
3	Huntsville		5,880	370		6,250
4	Mobile					
5	Montgomery		31,084	4,422		35,506
6	Selma*		13,000	1,100		14,100
	ARKANSAS.					
7	Fort Smith		24,057	2,203	$225	36,485
8	Hot Springs	$1,000	16,000	5,000		22,000
9	Little Rock	13,000	48,058	14,345		75,403
10	Pine Bluff		21,450			*27,028
	CALIFORNIA.					
11	Alameda	3,017	69,587	18,107	860	91,571
12	Berkeley	a100,000	*58,000	*16,865		a174,865
13	Fresno		49,207	18,185		67,392
14	Los Angeles	35,665	370,224	76,739	1,750	484,378
15	Oakland	21,418	243,669	47,938	3,319	316,344
16	Pasadena		43,741	11,796		55,537
17	Riverside		17,861	8,642		26,503
18	Sacramento	13,594	104,665	25,188	3,799	147,246
19	San Diego	1,744	62,180	15,247		79,171
20	San Francisco	5,592	906,432	169,382	71,225	1,152,631
21	San Jose	835	87,819	28,672	800	118,126
22	Stockton	5,927	61,608	17,811	969	86,315
23	Vallejo	1,277	20,900	5,791	440	28,408
	COLORADO.					
24	Colorado Springs	60,293	80,683	55,624		196,600
25	Cripple Creek (school district)	50,000	115,000	20,000		185,000
	Denver:					
26	District No. 1	84,424	262,709	87,105		434,238
27	District No. 2	4,143	110,480	45,628		160,251
28	District No. 7	2,657	19,347	11,739		33,743
29	District No. 17	12,190	85,246	54,168		151,604
30	Leadville	2,260	30,449	15,538		48,247
	Pueblo:					
31	District No. 1	25,091	52,274	37,783		115,148
32	District No. 20					
	CONNECTICUT.					
33	Ansonia		28,799	8,580	121	37,500
34	Bridgeport	63,712	131,368	41,355	975	237,410
35	Bristol (town)	6,528	26,948	13,861		47,337
36	Danbury (town)*	14,467	36,164	7,206		57,837
37	Hartford		*223,116			525,041
38	Manchester (town)					
39	Meriden (town)	2,322	61,763	14,014	350	78,449
40	Middletown*	1,000	18,375	10,174		29,549
41	Naugatuck (town)	30,000	32,721	11,000	948	74,669
42	New Britain	67,000	60,930	25,694	1,844	155,468
43	New Haven	25,789	287,295	97,902	5,134	426,040
44	New London		36,775	15,899		52,674
45	Norwalk (town)					
	Norwich:					
46	Central district		23,043	12,931		35,974
47	West Chelsea district	275	9,423	4,751		14,449
48	Stamford (town)		62,851	16,746	291	79,888
49	Torrington (town)*	8,849	21,221	9,838		39,908
50	Vernon (town) b		19,000	5,446		
51	Wallingford (town)					
52	Waterbury	23,014	113,673	51,675	2,060	190,422
53	Windham (town) c	2,000	20,915	10,102		33,017
	DELAWARE.					
54	Wilmington	139,606	132,061	116,970		388,637

*Statistics of 1899–1900.
a Approximately.
b Includes Rockville City.
c Includes Willimantic City.

TABLE 10.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	DISTRICT OF COLUMBIA.					
55	Washington	$373,798	$877,103	$225,770	$9,024	$1,485,695
	FLORIDA.					
56	Jacksonville	13,320	37,529	2,862	150	53,861
57	Key West*	2,320	9,448	1,434		13,202
58	Pensacola	5,500	16,365	1,556		23,422
59	Tampa*		14,305	2,029		16,334
	GEORGIA.					
60	Athens	227	17,992	1,647		19,866
61	Atlanta	19,510	*a* 136,203	13,080	(*b*)	168,793
62	Augusta (Richmond County)*	2,578	73,663	23,187		99,430
63	Brunswick	720	10,481	3,000		14,201
64	Columbus	1,156	32,463	3,791	300	37,710
65	Macon (Bibb County)	6,255	66,343	13,682		86,280
66	Savannah (Chatham County)	17,061	99,765	10,664		127,490
	ILLINOIS.					
67	Alton*	11,864	21,006	7,248		40,218
	Aurora:					
68	District No. 4 (west)*		17,446	7,555		25,001
69	District No. 5 (east)	3,833	40,070	15,075		58,978
70	Belleville	852	41,352	8,088		50,272
71	Bloomington*	26,690	52,564	25,159		104,413
72	Cairo	257	26,398	10,365		37,020
73	Champaign		19,026	11,771		30,797
74	Chicago	1,114,012	5,106,600	1,574,179	58,405	7,853,196
75	Danville	7,762	33,153	13,398		54,313
76	Decatur	514	50,840	18,614		69,968
77	Dixon		12,290			17,295
	East St. Louis:					
78	District No. 1	53,000	45,086	27,060		125,146
79	District No. 2 (T. 2 N., R. 9 W.)					
80	District No. 2 (T. 2 N., R. 10 W.)*		2,800	900		3,700
81	Elgin	1,091	58,550	27,871		87,512
	Evanston:					
82	District No. 1	7,000	40,380	22,943		70,323
83	District No. 2 (South Evanston)	35,537	20,438	10,965		66,940
84	District No. 3 (North Evanston)*	1,097	5,136	1,995		8,228
85	Freeport		30,041	12,554		42,595
86	Galesburg	10,306	42,136	11,881		64,323
87	Jacksonville	29,095	32,576	12,427		74,098
88	Joliet	13,163	56,533	24,531		94,227
89	Kankakee	1,529	22,724	9,106		33,359
90	Kewanee	15,000	23,500	7,500		46,000
91	Lasalle	2,468	13,860	6,394		22,722
92	Lincoln	1,964	17,111	5,393		24,468
93	Mattoon		27,073	19,433		46,506
94	Moline*	28,236	48,935	16,265		93,436
95	Ottawa		24,255	11,687		35,942
96	Pekin	1,070	18,280	5,370		24,720
97	Peoria	49,015	144,774	39,575		233,264
98	Quincy	21,488	56,500	20,150		98,138
99	Rockford	32,530	71,727	26,016	118	130,391
100	Rock Island	34,891	45,278	19,364		99,533
101	Springfield	28,643	79,273	21,220		129,136
102	Streator	34,976	26,648	6,191		67,816
103	Waukegan					
	INDIANA.					
104	Anderson	9,613	50,054	12,872		69,839
105	Columbus	330	23,581	13,359		37,330
106	Elkhart	7,180	35,380	10,809		53,369
107	Elwood					
108	Evansville	20,297	132,629	42,118	481	195,525

* Statistics of 1899-1900

a Includes salaries of clerks and janitors.

b Included in other items.

TABLE 10.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	INDIANA—continued.					
109	Fort Wayne	$15,288	$87,385	$22,533		$125,206
110	Hammond	3,000	24,847	11,447		39,295
111	Huntington		25,800	13,300		39,100
112	Indianapolis	39,636	441,697	199,348		680,681
113	Jeffersonville	212	21,264	4,667		26,143
114	Kokomo	341	28,281	10,550		39,172
115	Lafayette	46,098	47,356	13,638		107,092
116	Logansport*	2,750	32,040	14,510		49,300
117	Marion		43,795	17,536		61,331
118	Michigan City	10,000	20,000	6,500		36,500
119	Muncie	25,065	49,184	26,697		100,946
120	New Albany	2,100	37,354	5,453		44,907
121	Peru					
122	Richmond	7,000	49,654	20,990		77,644
123	South Bend					
124	Terre Haute	1,464	108,662	36,777		146,903
125	Vincennes	2,500	20,450			29,459
126	Wabash	16,840	23,960	4,175		44,976
127	Washington		19,000			
	IOWA.					
128	Boone*		23,000	13,000		33,000
129	Burlington	5,168	62,438	20,752		88,358
130	Cedar Rapids	19,107	64,762	23,676		107,545
131	Clinton	6,408	44,654	21,041	$125	72,228
132	Council Bluffs*	2,000	70,453	32,471		104,924
133	Davenport	59,598	97,183	48,409		205,190
	Des Moines:					
134	Capital Park		8,300	2,730		11,030
135	East Side	2,435	44,980	20,015		67,430
136	West Side					
137	Dubuque	6,400	69,509	27,044		102,953
138	Fort Dodge	16,145	20,303	10,027		45,475
139	Fort Madison		12,076	6,013		18,089
140	Iowa City		21,616	21,102		42,718
141	Keokuk					
142	Marshalltown	20,266	32,411	14,538		67,215
143	Muscatine	1,037	32,251	16,336		49,624
144	Oskaloosa		26,245	11,860		38,105
145	Ottumwa	24,000	52,271	13,727		89,998
146	Sioux City	18,411	87,419	39,959		145,789
	Waterloo:					
147	East Side		20,000	13,400		33,400
148	West Side		12,014	5,881		17,895
	KANSAS.					
149	Atchison		19,483	8,775		28,258
150	Emporia	11,934	23,601	9,043		44,578
151	Fort Scott	8,418	21,077	6,698		36,193
152	Galena	11,627	9,695	4,624		25,946
153	Hutchinson	1,000	22,000	3,000		25,000
154	Kansas City	34,674	116,100	15,154		165,928
155	Lawrence		28,297	4,300		32,597
156	Leavenworth	664	37,619	14,856		53,139
157	Pittsburg		17,172	4,131		21,302
158	Topeka	34,007	91,554	1,808		127,369
159	Wichita	5,773	48,913	25,083		79,769
	KENTUCKY.					
160	Bowling Green	191	13,398	1,986		15,575
161	Covington	6,868	79,781	13,846		100,495
162	Frankfort		18,289	3,335		21,624
163	Henderson	1,500	22,250	4,000		27,750
164	Lexington	2,520	36,945	8,365		47,830
165	Louisville	25,583	376,003	146,862	7,364	555,812
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

*Statistics of 1899–1900.

a Includes pay of clerks and janitors.

TABLE 10.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	LOUISIANA.					
169	Baton Rouge					
170	New Orleans		$330,290	$115,455		$495,745
171	Shreveport*		12,000			15,000
	MAINE.					
172	Auburn	$14,367	30,330	10,953		56,650
173	Augusta		13,351	10,830		24,181
174	Bangor	19,000	47,208	16,175		82,383
175	Bath		22,062	8,887		30,949
176	Biddeford		*23,935			27,268
177	Lewiston		38,091	11,055	$2,000	51,146
178	Portland	38,145	115,185	34,971	1,298	189,599
179	Rockland					14,468
180	Waterville*	1,129	20,448	7,013	350	28,940
	MARYLAND.					
181	Annapolis					
182	Baltimore		1,020,632	215,858	2,858	1,259,348
183	Cumberland					
184	Frederick					
185	Hagerstown	2,754	15,994	1,079		19,828
	MASSACHUSETTS.					
186	Adams (town)*	1,800	25,575	9,891		37,266
187	Amesbury (town)		17,607	6,365		23,072
188	Arlington (town)	44,000	29,003	10,077		83,080
189	Attleboro (town)	31,663	26,895	15,060		73,618
190	Beverly		*33,812			61,224
191	Boston	737,184	2,190,044	691,943	95,295	3,714,466
192	Brockton	40,000	111,375	48,446	1,899	201,720
193	Brookline (town)*	85,924	93,176	42,229	1,621	222,950
194	Cambridge	72,627	326,512	166,749	8,681	a579,565
195	Chelsea		90,432	28,060	728	119,220
196	Chicopee*	28,032	12,863	589		41,484
197	Clinton (town)		28,081	16,529	688	45,298
198	Danvers (town)		20,825	12,010		32,835
199	Everett	44,343	79,795	39,675	1,103	164,916
200	Fall River	93,956	203,189	81,097	11,491	389,733
201	Fitchburg	27,380	85,885	26,861	2,379	142,005
202	Framingham (town)	11,542	33,525	15,987	900	61,954
203	Gardner (town)		23,365	13,730		37,096
204	Gloucester	9,327	57,622	18,529	100	85,578
205	Greenfield		24,562			37,229
206	Haverhill	5,598	98,115	24,388	2,226	130,327
207	Holyoke	85,064	130,153	53,929	5,024	274,170
208	Hyde Park*		34,864	12,401		47,265
209	Lawrence	254,068	132,749	33,091	5,403	425,311
210	Leominster (town)*		26,724	15,146		41,870
211	Lowell	55,152	210,070	49,319	15,931	330,472
212	Lynn		183,903	63,475	2,377	249,755
213	Malden	2,568	123,864	53,807	3,440	183,679
214	Marlboro		42,167	14,915	999	58,081
215	Medford	2,201	71,824	27,878	1,147	103,050
216	Melrose*		49,911	22,672		72,583
217	Milford (town)	2,402	20,491	7,359		30,252
218	Natick (town)	5,951	27,715	8,826		42,492
219	New Bedford	100,901	141,343	65,997	5,465	313,706
220	Newburyport	b14,363	27,094	6,685	217	48,359
221	Newton	130,945	150,159	41,805	926	323,835
222	North Adams	67,000	57,500	24,800	1,700	151,000
223	Northampton		46,694	20,371	832	67,897
224	Peabody (town)		27,855	10,356	125	38,337
225	Pittsfield	3,603	60,382	22,688	553	87,226
226	Plymouth (town)*	2,834	24,780	8,270		35,884
227	Quincy		77,873	22,233	1,434	101,540
228	Revere (town)	63,000	30,998	17,448		111,446
229	Salem	9,523	88,099	30,317	3,035	130,974

* Statistics of 1899–1900

a Includes $1,996 expended for vacation schools.

b Includes item for ordinary repairs.

TABLE 10.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	MASSACHUSEETS—continued.					
230	Somerville	$72,977	$210,122	$46,811	$3,470	$333,380
231	Southbridge (town)	1,811	16,951	6,454	653	25,869
232	Springfield		222,257	100,538	10,447	333,242
233	Taunton*	45,700	82,730	34,098	1,489	164,017
234	Wakefield (town)		33,990	8,937	800	43,727
235	Waltham	12,499	60,778	31,337	1,898	106,512
236	Ware (town)	1,354	18,161	7,100		26,615
237	Watertown (town)		27,472	12,465		39,937
238	Webster (town)*	24,531	12,945	5,386		42,862
239	Westfield (town)		39,274	17,103	289	56,666
240	Weymouth (town)	10,000	31,556	12,555		54,111
241	Woburn	2,249	43,771	12,984	588	59,592
242	Worcester	138,049	375,730	126,709	20,204	660,692
	MICHIGAN.					
243	Adrian	600	19,540	10,664		30,804
244	Alpena		18,513	7,746		26,259
245	Ann Arbor	6,343	41,745	13,248		61,336
246	Battlecreek	18,036	36,272	14,719		69,027
247	Bay City		55,528	27,392		82,920
248	Detroit	381,233	658,841	207,085	4,667	1,251,826
249	Escanaba	16,463	16,715	7,916		41,094
250	Flint	3,180	20,920	14,921		48,021
251	Grand Rapids	66,476	230,460	86,193	9,000	392,129
252	Holland		14,779			19,724
253	Iron Mountain	16,532	25,816	11,464		53,812
254	Ironwood		23,924	22,462		46,386
255	Ishpeming	36,564	34,925	27,441		98,930
256	Jackson		48,640	18,788		67,428
257	Kalamazoo	4,738	50,578	22,886	315	78,517
258	Lansing	4,652	36,611	18,229		59,492
259	Manistee	1,153	34,439	14,082		49,674
260	Marquette	2,267	23,474	10,402		36,143
261	Menominee		30,007	13,341		43,348
262	Muskegon*	15,500	52,954	33,902		102,356
263	Owosso		19,502	6,821		26,323
264	Pontiac		*15,311			30,961
265	Port Huron		32,753	18,149		50,902
	Saginaw:					
266	East side	3,006	73,998	22,297		99,301
267	West side*	1,580	38,348	12,751		52,679
268	Sault Ste. Marie	5,200	23,420	14,000		42,620
269	Traverse City	9,872	21,859	6,980		38,711
270	West Bay City					
	MINNESOTA.					
271	Duluth	54,964	155,890	145,020		355,874
272	Faribault		15,970			23,600
273	Mankato					31,644
274	Minneapolis	65,918	590,048	183,124		839,090
275	St. Cloud	600	18,470	12,657		31,728
276	St. Paul		407,875	157,225		565,100
277	Stillwater	593	28,795	14,458		43,846
278	Winona		53,054	26,269		79,323
	MISSISSIPPI.					
279	Jackson					22,764
280	Meridian	2,656	18,425	2,426		23,507
281	Natchez					
282	Vicksburg					
	MISSOURI.					
283	Carthage*		20,890	13,234		34,124
284	Hannibal	1,948	26,749	7,883		36,580
285	Jefferson City					
286	Joplin	15,191	33,590	16,110		64,891
287	Kansas City	207,686	423,288	249,154		880,128
288	Moberly	364	16,500	5,591		22,455
289	St. Charles					

*Statistics of 1899-1900.

TABLE 10.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	MISSOURI—continued					
290	St. Joseph	$136,433	$121,043	$62,060	$823	$320,359
291	St. Louis	434,203	1,076,723	349,249	12,049	1,872,224
292	Sedalia		33,037	23,497		56,534
293	Springfield	11,353	32,079	13,237		56,669
294	Webb City	19,271	12,876	4,618		36,765
	MONTANA.					
295	Anaconda		27,767	9,104		36,871
296	Butte	12,152	131,428	51,885		195,465
297	Great Falls	600	36,745	14,050		51,395
298	Helena	837	41,932	26,650		69,419
	NEBRASKA.					
299	Lincoln		91,272			136,960
300	Omaha	108,956	290,518	142,603	1,981	544,058
301	South Omaha	10,000	55,000	20,000		85,000
	NEW HAMPSHIRE					
302	Berlin	3,522	8,893	4,017		16,432
303	Concord (Union district)		35,746	19,180		54,926
304	Dover	1,681	24,255	7,252	360	33,548
305	Keene (Union district)	13,600	17,874	8,554	159	40,187
306	Laconia		16,387	6,688		23,075
307	Manchester		88,796	33,204	1,187	123,187
308	Nashua	1,210	42,908	23,867		67,975
309	Portsmouth	5,948	27,639	8,486		42,073
310	Rochester	154	15,740	6,576		22,470
	NEW JERSEY.					
311	Atlantic City*		59,845			76,017
312	Bayonne	10,183	103,743	19,997	2,049	135,972
313	Bloomfield	1,600	34,590	17,579	961	54,730
314	Bridgeton*		21,190			26,426
315	Camden	23,500	160,850	80,900		265,250
316	East Orange	42,981	82,969	37,671		163,621
317	Elizabeth*		81,373			159,874
318	Hackensack*		28,417			60,183
319	Harrison		10,000	6,800		16,800
320	Hoboken		136,691	46,939	1,431	185,061
321	Jersey City	149,835	384,610	93,805	5,904	634,154
322	Kearny		23,903	13,896		37,799
323	Long Branch	9,000	40,679	20,192		69,871
324	Millville*		20,346			26,487
325	Montclair	2,799	68,057	29,876	440	101,172
326	Morristown	163	24,104	10,401		34,668
327	Newark	328,818	618,701	232,394	33,747	1,213,660
328	New Brunswick	2,970	36,649	15,402	600	55,622
329	Orange*		42,360			107,668
330	Passaic	35,225	59,932	21,070	3,977	120,204
331	Paterson	128,427	218,990	70,138	7,775	425,330
332	Perth Amboy	340	27,179	9,534		37,053
333	Phillipsburg	1,249	20,707	8,690		30,646
334	Plainfield	1,004	49,859	24,093		74,956
335	Rahway		19,520			24,651
336	Trenton*		111,615			207,555
337	Union (town)		33,541	15,822		49,363
338	West Hoboken	4,326	34,630	10,636		49,592
	NEW YORK.					
339	Albany		221,002	75,693	1,945	298,640
340	Amsterdam	223	34,516	12,800		47,539
341	Auburn	54,129	63,862	16,447		134,438
342	Batavia	6,872	16,767	16,418		40,057
343	Binghamton	22,295	104,671	29,397		156,363
344	Buffalo*	358,701	833,991	205,038	9,943	1,407,673
345	Cohoes	2,065	36,248	15,023		53,336
346	Corning	1,749	14,516	6,921		23,186
347	Cortland	289	14,305	3,227		17,821

*Statistics of 1899-1900.

TABLE 10.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	NEW YORK—continued.					
348	Dunkirk*	$16,069	$29,930	$17,822	$280	$64,101
349	Elmira	2,881	71,152	38,192	.....	112,225
350	Geneva	2,828	27,490	6,365	.....	36,683
351	Glens Falls	9,736	26,648	6,857	.....	43,241
352	Gloversville	1,290	35,661	14,897	.....	51,848
353	Hornellsville	3,716	28,734	12,093	.....	44,543
354	Hudson	1,026	16,029	3,485	.....	20,540
355	Ithaca*	60,035	34,972	13,664	.....	108,671
356	Jamestown	7,846	56,352	23,720	.....	87,918
357	Johnstown	2,264	22,486	8,298	.....	33,048
	Kingston:					
358	Kingston school district	16,708	30,105	9,662	.....	56,475
359	District No. 1	.....	.....	.....	.....	.....
360	District No. 2	.....	.....	.....	.....	.....
361	District No. 3	.....	.....	.....	.....	.....
362	District No. 4	564	4,925	1,845	.....	7,334
363	Lansingburg	422	32,387	13,517	.....	46,326
364	Little Falls	2,424	18,445	19,179	.....	40,048
365	Lockport	4,020	39,387	11,272	.....	54,679
366	Middletown	1,043	29,150	16,160	.....	46,353
367	Mount Vernon	9,594	71,308	45,486	651	127,039
368	Newburg	13,289	59,351	16,575	.....	89,215
369	New Rochelle	1,925	57,481	32,569	315	92,290
370	New York	6,207,615	12,743,458	3,547,290	*a* 346,996	22,845,359
371	Niagara Falls	15,446	46,071	27,807	724	90,048
372	North Tonawanda	.....	28,000	.....	.....	108,252
373	Ogdensburg	3,697	22,597	4,697	.....	30,991
374	Olean	568	33,473	13,913	110	48,064
375	Oswego	.....	39,576	14,179	.....	53,755
	Peekskill:					
376	District No. 7 (Drum Hill)	4,830	11,080	4,566	.....	20,476
377	District No. 8 (Oakside)	500	8,200	2,700	.....	11,400
378	Plattsburg	5,063	22,375	13,249	.....	40,687
379	Port Jervis	900	24,303	9,279	.....	34,482
380	Poughkeepsie	.....	42,000	40,000	.....	82,000
381	Rochester	179,283	392,436	105,847	4,452	682,018
382	Rome	.....	24,295	11,986	.....	36,281
383	Saratoga Springs*	4,300	32,501	11,401	400	48,602
384	Schenectady	28,976	45,337	8,721	.....	83,034
385	Syracuse	5,800	302,937	97,027	3,310	409,074
386	Troy	2,814	119,319	13,466	.....	135,599
387	Utica	55,060	128,140	35,433	644	219,277
388	Watertown	6,936	46,307	22,057	.....	75,300
389	Watervliet	.....	21,897	8,295	.....	30,192
390	White Plains	.....	25,225	.....	.....	41,432
391	Yonkers	107,031	140,276	64,725	4,364	316,396
	NORTH CAROLINA.					
392	Asheville	2,704	17,562	3,755	.....	24,021
393	Charlotte	.....	.....	.....	.....	.....
394	Concord	.....	6,900	.....	.....	7,500
395	Greensboro	2,250	11,498	2,092	.....	15,840
396	Newbern	300	6,050	750	.....	7,100
397	Raleigh	.....	.....	.....	.....	.....
398	Wilmington	.....	.....	.....	.....	.....
399	Winston	.....	.....	.....	.....	.....
	NORTH DAKOTA.					
400	Fargo	.....	.....	.....	.....	.....
	OHIO.					
401	Akron	70,326	105,110	52,756	1,280	229,472
402	Alliance	*b* 3,666	20,135	8,023	.....	31,824
403	Ashtabula*	1,899	15,216	7,607	.....	24,722
404	Bellaire	.....	16,240	13,352	.....	29,592
405	Cambridge	.....	15,428	7,422	.....	22,850
406	Canton	.....	77,715	44,290	.....	122,005
407	Chillicothe	37,941	34,352	13,325	.....	85,618
408	Cincinnati	55,649	797,552	178,340	7,116	1,038,657

* Statistics of 1899–1900. *a* Salaries only. *b* Besides additions to several buildings.

TABLE 10.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	OHIO—continued.					
409	Cleveland	$561,780	$989,872	$374,867	$7,447	$1,923,966
410	Columbus*	75,082	308,528	113,969		497,579
411	Dayton	37,359	260,816	85,967	489	384,631
412	East Liverpool	10,717	28,037	17,149		55,903
413	Elyria	13,170	20,095	3,890		37,155
414	Findlay*		32,730			69,813
415	Fremont		17,395	6,026		23,421
416	Hamilton	8,389	55,167	19,816		83,372
417	Ironton	2,750	28,756	1,600		33,106
418	Lancaster		21,047	5,194		26,241
419	Lima*		47,858			105,634
420	Lorain	5,425	27,252	9,085		41,762
421	Mansfield	1,652	41,971	15,994		59,617
422	Marietta	23,661	28,843	8,675		64,179
423	Marion*	15,000	24,295			56,816
424	Massillon	9,798	23,620	9,029		42,447
425	Middletown		23,774	10,699		34,443
426	Newark	2,500	45,580	6,000		54,080
427	Piqua*		22,973			45,164
428	Portsmouth	3,020	31,150	16,254		50,424
429	Sandusky		39,822			*55,405
430	Springfield		89,642	29,876		119,518
431	Steubenville*		29,229			37,213
432	Tiffin		19,000	17,080		36,080
433	Toledo	88,412	288,807	71,913	524	449,656
434	Warren		24,362	10,172		34,534
435	Wellston		12,434			19,158
436	Xenia	14,446	25,970			53,150
437	Youngstown	15,892	92,109	54,719		162,720
438	Zanesville*		47,523			68,406
	OKLAHOMA TERRITORY.					
439	Guthrie	2,300	18,125	5,125		25,550
440	Oklahoma City					
	OREGON.					
441	Astoria		21,000	3,050		24,050
442	Portland*	45,098	207,286	74,651	750	327,785
	PENNSYLVANIA.					
443	Allegheny	281,105	247,374	181,944	2,424	712,847
444	Allentown	40,936	60,895	51,903	467	154,201
445	Altoona	10,852	68,904	30,049		109,805
446	Beaver Falls		19,241	7,481		26,722
447	Braddock	11,038	28,382	32,868		72,288
448	Bradford	5,080	34,012	18,549		57,641
449	Butler	26,000	24,393	10,000		60,393
450	Carbondale		*24,946			43,266
451	Carlisle	610	18,925	16,047		35,582
452	Chambersburg		14,285	6,035		20,420
453	Chester	75,003	65,032	47,332		187,367
454	Columbia		19,499	19,402	568	39,469
455	Danville		11,619	7,182	272	19,073
456	Dubois*		12,042			69,167
457	Dunmore	3,162	23,531	11,558		38,251
458	Duquesne	15,690	23,037	11,118		49,845
459	Easton	16,438	57,966	24,362		98,766
460	Erie	60,863	92,999	63,259	715	217,936
461	Harrisburg	37,764	105,263	56,391		199,418
462	Hazleton	3,075	26,967	11,478		41,520
463	Homestead*		21,467			64,506
464	Johnstown	27,000	72,239	41,964		141,203
465	Lancaster	30,206	60,008	24,473	(a)	115,237
466	Lebanon	35,487	25,908	25,039		86,414
467	McKeesport*		66,482			179,545
468	Mahanoy City	1,099	20,613	11,983		33,686
469	Meadville	267	25,717	11,923		37,907
470	Mount Carmel	3,231	15,809	9,031		28,071
471	Nanticoke*	1,166	22,042	6,418	420	30,046

*Statistics of 1899–1900

a Included in other items.

TABLE 10.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	PENNSYLVANIA—continued.					
472	Newcastle	$56,315	$52,942	$33,920		$143,177
473	Norristown	42,174	41,677	23,766		107,617
474	Oil City*		26,015			95,811
475	Philadelphia	1,076,567	2,506,548	1,026,052	$38,693	4,677,830
476	Phoenixville	38,000	13,924	14,200		66,124
477	Pittsburg	563,431	659,927	273,823		1,497,181
478	Pittston*	1,979	14,913	5,954	1,160	24,006
479	Plymouth	13,805	15,169	5,069	434	33,977
480	Pottstown	18,076	28,814	10,171		57,061
481	Pottsville		32,284	17,223		49,508
482	Reading	82,235	130,474	65,573	600	278,882
483	Scranton	92,939	195,449	135,757	9,645	434,792
484	Shamokin*		29,607			78,120
485	Sharon		17,553	6,696		24,249
486	Shenandoah	738	27,093	16,112	1,647	45,590
487	South Bethlehem*		25,016			42,313
488	Steelton	44,839	24,791	16,774		86,404
489	Sunbury	5,198	20,594	9,742		35,534
490	Titusville		26,141	5,740		31,881
491	Warren*		20,931			57,615
492	West Chester	606	22,725	7,779		31,110
493	Wilkesbarre	14,023	104,123	61,676		179,822
494	Wilkinsburg	671	27,585	22,786		51,042
495	Williamsport	21,870	56,844	30,040		108,754
496	York	26,776	53,024	34,647		114,447
	RHODE ISLAND.					
497	Central Falls	250	28,720	10,216	1,089	40,275
498	Cranston (town)	1,169	39,486	7,876		48,531
499	Cumberland (town)		18,662	6,094	909	25,665
500	East Providence (town)	2,286	25,199	18,785	385	46,655
501	Lincoln (town)*	1,721	13,461	6,382		21,564
502	Newport		68,536	25,328	887	94,751
503	Pawtucket	20,954	91,204	36,461	3,637	152,256
504	Providence	97,081	473,139	234,200	34,885	839,305
505	Warwick (town)*	1,345	27,878	10,310	1,823	41,356
506	Woonsocket	6,477	49,017	21,488	2,315	79,297
	SOUTH CAROLINA.					
507	Charleston	14,135	56,857	6,451		77,443
508	Columbia	86	15,007	2,183		17,276
509	Greenville*		8,847	625		9,472
510	Spartanburg	388	10,629	1,043		12,060
	SOUTH DAKOTA.					
511	Sioux Falls	12,817	27,590	14,130		54,537
	TENNESSEE.					
512	Chattanooga	65	43,792	1,952		45,809
513	Clarksville		13,158	1,807		14,965
514	Jackson	1,619	16,342	2,580		20,541
515	Knoxville		40,588	8,843		49,431
516	Memphis	2,273	102,551	37,132	1,595	143,551
517	Nashville	4,069	144,307	17,346	539	166,261
	TEXAS.					
518	Austin	958	43,258	5,702	236	50,154
519	Beaumont					
520	Corsicana*	4,098	18,319	3,862		26,279
521	Dallas	26,320	75,772	10,412		112,504
522	Denison	325	22,291	5,753		28,369
523	El Paso	34,988	34,474	8,101		77,563
524	Fort Worth		46,662	4,319		50,981
525	Gainesville		20,218			23,551
526	Galveston		53,397	44,913		98,310
527	Houston	31,900	83,323	11,120		126,343
528	Laredo	235	12,367	425		13,027
529	Palestine		16,120	2,690		18,810

* Statistics of 1899–1900.

TABLE 10.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1900–1901*—Continued.

	City.	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	TEXAS—continued.					
530	Paris		$18,989	$2,000		$20,989
531	San Antonio	$18,782	83,130	14,765		116,677
532	Sherman	1,500	22,380	5,004		28,884
533	Tyler*		15,010	1,756		16,769
534	Waco	792	42,922	5,494		49,208
	UTAH.					
535	Ogden	7,165	42,975	29,860		80,000
536	Salt Lake City	23,656	188,293	111,721		323,670
	VERMONT.					
537	Barre*	16,718	12,988	5,786		35,492
538	Burlington	26,911	35,263	26,993		89,167
539	Rutland		27,745	9,537		37,282
	VIRGINIA.					
540	Alexandria		17,200	3,502		20,702
541	Danville		21,678	3,198		24,876
542	Lynchburg	1,312	34,803	5,193		41,310
543	Manchester					
544	Newport News	16,361	17,033	4,852		38,246
545	Norfolk					
546	Petersburg		18,760	5,284		24,044
547	Portsmouth					
548	Richmond	11,886	133,554	21,419		166,859
549	Roanoke	1,312	26,371	5,087		32,770
	WASHINGTON.					
550	Everett		25,124			44,077
551	Seattle	117,384	196,408	107,844		421,636
552	Spokane	55,372	86,862	82,204		224,438
553	Tacoma	15,722	102,028	55,179		172,929
554	Walla Walla	1,900	20,355	4,780		27,035
	WEST VIRGINIA.					
555	Charleston	1,976	26,254	19,829		48,059
556	Huntington	8,673	19,895	10,408		38,976
557	Parkersburg	13,071	30,440	9,813		53,324
558	Wheeling	2,008	65,157	33,993		101,158
	WISCONSIN.					
559	Appleton	2,701	38,201	23,321		64,223
560	Ashland	36,995	30,146	11,924		79,065
561	Beloit	6,150	24,960	14,051		45,161
562	Chippewa Falls	1,719	16,192	6,294		24,205
563	Eau Claire	4,468	50,128	16,061		70,657
564	Fond du Lac	25,500	28,581	18,379		72,460
565	Greenbay	2,638	36,544	9,282		48,464
566	Janesville	6,521	24,863	11,071		42,455
567	Kenosha	2,748	20,167	7,976		30,891
568	La Crosse	25,642	70,479	20,684		116,805
569	Madison	20,372	38,640	14,318		73,330
570	Manitowoc*	13,194	23,918	14,074		51,186
571	Marinette	15,219	32,343	12,758		60,320
572	Merrill	1,205	16,239	4,547		21,991
573	Milwaukee	27,000	620,979	112,531		760,510
574	Oshkosh	29,989	60,842	16,251		107,442
575	Racine		63,701	18,177		81,878
576	Sheboygan	22,089	53,500	25,448		101,037
577	Stevens Point	818	21,049	6,593		28,460
578	Superior	43,920	78,534	38,012		160,466
579	Watertown	1,932	13,740	3,287		18,959
580	Wausaw	8,740	29,943	12,622		51,305
	WYOMING.					
581	Cheyenne		22,003	6,928		28,931
582	Laramie					

*Statistics of 1899–1900.

TABLE 11.—*Summary, by States, etc., of statistics of evening schools in cities of over 8,000 inhabitants, 1900–1901.*

Cities of—	Number of schools.	Teachers.			Pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States	921	1,914	2,734	5,115	121,886	58,092	203,000
North Atlantic Division	718	1,469	2,411	4,280	104,661	53,568	167,600
South Atlantic Division	33	44	21	132	343	65	5,536
South Central Division	12	17	28	45	1,363	373	1,736
North Central Division	132	333	194	527	8,975	2,413	19,911
Western Division	26	51	80	131	6,544	1,673	8,217
North Atlantic Division:							
Maine	22	22	16	38	817	364	1,181
New Hampshire	5	9	11	20	354	137	491
Vermont							
Massachusetts *a*	231	307	632	1,317	24,639	12,589	39,212
Rhode Island	51	181	158	339	5,617	2,853	8,470
Connecticut *a*	21	56	25	103	430	190	3,822
New York	108	677	608	1,285	48,451	24,235	72,686
New Jersey *a*	32	96	192	288	6,153	2,569	12,507
Pennsylvania	248	121	769	890	18,200	11,031	29,231
South Atlantic Division:							
Delaware							
Maryland *a*	10	42	17	59			1,817
District of Columbia *a*	20			67			3,311
Virginia							
West Virginia							
North Carolina							
South Carolina							
Georgia	2	1	4	5	323	62	385
Florida	1	1	0	1	20	3	23
South Central Division:							
Kentucky	8	12	24	36	1,042	342	1,384
Tennessee	2	3	4	7	265	25	290
Alabama							
Mississippi							
Louisiana							
Texas							
Arkansas	2	2	0	2	55	6	62
Oklahoma							
Indian Territory							
North Central Division:							
Ohio *a*	62	78	39	117	4,129	1,202	5,408
Indiana	4	7	2	9	171	68	239
Illinois *a*	36	178	86	264	193	48	8,494
Michigan	9	39	10	49	1,014	320	1,334
Wisconsin *a*	2	4	0	4			73
Minnesota							
Iowa *a*	2	1	3	4	89		209
Missouri	14	25	47	72	3,033	677	3,710
North Dakota							
South Dakota							
Nebraska	3	1	7	8	346	98	444
Kansas							
Western Division:							
Montana							
Wyoming							
Colorado	1	0	1	1	40	18	58
New Mexico							
Arizona							
Utah							
Nevada							
Idaho							
Washington							
Oregon	4	4	2	6	264	58	322
California	21	47	77	124	6,240	1,597	7,837

a Only the totals are reported by some cities.

TABLE 12.—*Statistics of evening schools in cities of over 8,000 inhabitants.*

	City.	Number of schools.	Teachers.			Pupils enrolled.			Average daily attendance.	Pupils who did not attend day school.	Number of evenings the schools were actually in session.
			Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	ARKANSAS.										
1	Fort Smith	2	2	0	2	56	6	62	43	62	52
	CALIFORNIA.										
2	Alameda	1	1	0	1	24	3	27	13	.....	195
3	Los Angeles	4	3	1	4	205	26	231	78	.....	186
4	Oakland	2	3	3	6	520	75	595	130	595	196
5	Sacramento	1	2	2	4	91	30	121	80	121	186
6	San Francisco	8	34	70	104	5,115	1,422	6,537	2,036	.....	195
7	San Jose	1	2	0	2	137	16	153	40	.....	156
8	Stockton	1	1	1	2	115	25	140	32	140	159
9	Vallejo	1	1	0	1	33	0	33	8	33	193
	COLORADO.										
10	Denver (District No. 7)	1	0	1	1	40	18	58	15	55	88
	CONNECTICUT.										
11	Ansonia	1	1	0	1	49	0	49	9	.....	56
12	Bridgeport	4	4	2	6	.....	.....	423	75	423	75
13	Hartford	3	.....	.....	22	.....	.....	1,231	301	1,231	75
14	Meriden	1	2	2	4	.....	.....	123	30	.....	75
15	Naugatuck	1	3	4	7	114	47	161	75	.....	75
16	New Britain	3	4	10	14	210	135	345	205	345	88
17	New Haven	6	34	4	38	.....	.....	1,205	420	1,205	75
18	Stamford	1	2	0	2	57	8	65	24	65	75
19	Waterbury	1	6	3	9	.....	.....	220	102	220	80
	DISTRICT OF COLUMBIA.										
20	Washington	20	.....	.....	67	.....	.....	3,311	1,295	3,311	58
	FLORIDA.										
21	Jacksonville	1	1	0	1	20	3	23	.....	16	60
	GEORGIA.										
22	Atlanta	1	0	3	3	198	0	198	74	.....	178
23	Columbus	1	1	1	2	125	62	187	28	150	134
	ILLINOIS.										
24	Chicago	31	172	78	250	.....	.....	8,253	4,771	.....	77
25	Peoria	4	4	8	12	104	43	147	144	.....	96
26	Rockford	1	2	0	2	89	5	94	25	78	47
	INDIANA.										
27	Evansville	2	5	1	6	155	64	219	82	219	58
28	Peru	1	1	1	2	.....	.....	.....	.....	.....	150
29	Vincennes	1	1	0	1	16	4	20	12	20	72
	IOWA.										
30	Clinton	.....	1	1	2	89	.....	89	44	89	48
31	Des Moines (west side)	1	0	2	2	.....	.....	120	.....	.....	100
	KENTUCKY.										
32	Covington	2	3	1	4	91	81	172	94	172	99
33	Louisville	6	9	23	32	951	261	1,212	690	1,212	97

TABLE 12.—*Statistics of evening schools in cities of over 8,000 inhabitants*—Cont'd.

	City.	Number of schools.	Teachers.			Pupils enrolled.			Average daily attendance.	Pupils who did not attend day school.	Number of evenings the schools were actually in session.
			Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	MAINE.										
34	Augusta	1	3	0	3	50	0	50	27	50	70
35	Biddeford*	1	3	4	7	168	88	256	132	256	61
36	Lewiston	17	10	7	17	194	121	315	245	.....	96
37	Portland	1	4	4	8	305	105	410	.....	385	79
38	Waterville	2	2	1	3	100	50	150	65	135	.....
	MARYLAND.										
39	Baltimore	10	42	17	59	.....	.....	1,817	1,039	1,817	61
	MASSACHUSETTS.										
40	Beverly	3	5	3	8	.....	.....	200	85	200	.....
41	Boston	22	.....	.....	231	7,944	4,053	11,997	4,358	.....	.....
42	Brockton	3	3	14	17	332	122	454	155	348	51
43	Brookline*	2	3	3	6	88	89	177	97	177	65
44	Cambridge	7	32	20	52	969	463	1,432	519	1,432	64
45	Chelsea	1	9	5	14	.....	.....	457	136	457	50
46	Chicopee*	5	3	28	31	299	224	523	408	.....	40
47	Clinton	1	1	8	9	192	78	270	123	270	.....
48	Everett	5	3	4	7	113	62	175	50	171	54
49	Fall River	20	.....	.....	147	2,682	1,307	3,989	2,396	2,682	59
50	Fitchburg	3	5	25	30	338	164	502	216	100	58
51	Framingham	1	5	2	7	106	89	195	86	.....	39
52	Gardner	1	2	19	21	169	19	188	120	180	45
53	Gloucester	1	2	2	4	159	33	192	112	192	21
54	Haverhill	5	3	27	30	307	199	506	256	.....	60
55	Holyoke	7	13	43	56	589	404	993	581	993	*a* 45
56	Lawrence	38	35	26	61	884	481	1,365	1,133	1,365	80
57	Lowell	14	30	110	140	2,875	1,300	4,175	2,312	.....	*b* 70
58	Lynn	3	8	12	20	729	488	1,217	396	.....	33
59	Malden	2	13	5	18	321	199	520	206	.....	115
60	Marlboro	8	2	6	8	160	43	203	62	190	50
61	Medford	1	5	1	6	166	76	242	61	242	49
62	New Bedford	5	11	67	78	1,359	755	2,114	953	953	28
63	Newburyport	3	2	6	8	65	25	90	42	63	30
64	Newton	2	6	3	9	135	28	163	57	.....	33
65	North Adams	3	2	16	18	216	101	317	249	194	40
66	Northampton	5	0	11	11	94	48	142	102	136	*c* 54
67	Peabody	2	1	7	8	58	37	95	53	93	56
68	Pittsfield	4	1	5	6	123	33	156	46	156	42
69	Quincy	3	5	4	9	277	26	303	93	303	50
70	Salem	4	2	22	24	248	212	460	169	.....	.....
71	Somerville	4	12	9	21	482	86	568	194	556	123
72	Southbridge	4	1	8	9	67	107	174	126	174	40
73	Springfield	7	19	32	51	.....	.....	1,527	552	.....	114
74	Taunton*	7	11	9	20	335	104	439	292	.....	56
75	Wakefield	1	4	11	15	161	140	301	154	301	46
76	Waltham	3	4	7	11	260	246	506	282	495	*c* 48
77	Westfield	1	1	3	4	89	51	140	56	140	42
78	Woburn	1	2	6	8	148	37	185	71	185	42
79	Worcester	19	41	43	84	1,100	460	1,560	1,015	.....	115
	MICHIGAN.										
80	Detroit	8	37	7	44	979	276	1,255	638	1,234	59
81	Kalamazoo	1	2	3	5	35	44	79	.....	75	70
	MISSOURI.										
82	Moberly	1	2	0	2	40	10	50	25	40	50
83	St. Joseph	2	4	2	6	153	69	222	79	.....	.....
84	St. Louis	11	19	45	64	2,840	598	3,438	1,650	.....	60

* Statistics of 1899–1900.
a Elementary schools. Grammar and drafting schools were in session 60 evenings.
b High school was in session 75 evenings, the drawing school 80 evenings.
c Average.

TABLE 12.—*Statistics of evening schools in cities of over 8,000 inhabitants*—Cont'd.

	City.	Number of schools.	Teachers.			Pupils enrolled.			Average daily attendance.	Pupils who did not attend day school.	Number of evenings the schools were actually in session.
			Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	NEBRASKA.										
85	Omaha	2	0	7	7	311	98	409	124	409	95
86	South Omaha	1	1	0	1	35	0	35	31	30	60
	NEW HAMPSHIRE.										
87	Dover	1	1	1	2	33	6	39	25	38	56
88	Keene	1	0	2	2	56	9	65	45	60	55
89	Manchester	3	8	8	16	265	122	387	191	387	55
	NEW JERSEY.										
90	Bayonne	1	3	10	13	322	92	414	134	414	80
91	Bloomfield	1	7	2	9	245	120	365	151	359	64
92	Harrison	2	2	5	7	80	70	150	140	150	64
93	Hoboken	1	1	10	11	.....	.....	490	200	480	65
94	Jersey City	6	14	38	52	2,039	546	2,585	778	2,585	65
95	Kearney	1	1	4	5	154	84	238	105	148	80
96	Montclair	1	1	1	2	45	35	80	45	80	64
97	Newark	11	51	61	112	3,141	1,321	4,462	2,330	4,462	*a* 82
98	New Brunswick	1	0	6	6	127	101	228	.....	200	64
99	Passaic	2	2	11	13	.....	.....	1,173	338	.....	*a* 142
100	Paterson	5	14	44	58	.....	.....	2,322	687	.....	.....
	NEW YORK.										
101	Albany	3	5	9	14	266	47	313	139	313	63
102	Buffalo*	15	69	27	96	2,479	977	3,456	996	3,456	*b* 36
103	Mount Vernon	1	3	1	4	73	46	119	51	112	70
104	New Rochelle	1	3	0	3	62	24	86	30	79	58
105	New York	71	541	530	1,071	43,331	22,190	65,521	21,439	49,593	.....
106	Niagara Falls	2	2	5	7	95	38	133	49	133	65
107	Olean	1	1	4	5	45	40	85	53	82	42
108	Rochester	2	33	0	33	738	500	1,238	306	1,224	64
109	Saratoga Springs	1	3	1	4	28	16	44	20	35	36
110	Syracuse	6	6	20	26	706	149	855	509	855	68
111	Utica	1	0	5	5	153	19	172	69	172	103
112	Watertown	1	.....	.....	.....	77	22	99	14	99	160
113	Yonkers	3	11	6	17	398	167	565	264	.....	102
	OHIO.										
114	Akron	8	9	0	9	601	235	836	197	.....	80
115	Cincinnati	8	27	19	46	1,391	608	1,999	1,129	.....	80
116	Cleveland	36	31	5	36	1,344	235	1,579	700	1,579	95
117	Columbus*	5	1	11	12	298	62	360	183	.....	40
118	Dayton	1	5	0	5	219	0	219	60	.....	60
119	Portsmouth	1	1	0	1	.....	.....	77	.....	77	50
120	Sandusky	1	0	1	1	54	0	54	26	54	79
121	Toledo	1	4	2	6	205	44	249	133	249	42
122	Xenia	1	0	1	1	17	18	35	17	35	77
	OREGON.										
123	Portland	4	4	2	6	264	58	322	110	.....	188
	PENNSYLVANIA.										
124	Allegheny	12	15	8	23	472	102	574	351	548	80
125	Allentown	2	2	2	4	56	75	131	75	131	108
126	Carbondale	2	2	0	2	141	30	171	70	171	90
127	Columbia	1	1	0	1	90	0	90	40	90	100
128	Danville	1	1	0	1	72	72	144	20	144	60
129	Erie	2	2	3	5	191	16	207	79	.....	80
130	Lancaster	11	4	7	11	227	156	383	184	.....	120
131	Mount Carmel	4	4	0	4	204	0	204	58	.....	80

* Statistics of 1899–1900.
a Average.
b Grammar schools. High school was in session 45 evenings.

TABLE 12.—*Statistics of evening schools in cities of over 8,000 inhabitants*—Cont'd.

	City.	Number of schools.	Teachers.			Pupils enrolled.			Average daily attendance.	Pupils who did not attend day school.	Number of evenings the schools were actually in session.
			Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	PENNSYLVANIA—continued.										
132	Nanticoke*	4	4	0	4	255	0	255	150	-------	80
133	Philadelphia	84	35	675	710	12,599	9,899	22,498	10,311	22,498	38
134	Plymouth*	7	5	2	7	375	17	392	-------	-------	80
135	Reading	5	5	0	5	214	52	266	76	-------	131
136	Scranton	83	33	50	83	1,974	432	2,406	1,568	2,406	38
137	Shenandoah	12	1	11	12	634	62	696	293	600	80
138	Wilkesbarre	17	7	10	17	676	93	769	314	769	80
139	Williamsport	1	0	1	1	20	25	45	40	45	60
	RHODE ISLAND.										
140	Central Falls	3	10	4	14	186	42	228	123	223	75
141	Cumberland	4	4	3	7	150	45	195	106	83	40
142	East Providence	1	1	1	2	31	9	40	14	40	110
143	Newport	4	2	6	8	139	43	182	49	164	96
144	Pawtucket	5	27	6	33	662	288	950	332	-------	*a* 60
145	Providence	20	105	92	197	3,545	2,004	5,549	2,000	-------	*b* 83
146	Warwick	7	14	28	42	592	235	827	378	827	-------
147	Woonsocket	7	18	18	36	312	187	499	214	206	50
	TENNESSEE.										
148	Memphis	1	1	2	3	131	0	131	54	-------	159
149	Nashville	1	2	2	4	134	25	159	44	159	111
	WISCONSIN.										
150	Oshkosh	2	4	-------	-------	-------	-------	73	-------	73	60

*Statistics of 1899-1900.
a For 4 schools. One school was in session 47 evenings.
b For 19 schools. One school was in session 105 evenings.

TABLE 13.—*Summarized statistics of public kindergartens reporting for 1900–1901, and private kindergartens reporting and not reporting for 1897–98.*

States and Territories.	Public kindergartens in cities of over 4,000 population, 1900–1901.						Private kindergartens reporting and not reporting in 1897–98.		
	Number of cities.	Number of schools.	Number of teachers.	Pupils.			Total number of private kindergartens.	Total number of teachers, partly estimated.	Total number of pupils, partly estimated.
				Male.	Female.	Total.			
United States	293	2,111	3,611	65,660	67,667	149,710	2,996	6,315	93,737
North Atlantic Division	153	1,156	1,778	32,632	33,051	77,886	1,112	2,007	32,913
South Atlantic Division	5	40	75	1,002	1,098	2,100	294	586	8,377
South Central Division	13	39	68	1,117	1,317	2,434	176	412	5,692
North Central Division	100	750	1,461	25,673	26,971	56,788	1,040	2,627	35,946
Western Division	22	126	229	5,236	5,230	10,502	374	683	10,809
North Atlantic Division:									
Maine	6	18	32	423	419	842	47	79	1,096
New Hampshire	5	22	29	429	417	846	7	12	194
Vermont	3	6	11	106	148	254	15	23	299
Massachusetts *a*	34	238	452	6,237	6,149	14,527	186	334	4,514
Rhode Island	5	42	70	1,456	1,464	2,920	23	45	713
Connecticut *a*	15	65	142	1,510	1,501	3,540	84	156	2,207
New York *a*	46	362	523	12,042	12,203	24,884	415	847	14,769
New Jersey *a*	27	205	246	1,897	1,917	12,708	96	159	2,444
Pennsylvania	12	198	273	8,532	8,833	17,365	239	442	6,677
South Atlantic Division:									
Delaware							32	56	779
Maryland							65	135	1,986
District of Columbia	1	30	61	772	871	1,643	58	108	1,422
Virginia							18	36	512
West Virginia							3	9	159
North Carolina							27	54	996
South Carolina	1	1	1	15	12	27	6	12	190
Georgia	3	9	13	215	215	430	61	131	1,730
Florida							24	45	603
South Central Division:									
Kentucky	2	8	15	366	391	757	57	138	1,914
Tennessee	1	1	1	20	30	50	39	84	1,273
Alabama	1	1	1	15	25	40	14	29	376
Mississippi	2	4	6	91	155	246	6	11	198
Louisiana	2	15	24	424	492	916	26	81	951
Texas	4	5	6	91	109	200	23	41	567
Arkansas							5	13	186
Oklahoma	1	5	5	110	115	225	3	5	76
Indian Territory							3	10	151
North Central Division:									
Ohio *a*	10	73	117	2,122	2,124	4,536	193	473	6,201
Indiana	12	43	62	1,035	1,197	2,232	92	263	5,181
Illinois *a*	9	100	199	4,207	4,350	8,701	276	767	8,876
Michigan *a*	23	117	164	3,663	3,768	7,484	125	263	3,925
Wisconsin *a*	20	130	287	5,575	5,749	14,161	58	161	2,230
Minnesota *a*	5	51	103	1,500	1,704	3,604	88	231	3,279
Iowa *a*	12	54	99	811	926	2,157	54	125	1,688
Missouri	3	135	337	5,199	5,581	10,780	77	168	2,342
North Dakota							9	17	243
South Dakota	2	2	6	51	53	104	7	17	221
Nebraska	4	44	87	1,510	1,519	3,029	19	52	488
Kansas							42	90	1,272
Western Division:									
Montana	1	2	2	59	51	110	17	35	498
Wyoming							5	6	101
Colorado	2	28	56	1,323	1,301	2,624	30	58	798
New Mexico	1	1	1	37	38	75			
Arizona							3	7	88
Utah	1	2	2	35	40	75	30	68	965
Nevada	1	1	3				2	3	49
Idaho							4	6	80
Washington	3	15	19	592	550	1,142	53	91	1,263
Oregon							41	79	1,092
California *a*	13	77	146	3,190	3,250	6,476	189	330	5,875

a Only the totals are reported by some cities.

TABLE 14.—*Public kindergartens in cities of over 4,000 population in 1900–1901.*

City	Kindergartens.	Instructors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
ALABAMA.					
Florence	1	1	15	25	40
CALIFORNIA.					
Fresno	1	1			36
Los Angeles	40	82	1,183	1,236	2,419
Oakland	1	1	27	29	56
Pasadena	5	10	60	81	141
Pomona	3	7	70	70	140
Redlands	2	2			
Riverside	1	2	31	39	70
Sacramento	6	11	1,217	1,203	2,420
San Diego	6	6	196	176	372
San Jose	5	11	201	195	396
Santa Ana	2	4	63	57	120
Santa Barbara	4	7	114	131	245
Santa Cruz	1	2	28	33	61
COLORADO.					
Denver:					
District No. 1	21	42	980	941	1,921
District No. 2	4	8	237	257	494
Pueblo (District No. 20)*	3	6	106	103	209
CONNECTICUT.					
Bristol	3	6	144	155	299
East Hartford*	3	6	91	90	181
Greenwich*	2	2	70	85	155
Hartford*	14	50			
Killingly	1	1	29	24	53
Manchester (South)*	1	2	134	156	290
Naugatuck	3	4	107	102	209
New Britain	8	16	270	280	550
New Haven	14	26	571	516	1,087
New London	3	6			112
Norwich (Central District)	5	10			225
Putnam	2	2			
Stamford	2	2	60	53	113
Willimantic	3	7			192
Winchester	1	2	34	40	74
DISTRICT OF COLUMBIA.					
Washington	30	61	772	871	1,643
GEORGIA.					
Augusta*	6	8	125	130	255
Albany*	1	2	25	25	50
Columbus	2	3	65	60	125
ILLINOIS.					
Canton	1	1			
Chicago	89	177	4,065	4,188	8,253
Evanston (District No. 1)	3	6	80	75	155
Jacksonville*	1	3	20	25	45
Lincoln*	1	2	22	32	54
Monmouth*	1	1	10	15	25
Pekin	2	5			144
Pontiac*	1	3	10	15	25
Princeton	1	1			
INDIANA.					
Bluffton*	1	4	49	40	89
Columbus	1	2	22	40	62
Evansville	3	5	134	159	293
Fort Wayne	2	4	68	81	149
Hammond	5	10	237	241	478
Indianapolis*	1	1	40	31	71
Laporte	2	4	56	70	126
New Albany*	2	3	15	35	50
Richmond	4	4	89	112	201
Terre Haute	20	13	236	282	518
Valparaiso	1	10	49	61	110
Vincennes	1	2	40	45	85

* Statistics of 1899–1900.

TABLE 14.—*Public kindergartens in cities of over 4,000 population in 1900–1901*—Continued.

City.	Kindergartens.	Instructors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
IOWA.					
Burlington	5	6			212
Cedar Rapids	1	2	21	21	42
Council Bluffs*	8	15	150	250	400
Creston	3	6	115	81	196
Des Moines (West Side)	16	32			
Dubuque	5	10	212	224	436
Junction City*	1	1	10	15	25
Marshalltown	7	7	143	155	298
Oskaloosa	5	10	125	130	255
Washington	1	3			108
Waterloo (West Side)	1	5			100
Webster City	1	2	35	50	85
KENTUCKY.					
Covington	6	12	293	301	594
Frankfort	2	3	73	90	163
LOUISIANA.					
Lake Charles	1	1	10	20	30
New Orleans	14	33	414	472	886
MAINE.					
Bangor	5	11	88	89	177
Belfast*	1	1	4	6	10
Biddeford*	1	1	24	11	35
Lewiston	4	6	99	94	193
Portland	6	12	200	207	470
Saco	1	1	8	12	20
MASSACHUSETTS.					
Andover	3	4			129
Attleboro	3	5	62	62	124
Boston	78	156	2,789	2,783	5,572
Braintree*	5	8	81	89	170
Bridgewater	1	2	14	21	35
Brookline*	11	18	242	235	477
Cambridge	13	26			909
Dedham	2	4	36	44	80
Easton	1	2	18	16	34
Fall River	3	6			324
Framingham	1				
Greenfield	2	2	54	40	94
Haverhill	1	2			47
Holyoke	6	11	182	174	356
Lowell	12	25	389	390	779
Malden	5	10	156	126	282
Medford	9	8	204	214	418
Melrose	4	8	78	89	167
Milton	4	8	80	92	172
New Bedford	3	6	88	89	177
Newton	14	32	379	406	785
North Adams	4	8	136	134	270
Northampton	4	8	75	78	153
Peabody	1	2	18	13	31
Revere	3	6	106	83	189
Salem	8	13	220	204	424
Somerville	4	8	202	220	422
Springfield	9	21	448	375	823
Watertown	1	2	17	17	34
Wellesley	1	1	15	12	27
Westfield	3	6	51	50	101
West Springfield	3	5			171
Winchester	4	8	97	93	190
Worcester	12	21			561
MICHIGAN.					
Big Rapids	4	4	38	56	94
Cadillac	2	6	65	83	148
Coldwater	2	2	41	33	74
Delray	1	2	24	32	56
Detroit	23	48	910	879	1,789
Dowagiac	1	1	35	39	74

* Statistics of 1899–1900.

TABLE 14.—*Public kindergartens in cities of over 4,000 population in 1900–1901*—Continued.

City.	Kindergartens.	Instructors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
MICHIGAN—continued.					
Grand Haven	1	3	57	52	109
Grand Rapids	26	26	710	693	1,403
Holland	3	3	89	110	199
Ionia	3		25	60	85
Ironwood	5	14	290	200	490
Ishpeming	5	8	221	207	428
Kalamazoo	9	9	211	291	502
Manistique	3	3	84	116	200
Marquette	1	1			53
Menominee	5	8	188	200	388
Mount Clemens	4	4	55	70	125
Muskegon*	8	10	291	314	605
Negaunee	1	1	74	51	125
Norway	3	3	60	72	132
St. Joseph	3	3	55	55	110
Sault Ste. Marie	2	3	70	75	145
Wyandotte	2	2	70	80	150
MINNESOTA.					
Duluth	15	27			
Minneapolis	1	2	80	81	161
Owatonna	1	2	20	25	45
St. Paul	27	58	1,400	1,598	2,998
Winona	7	14			400
MISSISSIPPI.					
Natchez*	1	1			
Vicksburg*	3	5	91	155	246
MISSOURI.					
Kansas City	10	11	394	446	840
Macon	1	1	8	7	15
St. Louis	125	325	4,797	5,128	9,925
MONTANA.					
Helena	2	2	59	51	110
NEBRASKA.					
Lincoln	14	28	397	437	834
Nebraska City	1	3	53	60	113
Omaha	28	55	1,038	998	2,036
York	1	1	22	24	46
NEVADA.					
Reno	1	3			
NEW HAMPSHIRE.					
Concord (Union district)	6	9	141	126	267
Franklin	2	2	26	24	50
Nashua	3	4	81	75	156
Portsmouth	4	7	105	120	225
Somersworth	7	7	76	72	148
NEW JERSEY.					
Asbury Park	2	2	58	73	131
Bayonne City	1	2			60
Bloomfield	8	9	140	131	271
Camden	3	3	41	54	95
Dover	2	2	39	44	83
East Orange	6	11	225	208	433
Englewood	4	5	59	53	112
Hoboken	7	15			
Jersey City	3	4			332
Long Branch	1	2	47	43	90
Montclair	7	15	195	240	435
Newark	102	103			6,599
New Brunswick	1	1	28	23	51
Newton	1	1	23	37	60
North Plainfield	2	3	72	78	150
Orange	5	10	220	276	496

*Statistics of 1899–1900.

TABLE 14.—*Public kindergartens in cities of over 4,000 population in 1900–1901*—Continued.

City.	Kindergartens.	Instructors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
NEW JERSEY—continued.					
Passaic	7	11			856
Paterson	19	19			1,056
Perth Amboy	1	1	33	22	55
Plainfield	5	7	151	126	277
Salem	2	2			
Somerville	1	2	42	44	86
South Orange	1	2	32	27	59
Summit	1	1	23	18	41
Union (town of)	2	2	94	92	186
West Hoboken	6	6	255	248	503
West Orange	5	5	120	80	200
NEW MEXICO.					
Sante Fe	1	1	37	38	75
NEW YORK.					
Albany	21	24	560	547	1,107
Auburn	1	2	23	17	40
Batavia	1	2			
Binghamton	14	14	318	367	685
Buffalo*	12	17	371	434	805
Catskill	2	2	56	55	111
Cohoes	4	10	130	153	283
Cortland	1	1	27	24	51
Fredonia	1	2	31	51	82
Geneva	4	7	130	121	251
Glens Falls	2	4	63	63	126
Gloversville	6	6	217	185	402
Haverstraw	1	1	28	32	60
Hempstead*	1	2	33	31	64
Hornellsville	3	3	89	80	169
Ilion	2	5	43	60	103
Jamestown	9	11	306	311	617
Lansingburg	5	10	138	123	261
Lockport	1	2	36	44	80
Mamaroneck	1	2			
Medina	2	2	39	43	82
Mount Vernon	2	2	32	31	63
New Rochelle	5	9	202	221	423
New York	135	168	4,999	4,851	9,850
Niagara Falls	5	9	141	152	293
North Tonawanda	4	4	72	67	139
Norwich*	1	2	15	20	35
Nyack	1	1	38	40	78
Olean	6	6	159	169	328
Ossining	4	2	63	70	133
Peekskill (District No. 7)	1	2	15	26	41
Plattsburg	1	1			71
Portchester	3	6			297
Rensselaer	1	1	27	23	50
Rochester	29	81	1,784	1,912	3,696
Rome	4	5	71	82	153
Sandy Hill	1	2	26	29	55
Saratoga Springs*	5	11	131	117	248
Schenectady	5	5			271
Syracuse	22	28	519	490	1,009
Tarrytown	1	2	30	35	65
Troy	4	8	99	98	197
Utica	14	24	511	536	1,047
Watervliet	2	2	52	53	105
White Plains	3	3	76	82	158
Yonkers	9	10	342	358	700
OHIO.					
Akron	8	8			240
Canton	3	3	65	72	137
Cleveland	25	48	950	936	1,886
Dayton	18	28	575	590	1,165
Fostoria	2	3	72	62	134
Fremont	3	6	85	80	165
Mansfield	5	10	149	165	314
Portsmouth	2	4			50
Springfield	1	1	26	19	45
Toledo	6	6	200	200	400

*Statistics of 1899–1900.

TABLE 14.—*Public kindergartens in cities of over 4,000 population in 1900–1901*—Continued.

City.	Kindergartens.	Instructors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
OKLAHOMA.					
Guthrie	5	5	110	115	225
PENNSYLVANIA.					
Allegheny	9	18	239	227	466
Archbald	1	3	15	25	40
Bradford	1	4	42	68	110
Conshohocken	4	4	56	64	120
Erie	3	7	98	116	214
Greenville	1	2	64	66	130
Philadelphia	142	192	7,100	7,311	14,411
Pittsburg	26	26	690	708	1,398
St. Marys*	2	3	50	40	90
Scranton	5	6	94	108	202
Titusville	3	6	75	87	162
Tyrone	1	2	9	13	22
RHODE ISLAND.					
Cranston	4	5	90	80	170
Newport	5	5	151	130	281
Pawtucket	7	14	260	268	528
Providence	24	42	898	917	1,815
Woonsocket	2	4	57	69	126
SOUTH CAROLINA.					
Orangeburg*	1	1	15	12	27
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	12	18	30
El Paso	2	2	60	61	121
Sherman	1	1	11	19	30
Texarkana	1	2	8	11	19
UTAH.					
Logan*	2	2	35	40	75
VERMONT.					
Bennington	1	2	23	26	49
Rutland	3	6	30	63	93
St. Albans*	2	3	53	59	112
WASHINGTON.					
Seattle	1	2	44	43	87
Spokane	13	15	548	507	1,055
Tacoma	1	2			
WISCONSIN.					
Appleton	4	9	169	182	351
Baraboo	4	8	77	70	147
Beaverdam	1	2	23	39	62
Beloit	4	11	185	175	360
Berlin	2	2			116
Fond du Lac	6	13	261	380	641
Grand Rapids	2	3	60	50	110
Kaukauna	1	2	27	33	60
Madison	1	2	27	28	55
Marinette	7	7	287	313	600
Menasha	3	6	64	67	131
Menomonie	3	19	131	143	274
Milwaukee	44	88	3,310	3,191	6,501
Neenah	2	3	77	106	183
Oshkosh	10	24			1,170
Racine	9	16			839
Sheboygan	7	25	424	457	881
Stevens Point	4	6			190
Superior	9	24	453	515	968
Wausau	7	17			522

*Statistics of 1899–1900.

TABLE 15.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1900–1901.*

	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 expenditure.
			School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	ALABAMA.																			
1	Bessemer	6,358	7–21	1,850	87	571	616	1,187	180	108,000	600	1	2	14	16	3	1,100	$16,500	$8,750	-------
2	Eufaula	4,532	7–21	1,793	175	325	237	562	178	68,352	384	1	3	11	14	-------	-------	17,000	5,242	-------
3	Florence	6,478	7–21	2,231	150	480	556	1,036	154	91,630	595	1	4	12	16	3	650	25,000	5,000	$5,954
4	New Decatur	4,437	7–21	1,724	120	292	342	634	180	97,200	540	2	0	10	10	2	600	15,000	3,875	4,650
5	Phoenix	4,163	7–21	1,371	-------	130	111	241	140	23,100	165	0	2	5	7	2	-------	3,500	1,817	-------
6	Tuscaloosa	5,094	7–21	1,127	425	317	241	558	170	62,220	366	3	3	9	12	2	420	35,000	5,107	5,458
	ARIZONA TERRITORY.																			
7	Tucson	7,531	6–21	1,945	-------	619	492	1,111	170	119,590	704	1	1	18	19	5	900	86,050	13,227	16,463
	ARKANSAS.																			
8	Fayetteville	4,061	6–21	1,840	50	520	630	1,150	160	124,800	780	1	4	13	17	4	-------	20,000	6,800	7,550
9	Helena	5,550	6–21	1,200	-------	301	425	726	179	109,727	613	2	3	16	19	3	785	75,000	-------	-------
10	Jonesboro	4,508	6–21	1,650	200	497	575	1,072	180	-------	-------	1	5	9	14	3	800	22,500	6,000	7,000
11	Texarkana	4,914	6–21	1,500	100	575	590	1,165	160	128,000	800	-------	-------	-------	-------	-------	-------	20,000	7,200	-------
	CALIFORNIA.																			
12	Bakersfield	4,836	5–17	1,128	-------	388	388	776	162	92,859	566	2	0	14	14	3	736	40,890	-------	10,025
13	Eureka	7,327	5–17	2,071	29	885	987	1,872	186	273,607	1,471	1	4	30	34	15	1,821	75,000	26,600	34,582
14	Napa	4,036	5–17	1,176	20	476	429	905	188	132,875	707	0	3	19	22	5	1,200	50,000	16,225	18,000
15	Pomona	5,526	5–17	1,700	100	750	850	1,600	172	189,200	1,100	4	4	36	40	12	1,800	100,000	32,000	35,000
16	Redlands	4,797	5–17	1,194	122	607	621	1,228	169	151,580	900	2	7	25	32	6	1,223	94,470	24,183	30,708
17	Santa Ana	4,933	5–17	1,430	40	699	730	1,429	170	193,970	1,141	1	4	29	33	7	1,500	100,000	26,500	38,112
18	Santa Barbara	6,587	5–17	1,789	206	764	770	1,534	188	196,884	1,047	2	6	36	42	9	1,500	80,000	33,500	40,000
19	Santa Cruz	5,659	5–17	2,132	274	713	796	1,509	188	196,815	1,047	1	7	35	42	8	1,720	100,000	31,250	37,250
20	Santa Rosa	6,673	5–17	1,796	40	823	930	1,753	187	217,516	1,163	1	5	27	32	4	1,450	50,000	25,150	30,000
	COLORADO.																			
21	Trinidad	5,345	6–21	1,685	-------	653	646	1,299	175	154,175	881	2	5	24	29	5	1,296	84,000	22,646	34,734

	CONNECTICUT.																			
22	Derby	7,930	5–16	1,951	572	405	418	823	186	118,755	635	3	1	19	20	4	827	48,000	11,850	15,603
23	Huntington	5,572	5–14	------	68	------	------	1,095	*a* 185	144,841	781	3	0	27	27	11	------	66,700	12,109	15,903
24	Killingly	6,835	4–16	1,645	195	681	620	1,301	184	164,152	897	2	5	28	33	12	1,500	62,500	15,464	19,375
25	Putnam	6,667	4–16	1,459	571	------	------	743	180	------	------	2	4	18	22	9	870	24,816	10,803	14,688
26	Southington	5,890	4–16	1,234	15	523	600	1,123	184	156,694	851	2	1	30	31	12	1,408	65,000	15,273	20,778
27	Winchester *b*	7,763	4–16	1,635	729	479	480	959	190	125,953	663	----	----	28	28	7	955	65,800	13,289	16,247
	GEORGIA.																			
28	Albany	4,606	6–18	905	50	------	------	660	180	88,200	496	----	4	15	19	2	700	8,500	5,600	7,000
29	Americus	7,674	6–18	------	------	603	899	1,502	180	190,800	1,060	1	3	28	31	3	1,600	25,000	14,778	16,563
30	Dalton	4,315	6–18	1,400	------	350	400	750	179	91,648	512	1	1	12	13	3	------	12,000	4,500	5,550
31	Griffin	6,857	6–18	------	------	304	377	681	175	82,775	473	1	5	13	18	4	840	30,000	8,479	9,877
32	Rome	7,291	6–18	2,250	200	730	780	1,510	180	198,000	1,100	2	------	------	------	------	------	30,000	14,500	15,000
33	Valdosta	5,613	6–18	1,500	50	550	650	1,200	180	144,000	800	1	4	16	20	4	------	33,000	6,600	7,000
34	Waycross	5,949	6–18	1,231	40	364	414	778	180	90,000	500	2	1	14	15	2	900	40,000	8,500	9,000
	IDAHO.																			
35	Boise	5,957	6–21	2,023	------	853	747	1,600	200	260,600	1,303	2	5	29	34	4	1,400	200,000	20,000	35,860
36	Pocatello	4,046	5–21	1,399	200	439	429	868	173	114,699	663	1	1	14	15	2	820	40,000	9,410	12,000
	ILLINOIS.																			
37	Beardstown	4,827	6–21	1,507	60	470	520	990	185	158,693	858	----	3	22	25	5	990	52,300	11,750	15,589
38	Belvidere	6,937	6–21	779	50	310	361	671	192	102,528	534	0	1	14	15	2	575	------	7,250	10,500
39	Blue Island	6,114	------	------	150	603	689	1,292	193	------	------	1	2	27	29	5	------	83,000	25,500	32,450
40	Canton	6,564	6–20	2,262	0	807	868	1,675	175	225,488	1,289	2	1	37	38	8	1,672	105,000	18,257	25,140
41	Centralia	6,721	6–21	2,078	247	806	800	1,606	174	215,760	1,240	1	5	29	34	6	1,500	37,525	13,520	17,600
42	Charleston	5,488	6–21	1,500	200	581	701	1,282	187	185,691	993	2	5	27	32	4	1,400	125,000	16,000	------
43	Clinton	4,452	------	------	0	496	624	1,120	186	158,658	853	1	0	23	23	3	1,000	90,000	14,000	16,000
44	Collinsville	4,021	------	------	------	424	390	814	169	89,480	530	1	1	14	15	3	------	50,000	5,692	7,000
45	Dekalb	5,904	6–21	------	------	598	631	1,229	120	190,950	1,005	3	4	17	21	4	1,168	------	16,670	23,804
46	Duquoin	4,353	6–21	1,500	300	430	475	905	176	149,600	850	1	3	16	19	4	------	50,000	7,500	8,000
47	Galena	5,005	6–21	1,908	653	367	386	753	195	133,770	686	2	4	15	19	5	800	50,000	13,000	14,500
48	Harlem	4,085	6–21	1,261	126	357	364	721	197	113,979	578	2	0	10	10	2	664	30,750	6,505	9,601
49	Harvey	5,305	6–21	1,328	------	577	519	1,096	174	145,406	844	2	0	23	23	6	1,200	49,000	15,000	23,000
50	Litchfield	5,918	6–21	1,899	50	622	673	1,295	*c* 167	180,077	1,029	2	2	23	25	4	1,276	100,000	10,390	14,057
51	Macomb	5,575	6–21	------	0	------	------	------	181	181,000	1,000	1	4	23	27	4	1,300	90,000	12,927	15,000
52	Maywood *d*	4,532	6–21	2,031	317	743	665	1,408	189	184,464	976	2	3	23	26	6	1,100	75,250	20,722	50,175
53	Monmouth	7,460	6–21	2,466	0	910	965	1,875	198	297,000	1,500	1	3	39	42	5	1,580	95,000	17,779	49,713
54	Morris	4,273	6–21	1,000	75	350	400	750	195	132,600	680	1	2	18	20	5	800	80,000	11,025	13,000
55	Mount Carmel	4,311	6–21	1,200	150	440	460	900	180	145,800	800	1	1	17	18	5	950	40,000	8,000	10,000
56	Mount Vernon	5,216	------	------	------	633	617	1,250	------	------	------	1	5	24	29	4	1,500	40,000	------	------
57	Murphysboro	6,463	6–21	1,808	223	616	624	1,240	164	178,760	1,090	1	2	24	26	3	625	42,000	10,665	13,812
58	Paris	6,165	6–21	1,646	75	628	714	1,342	170	63,540	962	1	3	24	27	3	1,250	85,000	13,752	26,186
59	Peru	6,863	6–21	2,290	535	434	401	835	------	116,900	------	1	0	22	22	4	900	40,650	10,409	14,350
60	Pontiac	4,266	6–14	1,590	0	478	513	991	198	151,668	766	1	1	23	24	4	996	63,000	11,497	13,493
61	Princeton	4,023	6–21	------	------	275	325	600	------	------	------	2	1	15	16	3	750	70,000	------	------

a Average. *b* Includes Winsted borough. *c* High school was in session 185 days. *d* Includes statistics for Melrose Park.

TABLE 15.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1900–1901*—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 expenditure.
			School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	ILLINOIS—continued.																			
62	Springvalley	6,214	6-21	1,926	420	524	568	1,092	197	147,947	751	1	0	18	18	4	950	$20,000	.....	$9,000
63	Sterling	6,309	6-21	707	.....	226	215	441	183	72,468	396	1	0	10	10	2	450	52,000	$6,100	8,941
64	Taylorville	4,248	6-21	.....	0	742	684	1,426	.....	137,182	.....	2	4	22	26	3	.....	86,600	.....	.....
65	Urbana	5,728	6-21	1,621	20	657	644	1,301	186	182,540	982	4	6	22	28	7	1,350	67,500	14,144	17,337
	INDIANA.																			
66	Alexandria	7,221	6-21	2,053	230	657	680	1,337	177	165,849	937	1	5	25	30	4	1,228	45,000	15,435	.....
67	Bedford	6,115	6-15	1,618	.....	678	692	1,370	180	193,860	1,077	2	5	25	30	4	1,200	56,000	12,923	19,000
68	Bloomington	6,460	6-21	1,729	.....	795	833	1,628	180	230,400	1,280	1	5	30	35	4	1,427	75,000	16,181	18,144
69	Bluffton	4,479	6-21	1,265	0	509	548	1,057	177	153,282	866	2	8	15	23	4	1,050	50,000	12,104	16,887
70	Brazil	7,786	6-21	2,318	138	804	885	1,689	178	223,034	1,253	1	6	21	27	4	1,565	98,000	12,730	15,450
71	Connersville	6,836	6-21	1,751	153	529	553	1,092	165	155,465	821	4	5	18	23	3	1,160	57,500	14,041	17,601
72	Crawfordsville	6,649	6-21	1,769	50	679	808	1,487	176	181,984	1,034	5	2	27	29	4	1,200	150,000	17,000	27,069
73	Frankfort	7,100	6-21	1,826	.....	800	834	1,634	180	223,380	1,241	3	7	36	43	5	1,500	90,000	23,203	30,070
74	Goshen	7,810	6-21	2,123	105	650	900	1,550	178	254,540	1,430	2	7	40	47	7	1,500	90,000	21,573	32,105
75	Greenfield	4,489	6-21	1,145	0	553	557	1,110	180	187,740	1,043	1	6	20	26	4	1,000	100,000	20,000	.....
76	Greensburg	5,034	6-21	1,728	204	401	588	989	180	144,000	800	3	4	28	32	2	1,000	40,000	17,000	23,000
77	Hartford City	5,912	6-21	1,867	0	699	771	1,470	176	181,152	1,029	2	7	24	31	5	1,215	45,000	14,417	19,757
78	Laporte	7,113	6-21	2,344	450	626	654	1,280	185	179,401	969	1	4	34	38	6	1,400	125,000	20,939	28,045
79	Lebanon	4,465	6-21	1,267	0	606	600	1,206	160	136,960	856	1	3	22	25	3	1,250	74,900	11,418	13,000
80	Martinsville	4,038	6-21	1,147	0	430	472	902	180	.....	.....	1	5	18	23	3	950	40,000	11,000	.....
81	Mishawaka	5,560	6-21	1,635	310	367	408	775	177	109,333	617	2	0	20	20	3	820	75,000	10,055	.....
82	Mount Vernon	5,132	6-21	1,720	125	641	620	1,261	180	164,700	915	2	8	16	24	5	1,100	65,000	11,798	12,625
83	Noblesville	4,792	6-21	1,426	.....	633	639	1,272	158	166,748	1,056	2	6	22	28	4	1,298	96,000	12,522	15,685
84	Portland	4,798	6-21	1,362	.....	610	618	1,228	173	159,852	924	2	10	17	27	5	.....	.....	.....	.....
85	Princeton	6,041	6-21	1,718	100	713	783	1,496	173	164,796	952	2	8	23	31	5	1,350	60,000	14,675	20,000
86	Rushville	4,541	6-21	1,195	110	400	454	854	175	117,600	672	1	3	19	22	3	894	40,850	11,528	12,728
87	Seymour	6,445	6-21	1,734	300	600	606	1,206	176	164,404	934	1	3	24	27	5	1,400	80,000	11,000	.....
88	Shelbyville	7,169	6-21	1,839	100	701	735	1,436	176	198,704	1,129	1	8	30	38	6	1,300	110,000	19,544	22,000
89	Valparaiso	6,280	6-21	1,497	129	512	545	1,057	179	157,952	883	4	3	28	31	3	1,280	85,000	17,824	22,330

	IOWA.																			
90	Atlantic	5,046	5-21	1,646	50	531	635	1,166	173	144,628	836	2	0	27	27	4	1,250	60,000	14,175	19,335
91	Cedar Falls	5,319	5-21	1,565	.....	497	683	1,180	175	151,025	863	1	0	29	29	5	.....	90,000	13,425	.....
92	Centerville	5,256	5-21	2,089	.....	688	724	1,412	159	178,291	1,121	3	2	26	28	3	1,374	83,375	11,480	21,800
93	Charles City	4,227	5-21	1,365	150	.....	.....	1,008	177	141,000	800	1	2	25	27	7	1,200	.....	.....	.....
94	Creston	7,752	5-21	2,561	167	949	978	1,927	176	253,790	1,442	1	5	38	43	9	1,750	125,000	19,482	29,491
95	Fairfield	4,689	5-21	1,236	75	470	560	1,030	177	140,361	793	2	3	19	22	2	900	46,000	9,670	12,264
96	Lemars	4,146	5-21	1,498	.....	513	528	1,041	176	133,591	759	1	1	22	23	3	1,067	51,000	11,899	17,493
97	Marion	4,102	5-21	1,203	.....	.....	.....	946	178	129,121	725	2	1	22	25	4	.....	55,000	11,580	.....
98	Missouri Valley	4,010	5-21	1,250	0	516	543	1,059	174	136,764	786	1	1	19	20	3	1,003	50,000	10,120	14,820
99	Mount Pleasant	4,109	5-21	1,147	50	.....	.....	854	175	116,180	670	3	0	23	23	4	950	45,000	9,696	13,161
100	Oelwein	5,142	5-21	1,238	.....	496	513	1,009	180	118,980	661	1	1	18	19	3	864	31,500	7,655	.....
101	Red Oak	4,355	5-21	1,474	.....	600	615	1,215	178	171,392	964	3	4	30	34	6	1,200	95,000	15,082	22,654
102	Washington	4,255	5-21	1,210	100	412	479	891	179	133,913	747	1	3	19	22	5	1,000	64,260	9,959	17,051
103	Webster City	4,613	5-21	1,548	40	543	609	1,152	176	154,528	878	1	2	23	26	3	1,050	50,000	20,000	22,000
	KANSAS.																			
104	Argentine	5,878	5-21	2,022	250	644	673	1,317	160	154,720	967	1	5	19	24	5	1,170	.....	9,480	11,380
105	Arkansas City	6,140	5-21	2,143	0	781	857	1,638	160	203,840	1,274	1	2	30	32	6	2,000	90,000	12,800	14,700
106	Coffeyville	4,953	5-21	1,741	.....	659	638	1,297	140	119,560	854	1	4	17	21	4	1,200	46,600	8,877	12,144
107	Iola	5,791	5-21	1,800	.....	817	892	1,709	174	206,122	1,177	2	4	25	29	3	.....	68,000	14,578	68,772
108	Junction City	4,635	5-21	1,929	75	433	651	1,084	176	.....	.....	1	2	19	21	4	1,100	55,000	9,765	15,101
109	Newton	6,208	6-21	2,265	75	773	729	1,502	177	208,435	1,177	2	6	24	30	3	1,375	95,000	18,000	19,096
110	Ottawa	6,934	5-21	2,521	100	792	963	1,755	167	230,981	1,383	1	4	30	34	4	1,800	60,000	14,560	18,357
111	Parsons	7,682	5-21	2,603	100	872	981	1,853	160	224,000	1,413	1	4	29	33	5	1,750	135,000	15,000	19,227
112	Salina	6,074	5-21	2,055	75	989	781	1,470	177	197,363	1,115	2	1	25	26	6	1,500	85,000	12,945	33,937
	KENTUCKY.																			
113	Ashland	6,800	6-20	1,973	200	526	650	1,246	160	144,000	900	1	3	24	27	6	1,300	65,000	10,000	15,500
114	Bellevue	6,332	6-20	1,926	260	481	485	966	160	152,760	804	1	2	20	22	3	1,000	50,000	12,366	15,871
115	Danville	4,285	6-20	759	200	115	110	225	180	35,100	195	1	2	4	6	1	200	19,000	4,000	.....
116	Dayton	6,104	6-20	1,915	250	492	519	1,011	170	135,470	790	1	0	21	21	4	912	34,000	9,350	12,770
117	Hopkinsville	7,280	6-20	1,133	50	388	456	844	191	116,745	611	1	0	19	19	2	775	25,000	10,700	.....
118	Maysville	6,423	.....	.....	.....	374	378	752	.....	.....	.....	3	5	15	20	7	820	38,600	13,000	18,333
119	Middlesboro	4,162	6-20	1,081	25	.....	.....	600	170	68,000	400	1	2	10	12	4	650	.....	4,320	8,000
120	Paris	4,603	6-20	1,275	225	335	481	816	185	137,270	742	2	1	9	10	2	850	50,000	9,800	12,575
	LOUISIANA.																			
121	Alexandria (white schools)	5,648	6-18	1,200	275	171	173	344	167	31,916	191	1	3	5	8	2	400	8,000	4,510	4,760
122	Crowley	4,214	6-18	.....	150	269	185	454	180	.....	.....	2	2	2	4	1	225	3,000	1,800	1,859
123	Donaldsonville	4,105	6-18	.....	300	287	251	538	175	81,025	463	2	1	9	10	2	.....	8,000	4,090	4,395
124	Lake Charles	6,680	6-18	.....	.....	735	892	1,627	160	234,240	1,464	4	7	26	33	.....	.....	30,000	12,500	.....
125	Monroe	5,428	6-18	900	200	325	375	700	180	106,200	590	1	4	17	21	2	745	75,000	12,500	14,000
126	New Iberia	6,815	6-18	1,200	150	400	450	850	180	137,700	765	2	2	13	15	5	875	35,000	8,000	9,000
	MAINE.																			
127	Belfast	4,615	4-21	1,253	0	.....	.....	749	175	.....	.....	1	5	22	27	12	.....	20,000	10,756	14,008
128	Brewer	4,835	4-21	1,429	.....	467	459	926	162	124,092	766	1	1	24	25	12	.....	33,800	7,570	11,624

TABLE 15.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1900–1901*—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 expenditure.
			School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	MAINE—continued.																			
129	Calais	7,655	4-21	2,753	100			1,628	168	196,848	1,174							$45,000	$11,705	$19,360
130	Eastport	5,311	4-21	1,743	0	488	570	1,058	190	182,970	963	1	2	25	27	8	1,200	35,000	10,000	13,000
131	Gardiner	5,501	5-21	1,468	7	518	527	1,045	174	139,374	801	1	3	22	25	13	1,198	95,000	11,300	18,700
132	Oldtown	5,763	4-21	1,638	60			862	158	115,656	730	2	2	26	28	14	1,125	47,000	11,375	14,624
133	Saco	6,122	4-21	2,257	160	535	599	1,134	185	185,780	1,004	1	5	30	35	13	1,350	85,000	11,650	
134	Skowhegan	4,266	4-21	1,430	280			688				2	2	23	25	13		50,000	9,059	16,988
135	South Portland	6,287	4-21	1,813	24			1,255	170	193,970	1,141	1	2	34	36	16	1,400	105,000	10,321	25,117
136	Westbrook	7,283	4-21	2,539	300	681	638	1,319	172			2	6	28	34	11		100,000	16,244	22,863
	MARYLAND.																			
137	Cambridge	5,747			50			1,149	165	133,980	812	2	6	16	22	4	800		7,856	8,256
	MASSACHUSETTS.																			
138	Amherst	5,028	5-15	647	40	491	513	1,004	175	114,100	652	4	2	23	25	9	850	60,500		12,696
139	Andover	6,813	7-14	778	12			1,121	180	163,620	909	4	0	32	32	11	1,280	76,500	18,500	27,159
140	Athol	7,061	7-14	779		547	553	1,100	184	165,048	897	3	2	27	29	10	1,500		14,924	23,677
141	Blackstone	5,721	7-14	648	0			1,049	195	157,395	807	1	1	26	27	10	1,060	22,000	12,500	17,000
142	Bridgewater	5,806	7-14	485	0	422	479	901	189	133,491	706	3	2	28	30	10	950	100,000	14,477	17,942
143	Canton	4,584	7-14	812	225	339	343	682	195	101,400	520	2	1	22	23	8	700	40,000	13,235	18,033
144	Concord	5,652	7-14	593	15	546	516	1,062	184	167,333	910	1	2	28	30	4	1,226	105,000	19,343	25,612
145	Dedham	7,457	7-14	866	15	650	750	1,400	183	219,417	1,199	6	4	36	40	8	1,450	175,000	29,669	44,291
146	Easthampton	5,603	7-14	677	27	523	545	1,068	172	145,678	845	4	1	27	28	12		50,000	13,613	18,581
147	Easton	4,837	5-15	921		450	455	905	191			7	2	31	33	10	1,000	175,000	16,614	25,572
148	Franklin	5,017	7-14	594	252			673			554	3	3	18	21	8			9,579	15,761
149	Grafton	4,869	5-15	893		431	473	904	171	120,897	707	2	1	25	26	7	950	75,000	12,346	20,030
150	Great Barrington	5,854	5-15	950	50	480	571	1,051	189	144,936	767	3	3	31	34	11	1,125	165,000	14,276	21,078
151	Hingham	5,059	5-15	739	40	459	469	928	198	146,520	740	3	5	19	24	6	900	78,000	14,496	21,620
152	Hudson	5,454	7-14	624		507	556	1,063	190			3	2	24	26	7	1,269	85,000	13,485	20,021
153	Ipswich	4,658	5-15	732	12	409	416	825	190	121,220	633		1	22	23	11	900	30,000	10,725	14,635
154	Mansfield	4,006	7-14	698	0			703			615	1	2	20	22	9		40,000	9,008	14,764

155	Methuen	7,512	7-14	997	55	752	718	1,470	185½	202,937	1,094	3	2	39	41	11	-------	$77,000	$20,152	$26,279
156	Middleboro	6,885	7-14	830	-------	-------	-------	1,277	180	186,840	1,038	3	3	32	35	19	-------	68,000	16,295	23,955
157	Millbury	4,460	7-14	645	-------	-------	-------	907	*a* 180	*b* 126,920	694	3	3	20	23	8	-------	48,000	10,798	17,213
158	Milton	6,578	5-15	1,198	137	627	651	1,278	186	201,252	1,082	5	4	50	54	8	-------	250,000	41,008	64,213
159	Montague	6,150	8-15	1,124	200	571	553	1,124	190	184,870	973	1	2	38	40	10	1,364	90,000	19,200	25,172
160	Needham	4,016	7-14	440	-------	364	368	732	190	114,646	603	1	2	19	21	7	885	70,000	12,041	17,087
161	North Andover	4,243	5-15	782	3	419	462	881	200	-------	-------	1	3	22	25	8	900	56,800	13,824	16,444
162	North Attleboro	7,253	5-15	1,264	0	680	720	1,400	182½	211,700	1,160	3	2	40	42	13	1,620	120,000	19,571	28,731
163	Northbridge	7,036	5-15	1,220	-------	716	637	1,353	190	211,413	1,112	2	1	33	34	9	1,574	141,760	17,477	24,883
164	North Brookfield	4,587	5-15	944	200	-------	-------	746	190	112,670	593	3	1	18	19	4	-------	50,000	-------	-------
165	Norwood	5,480	5-15	1,200	20	-------	-------	1,199	190	209,000	1,100	7	2	28	30	7	1,300	140,000	17,276	24,088
166	Orange	5,520	7-14	743	0	540	576	1,116	*c* 177	-------	-------	3	1	28	29	10	1,400	120,000	14,182	22,393
167	Palmer	7,801	7-14	861	134	621	679	1,300	*a* 190	191,107	1,002	3	1	35	36	10	1,320	125,000	16,639	23,729
168	Provincetown	4,247	7-14	496	0	-------	-------	855	190	134,710	709	1	1	23	24	6	950	20,600	11,000	12,000
169	Reading	4,969	5-15	853	0	499	533	1,032	185	158,545	857	3	1	24	25	7	1,175	100,000	15,963	23,637
170	Rockland	5,327	5-15	892	0	548	561	1,109	192	187,133	974	2	5	24	29	11	1,439	-------	18,244	21,094
171	Rockport	4,592	7-14	567	0	425	404	829	175	128,800	736	4	1	21	22	8	898	28,560	9,796	14,981
172	Saugus	5,084	5-15	1,060	0	593	654	1,247	185	187,590	1,014	3	1	30	31	11	1,369	130,000	15,249	20,973
173	South Hadley	4,526	5-15	795	-------	451	475	926	190	147,630	777	1	2	28	30	6	1,000	57,400	14,000	18,548
174	Spencer	7,627	7-14	1,089	-------	652	611	1,263	182	181,636	998	3	3	36	39	16	-------	150,000	19,554	29,090
175	Stoneham	6,197	5-15	960	0	589	530	1,119	185	168,350	910	3	1	28	29	7	1,275	140,000	16,600	22,824
176	Stoughton	5,442	7-14	-------	200	-------	-------	791	-------	-------	694	1	1	17	18	9	-------	50,000	11,183	16,109
177	Swampscott	4,548	-------	-------	-------	-------	-------	695	190	-------	-------	-------	1	20	21	6	796	82,200	13,050	19,359
178	Warren	4,417	7-14	525	0	426	447	873	178	130,892	735	3	4	21	25	8	1,000	59,700	12,128	18,143
179	Wellesley	5,072	7-14	513	170	368	398	766	186	119,251	640	7	1	29	30	6	850	120,000	18,729	28,845
180	Westboro	5,400	7-14	516	0	382	481	863	193	121,783	631	2	1	20	21	6	787	70,000	9,907	15,774
181	West Springfield	7,105	5-15	1,352	4	801	850	1,651	185	227,550	1,230	4	4	41	45	12	1,500	125,000	23,111	29,794
182	Whitman	6,155	5-15	1,044	-------	588	625	1,213	192	193,791	1,007	2	2	29	31	7	1,246	83,000	15,704	22,727
183	Williamstown	5,013	5-15	783	65	-------	-------	927	-------	-------	746	1	4	27	31	10	1,200	80,000	11,157	17,274
184	Winchendon	5,001	7-14	650	0	485	515	1,000	180	135,900	755	3	2	27	29	10	1,200	150,000	15,676	22,730
185	Winchester	7,248	7-14	932	-------	774	775	1,549	182	237,146	1,303	7	4	33	42	9	1,563	135,000	28,735	41,622
186	Winthrop	6,058	7-14	756	0	520	512	1,032	189	-------	-------	2	2	30	32	4	1,080	120,000	18,608	25,796
	MICHIGAN.																			
187	Albion	4,519	5-20	1,242	0	501	504	1,005	180	126,180	701	3	2	21	23	5	-------	65,000	11,389	15,425
188	Benton Harbor	6,562	5-20	1,562	75	762	755	1,517	175	212,600	1,100	1	3	28	31	4	1,363	68,000	18,000	-------
189	Big Rapids	4,686	5-20	1,466	258	513	585	1,098	181	146,248	808	2	0	24	24	4	1,241	-------	-------	-------
190	Cadillac	5,997	5-20	1,916	0	790	815	1,605	179	225,361	1,259	1	0	34	34	5	1,800	65,000	14,491	25,774
191	Charlotte	4,092	5-20	-------	20	370	555	925	187	134,338	726	2	1	21	22	6	837	43,000	12,695	18,765
192	Coldwater	6,216	5-20	1,524	0	556	537	1,093	190	167,097	879	1	3	23	26	4	1,000	100,000	12,083	17,078
193	Delray	4,573	5-20	1,216	84	324	386	710	198	128,304	648	2	0	18	18	2	740	80,000	9,597	14,620
194	Dowagiac	4,151	5-20	1,164	0	533	542	1,075	196	-------	-------	1	2	22	24	4	1,047	30,000	11,286	14,902
195	Grand Haven	4,743	5-20	1,682	40	660	645	1,305	197	199,955	1,015	2	1	27	28	15	1,231	25,000	11,757	15,576
196	Hancock	4,050	5-20	2,015	-------	614	523	1,137	196	160,916	821	1	2	24	26	7	1,200	100,000	14,934	42,650
197	Hillsdale	4,151	5-20	1,008	20	464	464	928	184	132,056	717	3	1	19	20	5	864	50,000	-------	-------
198	Ionia	5,209	-------	-------	200	521	559	1,080	196	132,692	677	1	1	28	29	4	1,038	-------	13,154	18,617
199	Ludington	7,166	5-20	2,640	375	940	975	1,915	183½	283,141	1,543	1	3	40	43	-------	-------	125,000	18,352	25,158
200	Manistique	4,126	5-20	1,265	-------	534	532	1,066	191	127,035	665	1	1	21	22	3	-------	40,000	11,618	19,546
201	Marshall	4,370	5-20	1,094	104	376	425	801	190	126,571	665	1	2	21	23	6	-------	125,000	10,854	43,063

a High school was in session 200 days.

b Approximately.

c High school was in session 190 days.

TABLE 15.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1900–1901*—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 expenditure.
			School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	MICHIGAN—continued.																			
202	Monroe	5,043	5-20	.....	400	411	437	848	191	116,701	611	2	4	16	20	4	1,000	$37,000	$8,475	$19,072
203	Mount Clemens	6,576	5-20	2,161	300	550	688	1,238	196	177,380	905	1	2	25	27	5	1,152	65,000	13,078	18,129
204	Negaunee	6,935	5-20	2,168	275	820	733	1,553	191	219,650	1,150	1	1	32	33	6	1,400	45,000	16,050	23,739
205	Niles	4,287	5-20	.....	20	535	524	1,059	185	189,969	1,026	2	1	22	23	7	970	50,000	10,735	14,612
206	Norway	4,170	5-21	1,500	200	510	515	1,025	177	150,500	850	1	1	14	15	3	850	30,000	8,300	14,902
207	Petoskey	5,285	5-21	1,215	125	588	629	1,217	186	148,986	801	2	1	23	24	3	922	40,000	11,000	13,500
208	St. Joseph	5,155	5-20	1,352	200	498	554	1,052	180	.....	.....	3	2	23	25	3	.....	70,000	12,000	.....
209	South Haven	4,009	5-20	970	40	437	432	869	187	128,095	685	1	0	16	16	2	980	30,000	7,500	.....
210	Wyandotte	5,183	5-20	1,800	400	250	500	850	190	142,500	750	0	0	20	20	3	900	63,000	6,400	10,000
	MINNESOTA.																			
211	Albert Lea	4,500	.....	.....	.....	622	568	1,190	180	161,940	895	2	1	24	25	4	1,200	75,000	11,210	.....
212	Austin	5,474	5-21	1,450	0	640	691	1,331	180	196,920	1,094	2	3	30	33	6	1,400	110,000	24,000	27,000
213	Brainerd	7,524	6-21	2,050	50	938	1,063	2,001	172	227,040	1,320	2	3	35	38	7	1,794	155,000	18,963	37,000
214	Fergus Falls	6,072	6-21	1,600	0	626	703	1,329	179	194,073	1,078	1	2	28	30	6	1,200	80,000	16,169	33,768
215	Little Falls	5,774	.....	.....	300	595	625	1,220	174	154,952	890	1	1	24	25	4	1,300	70,000	12,595	22,575
216	New Ulm	5,403	5-21	1,500	700	420	324	744	195	101,724	522	1	4	13	17	5	825	60,000	9,035	37,000
217	Owatonna	5,561	5-21	1,800	400	525	580	1,105	175	149,454	854	1	2	23	25	5	1,105	100,000	12,600	.....
218	Red Wing	7,525	5-21	1,850	150	800	826	1,626	180	243,564	1,353	2	1	39	40	5	1,900	75,000	20,635	30,000
219	Rochester	6,843	5-21	.....	.....	.....	.....	1,084	174	116,058	667	3	2	28	30	6	1,600	98,000	15,000	24,000
220	St. Peter	4,302	.....	.....	75	345	351	696	177	102,649	579	2	1	16	17	3	850	35,000	10,313	12,207
	MISSISSIPPI.																			
221	Biloxi	5,467	5-21	2,478	200	437	503	940	180	130,860	727	.....	.....	.....	.....	.....	.....	35,000	7,340	8,275
222	Columbus	6,484	5-21	2,500	20	560	552	1,442	180	144,000	800	1	3	20	23	3	1,400	27,000	8,330	9,300
223	Greenville	7,642	5-21	3,030	.....	623	672	1,295	*a*180	112,725	633	3	2	27	29	6	.....	40,000	12,330	20,006
224	Hattiesburg	4,175	5-21	900	.....	.....	.....	.....	.....	.....	.....	1	2	12	14	2	.....	20,000	.....	.....
225	McComb	4,477	5-21	1,250	250	420	430	850	179	150,670	730	1	1	14	15	3	800	10,000	6,500	7,000

	MISSOURI.																			
226	Aurora	6,191	6-20	1,600	.....	658	740	1,398	160	131,127	819	1	5	14	19	3	1,073	$20,000	$6,500	$9,600
227	Boonville	4,377	6-20	1,241	200	382	405	787	178	102,553	576	1	2	15	17	2	600	40,000	7,740	10,027
228	Brookfield	5,484	6-20	1,515	60	560	650	1,210	160	145,760	911	2	.....	.....	.....	.....	.....	66,000	9,753	21,483
229	Cape Girardeau	4,815	6-20	1,780	.....	450	420	870	180	.....	.....	.....	.....	.....	.....	.....	.....	100,000	6,000	.....
230	Carterville	4,445	6-20	1,377	0	497	555	1,052	178	118,317	665	1	2	12	14	3	.....	31,000	6,289	14,500
231	Chillicothe	6,905	6-20	2,060	300	701	743	1,444	180	193,000	1,100	1	8	21	29	6	1,480	75,000	10,800	38,075
232	Clinton	5,061	6-21	1,683	0	798	779	1,577	175	175,250	1,002	1	6	29	35	5	1,450	70,000	14,000	.....
233	Columbia	5,651	.....	.....	.....	570	650	1,220	178	157,712	886	1	5	21	26	4	1,156	51,500	13,470	.....
234	Desoto	5,611	6-20	1,915	125	703	798	1,501	175½	184,275	1,050	1	3	20	23	6	1,410	.....	9,002	13,225
235	Fulton	4,883	6-20	1,125	0	260	278	538	.....	.....	.....	.....	.....	.....	.....	.....	.....	30,000	.....	9,702
236	Independence	6,974	6-20	.....	200	700	900	1,600	180	216,000	1,200	2	5	33	38	5	1,800	100,000	18,000	30,000
237	Kirksville	5,966	6-20	1,652	.....	549	658	1,207	168	132,561	828	.....	.....	.....	.....	.....	.....	80,000	.....	.....
238	Lexington	4,191	6-20	1,634	0	589	650	1,249	162	126,193	779	1	2	16	18	5	1,110	50,000	.....	12,000
239	Macon	4,068	6-20	1,103	.....	344	352	696	180	113,452	631	.....	.....	.....	.....	.....	.....	30,000	.....	.....
240	Maryville	4,577	6-20	1,400	150	500	700	1,200	176	.....	.....	1	2	21	23	5	1,200	75,000	10,700	14,000
241	Nevada	7,461	6-20	2,500	50	973	1,032	2,005	176	251,373	1,427	1	4	32	36	8	1,800	75,000	15,131	21,725
242	Poplar Bluff	4,321	6-20	1,523	.....	.....	.....	.....	177	123,970	700	1	4	16	20	5	1,200	36,000	8,443	14,794
243	Rich Hill	4,053	6-20	1,537	0	610	707	1,317	178	156,796	871	.....	.....	.....	.....	.....	.....	22,000	8,217	11,763
244	Trenton	5,396	6-20	1,676	0	686	739	1,425	170	181,662	1,069	2	6	22	28	4	1,491	50,000	11,400	14,452
245	Warrensburg	4,724	6-20	1,435	200	510	600	1,110	180	134,460	747	1	6	21	27	7	1,250	100,000	9,650	12,500
	MONTANA.																			
246	Missoula	4,366	6-21	1,859	130	.....	.....	1,167	172	160,820	935	1	0	20	20	4	1,050	59,100	14,580	20,000
	NEBRASKA.																			
247	Beatrice	7,875	5-21	2,667	120	1,229	1,236	2,465	163	271,429	1,650	5	4	38	42	8	.....	100,000	18,000	30,000
248	Tremont	7,241	5-21	.....	.....	1,055	1,074	2,129	180	272,107	1,511	1	2	40	42	9	1,792	129,500	22,188	32,314
249	Grand Island	7,554	5-21	2,484	225	906	964	1,870	178	256,320	1,440	3	4	35	39	5	1,805	130,000	19,817	31,540
250	Hastings	7,138	5-21	3,454	425	926	1,109	2,035	177	310,758	1,754	3	3	33	36	8	2,000	110,000	22,500	35,800
251	Nebraska City	7,380	5-21	2,286	.....	769	864	1,633	173½	206,403	1,183	1	4	31	35	8	.....	80,000	17,000	26,000
252	Plattsmouth	4,964	5-21	1,990	100	606	814	1,420	176	191,840	1,090	1	0	26	26	10	1,500	55,000	14,000	16,000
253	York	5,132	5-21	1,302	180	755	764	1,141	176	149,301	848	1	2	18	20	4	1,000	45,000	8,000	11,000
	NEVADA.																			
254	Reno	4,500	6-18	.....	62	569	586	1,155	200	143,200	716	.....	2	20	22	4	.....	47,940	14,810	19,327
	NEW HAMPSHIRE.																			
255	Franklin	5,846	5-16	1,090	425	345	362	707	174	.....	.....	.....	2	26	28	9	800	60,000	10,377	15,629
256	Somersworth	7,023	5-16	1,727	400	615	610	1,225	185	155,400	840	3	3	26	29	7	1,250	175,000	12,478	18,255
	NEW JERSEY.																			
257	Asbury Park	4,148	5-18	924	.....	378	412	790	175	90,518	525	1	1	22	23	2	690	100,000	14,939	27,294
258	Bordentown	4,110	5-18	960	200	262	264	526	190	65,864	345	1	1	12	13	2	620	30,000	7,000	.....
259	Dover	5,938	5-18	.....	.....	658	653	1,311	188	187,610	997	1	2	25	27	3	1,226	58,060	15,246	22,250

a White schools. Negro schools were in session 160 days.

TABLE 15.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1900–1901*—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 expenditure.
			School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	NEW JERSEY—continued																			
260	Englewood	6,253				476	472	948	183	122,515	663							$38,400	$17,725	$31,500
261	Gloucester City	6,840	5-21	1,986	675	523	481	1,004	167	141,950	850	1	0	17	17	5	1,190	60,000	11,000	11,500
262	Irvington	5,255				565	566	1,131	190	155,484	815	1	0	23	23	4	950		14,775	
263	Newton	4,376	4-18	950	25	394	420	814	188	103,780	552	1	1	16	17	1	900	100,000	9,700	14,000
264	North Plainfield	5,009	4-20			518	553	1,071	181	143,384	792	2	3	30	33	3	1,025	80,000	18,001	32,408
265	Redbank	5,428	5-18	1,383	250	543	484	1,027	188	132,916	707	5	3	20	23	5	1,000	125,000	13,825	64,280
266	Salem	5,811				556	593	1,149	190	173,413	912	5	2	28	30	5	1,330	54,500	12,855	17,406
267	Somerville	4,843	5-20	1,125	15	465	517	982	187½	129,375	690	1	1	20	21	4	812		12,460	17,000
268	South Amboy	6,349	5-20	1,678	668	313	326	639	182	84,444	463	1	0	14	14	2	650	44,000	8,275	13,703
269	South Orange	4,608		1,227	250	417	373	790	188	110,499	588	2	4	21	25	4	760	74,000	19,460	28,647
270	Summit	5,302				326	295	621	186	73,098	393	2	1	15	16	2			11,735	
271	Vineland	4,370	5-18	2,145		942	932	1,874	170	211,310	1,243	1	2	58	40	19	2,200	60,000	16,911	
272	West Orange	6,889	4-20	1,900	200	693	657	1,350	190	198,930	1,047	5	3	30	33			225,000	26,758	60,000
273	Woodbury	4,087	5-18	935	45	460	427	887	167	96,982	580	1	2	18	20	4	907	30,000	10,091	14,575
	NEW MEXICO.																			
274	Santa Fe	5,603	5-21	1,652	275	350	385	735	140	65,100	465	1	1	12	13	5	543	6,000	4,935	6,686
	NEW YORK.																			
275	Albion	4,477	5-18	1,130	300	325	348	673	186	106,020	570	2	2	25	27	5	700		13,152	26,166
276	Bath	4,994	5-18	720		373	408	781	189	114,611	606		1	18	19	2	750	53,000	8,640	17,625
277	Canandaigua	6,151	5-18	1,261	310	513	558	1,071	188	159,633	843	3	2	25	27	3	1,200	155,906	15,308	27,259
278	Catskill	5,484	5-18	1,175	261	436	443	879	192	125,483	656	1	4	22	26	3	900	68,700	14,400	20,000
279	Fredonia	4,127	5-18	882	0	287	276	563	182	66,338	395	0	0	14	14	2	382	20,000	6,095	8,254
280	Fulton	5,281	4-18	1,265		497	542	1,039	192	164,160	855	1	2	29	31	3	1,080	60,000	10,000	17,000
281	Green Island	4,770	5-18	1,135	7	456	450	906	189	118,225	626		1	15	16	3	846	40,000	7,760	12,928
282	Haverstraw	5,935	5-18	1,431	251	564	499	1,063	192	136,704	712	1	0	20	20	1	1,000	42,000	11,705	17,127
283	Herkimer	5,555	5-18	1,150	20	557	524	1,081	193	156,957	808	4	2	21	23	2	1,100	60,000	13,441	23,651
284	Hoosick Falls	5,671	5-18		472	464	465	929	190	128,660	677	1	3	22	25	4		69,100	13,575	19,600
285	Ilion	5,138	5-18	932	0	488	534	1,022	191	157,414	824	2	0	29	29	3	1,020	67,550	15,184	22,749

286	Lyons	4,300	5-18	-------	-------	484	496	980	182	132,089	725	1	2	18	20	1	900	68,251	12,121	16,794
287	Malone	5,965	5-18	1,709	125	699	729	1,428	184	174,034	945	2	3	31	34	11	-------	100,000	19,330	29,366
288	Mamaroneck	4,722	5-18	852	139	245	260	505	195	65,520	336	0	1	11	12	3	425	80,000	9,109	15,479
289	Mechanicsville	4,695	5-18	1,557	-------	562	592	1,154	190	163,075	858	1	1	20	21	3	1,100	50,000	9,875	16,410
290	Medina	4,716	5-18	1,239	150	411	425	836	187	114,684	612	2	1	26	27	5	1,200	59,392	12,397	19,037
291	Newark	4,578	5-18	-------	0	364	350	714	186	95,976	516	1	0	17	17	1	720	39,500	8,289	13,577
292	Nyack	4,275	5-18	1,284	71	552	663	1,215	195	184,665	947	1	1	23	24	1	1,420	60,661	18,025	23,346
293	Oneida	6,364	-------	-------	-------	612	654	1,266	179	205,952	1,133	1	2	32	34	4	-------	51,815	12,752	21,955
294	Oneonta	7,147	5-18	1,285	250	516	581	1,097	193	155,328	809	2	1	22	23	3	1,200	50,000	14,500	17,000
295	Ossining	7,939	5-18	1,372	-------	559	588	1,147	187	155,402	831	2	0	27	27	4	1,038	76,600	18,498	27,639
296	Owego	5,039	5-18	930	59	399	419	818	188	126,148	671	2	2	29	31	7	1,000	90,000	15,095	19,411
297	Penn Yan	4,650	5-18	753	149	355	375	730	187	108,828	581	1	1	18	19	5	806	17,450	9,548	13,521
298	Port Chester	7,440	5-18	1,869	295	-------	-------	1,508	192	214,833	1,126	3	0	32	32	4	1,373	125,000	24,100	34,333
299	Rensselaer	7,466	5-18	2,000	595	639	671	1,310	193	176,016	912	3	1	30	31	2	1,374	70,000	18,710	27,305
300	Salamanca	4,251	5-18	1,232	240	418	454	872	187	119,119	637	3	1	23	24	4	931	31,317	11,840	14,818
301	Sandy Hill	4,473	5-18	-------	9	480	522	1,002	183	130,113	711	2	1	24	25	5	1,000	65,000	12,705	20,133
302	Seneca Falls	6,519	5-18	1,127	310	479	407	886	192	136,704	712	2	0	24	24	4	1,100	73,575	11,058	15,615
303	Tarrytown	4,770	4-18	800	40	340	350	690	191	98,000	512	1	2	17	19	1	650	125,000	12,000	25,400
304	Tonawanda	7,421	5-18	2,507	260	913	988	1,901	194	252,393	1,301	3	1	36	37	5	1,600	125,000	19,645	35,632
305	Waterloo	4,256	5-18	800	25	326	342	668	188	102,845	547	1	2	17	19	3	700	75,500	9,271	15,147
306	Waverly	4,465	5-18	965	2	473	576	1,049	186	143,220	770	2	2	22	24	5	1,100	35,000	11,169	17,731
307	Whitehall	4,377	5-18	1,150	10	455	512	967	188	128,968	686	1	0	25	25	4	800	44,470	10,760	15,000
	NORTH CAROLINA.																			
308	Durham	6,679	6-21	1,900	50	-------	-------	1,500	-------	----------	1,025	7	4	25	29	3	800	60,000	15,000	18,000
309	High Point (white schools)	4,163	6-21	1,298	0	290	372	662	160	75,500	472	1	2	9	11	1	650	25,000	6,500	7,000
310	Salisbury	6,277	6-21	1,752	150	527	474	1,001	180	114,300	635	3	4	12	16	2	1,100	12,000	8,000	8,800
311	Washington	4,842	6-21	1,500	75	434	513	947	158	100,172	634	1	3	12	15	3	960	6,800	4,829	6,533
	NORTH DAKOTA.																			
312	Grandforks	7,652	6-21	2,147	-------	749	903	1,652	190	237,310	1,249	3	0	37	37	3	1,736	125,000	23,558	37,229
	OHIO.																			
313	Barberton	4,354	6-21	1,304	0	436	446	882	173	119,370	690	1	2	21	23	6	850	41,250	10,266	-------
314	Bellevue	4,101	6-21	1,050	120	360	375	735	185	----------	-------	1	2	17	19	3	780	80,000	-------	11,000
315	Bucyrus	6,560	6-21	1,871	150	672	656	1,328	173	177,603	1,029	1	6	22	28	3	1,450	20,000	12,743	-------
316	Circleville	6,991	6-21	2,191	160	739	744	1,483	173	192,549	1,113	3	2	35	37	4	1,600	136,000	19,000	26,961
317	Conneaut	7,133	6-21	1,700	0	644	589	1,233	190	----------	-------	1	5	18	23	6	1,200	80,000	7,793	-------
318	Coshocton	6,473	6-21	-------	0	636	753	1,389	173	188,916	1,092	-------	-------	-------	-------	4	1,400	67,000	14,830	-------
319	Defiance	7,579	6-21	2,453	421	682	710	1,392	183	181,353	991	1	2	29	31	5	1,425	100,000	13,025	-------
320	Delaware	7,940	-------	2,300	216	770	806	1,576	184	215,832	1,173	2	4	35	39	8	2,000	165,000	19,946	26,000
321	Delphos	4,517	6-21	1,639	300	477	408	885	180	132,660	737	1	6	16	22	3	900	42,000	10,193	14,725
322	Fostoria	7,730	6-21	2,282	253	783	809	1,592	174	206,818	1,176	4	5	32	37	6	1,530	-------	17,732	49,223
323	Galion	7,282	6-21	2,000	200	596	646	1,242	182	195,153	1,055	3	5	27	32	4	1,300	60,000	14,174	-------
324	Gallipolis	5,432	6-21	2,142	-------	600	648	1,248	180	201,420	1,119	1	-------	-------	-------	-------	-------	33,000	14,370	15,500
325	Glenville	5,588	6-21	1,470	25	643	628	1,271	188	173,524	923	3	1	27	28	-------	1,300	110,000	16,000	20,000
326	Greenville	5,501	6-21	1,575	87	-------	-------	1,043	177	147,441	833	3	7	20	27	3	1,190	130,000	15,180	42,600
327	Hillsboro	4,535	6-21	1,157	0	466	494	960	178	129,050	725	1	4	19	23	3	1,000	75,000	11,711	18,131

TABLE 15.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1900–1901*—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 expenditure.
			School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	OHIO—continued.																			
328	Jackson	4,672	6-21	1,423	0	550	590	1,140	180	175,500	975	1	2	23	25	4	.....	$75,000	$9,765	.....
329	Kent	4,541	6-21	1,256	0	453	520	973	185	140,415	759	1	5	18	23	3	1,100	65,000	12,135	$14,035
330	Martins Ferry	7,760	6-21	2,361	160	758	803	1,561	180	223,200	1,240	1	4	30	34	3	1,552	90,000	14,900	19,000
331	Mount Vernon	6,633	6-21	1,850	250	756	684	1,440	185	218,500	1,190	1	3	29	32	7	1,680	130,000	17,000	22,500
332	Nelsonville	5,421	6-21	1,787	0	675	725	1,400	176	211,200	1,200	1	3	24	27	3	1,500	75,000	9,080	14,209
333	New Philadelphia	6,213	6-21	1,963	0	704	812	1,516	175	.....	.....	1	5	29	34	4	1,300	100,000	17,000	27,000
334	Niles	7,408	6-21	2,237	200	696	642	1,338	175	174,447	994	1	4	26	30	9	1,500	85,000	13,432	17,500
335	Norwalk	7,074	6-21	.....	.....	590	619	1,209	185	.....	.....	1	3	27	30	5	1,300	130,000	17,050	21,864
336	Oberlin	4,082	6-21	1,108	12	401	454	855	186	128,712	692	1	3	19	22	3	900	62,000	10,440	.....
337	Painesville	5,024	6-21	1,282	215	496	603	1,099	185	173,530	938	1	3	26	29	5	1,160	110,000	17,200	25,000
338	St. Marys	5,359	6-21	1,685	0	610	639	1,249	180	178,740	993	1	2	24	26	4	1,350	75,000	11,545	.....
339	Salem	7,582	6-21	1,995	.....	750	799	1,549	174	221,328	1,272	3	4	30	34	4	1,516	125,000	17,438	.....
340	Shelby	4,685	6-21	1,400	80	.....	.....	917	180	.....	.....	3	2	19	21	4	.....	.....	.....	.....
341	Sidney	5,688	6-21	1,659	300	594	569	1,163	175	168,350	962	.....	.....	.....	.....	.....	.....	55,530	14,591	21,934
342	Troy	5,881	.....	.....	100	528	503	1,031	184	164,128	892	3	.....	.....	.....	3	1,100	100,000	17,089	21,673
343	Uhrichsville	4,582	6-21	1,590	.....	532	472	1,004	175	123,900	708	1	4	21	25	3	1,004	85,000	9,367	11,000
344	Urbana	6,808	6-21	1,874	250	520	551	1,071	173	145,733	842	1	6	23	29	5	1,346	108,000	17,300	22,716
345	Van Wert	6,422	6-21	1,965	0	730	832	1,562	180	239,840	1,338	1	7	28	35	4	1,700	78,000	17,325	21,432
346	Washington Court-House	5,751	6-21	1,481	0	549	604	1,153	180	179,640	998	1	4	30	34	5	1,200	60,000	13,500	20,000
347	Wellsville	6,146	6-21	1,795	125	655	642	1,297	180	.....	.....	1	0	22	22	3	1,300	60,000	10,360	.....
	OREGON.																			
348	Pendleton	4,406	4-20	1,437	400	523	529	1,052	176	131,648	748	1	2	13	15	3	.....	20,000	13,000	15,050
	PENNSYLVANIA.																			
349	Archbald	5,396	6-21	.....	0	634	606	1,240	180	116,240	646	1	4	16	20	7	.....	.....	.....	.....
350	Ashland	6,438	6-21	1,500	150	636	699	1,335	180	181,440	1,008	1	3	24	27	4	1,631	60,500	11,503	17,123
351	Ashley	4,046	6-21	1,100	.....	427	432	859	179	113,744	636	.....	3	18	21	2	900	55,000	8,700	14,500
352	Bangor	4,106	6-21	1,200	0	421	465	886	180	120,250	672	1	8	10	18	4	1,100	60,000	7,470	12,750
353	Bethlehem	7,293	6-21	1,700	405	579	546	1,125	200	176,600	883	1	6	23	29	4	1,245	138,284	17,625	25,116

354	Bristol	7,104	6-16	1,250	275	485	538	993	200	137,000	685	1	0	20	20	4	1,120	58,500	9,670	15,743
355	Carnegie	7,339				655	712	1,367	200	199,600	998	3	0	30	30	3		128,885	18,177	26,545
356	Charleroi	5,930	6-21	1,200		524	612	1,136	180			3	1	23	24	2	1,200			
357	Clearfield	5,081	6-21	1,330	200	477	508	985	160			2	3	21	24	5	1,200	41,000	10,010	
358	Connellsville	7,160	6-16	1,500	250	589	687	1,276	180	178,560	992	1	1	28	29	4	1,300	89,000	13,835	35,725
359	Conshohocken	5,762	6-21	1,300	500	362	372	734	200	163,000	518	2	1	18	19	3	850	35,000	9,224	15,193
360	Corry	5,369	6-21	1,200	100	481	545	1,026	180	147,780	821	1	1	23	24	5	1,230	115,000	9,683	26,605
361	Dickson	4,948	6-14	2,000	600	403	380	783	180	72,120	424	1	2	11	13	3	700	35,000	5,000	18,000
362	Edwardsdale	5,165	6-21	1,200		432	511	943	165	98,835	599		3	12	15	3	1,100	28,000	10,000	11,000
363	Forest City	4,279	6-21	1,050	0	415	406	821	180	91,260	507	1	0	11	11	2	700	29,553	4,294	9,445
364	Franklin	7,317	6-21			722	795	1,517	180	214,560	1,192	1	2	28	30	5	1,500	115,000	15,426	23,568
365	Greensburg	6,508			300	681	722	1,403	180	183,840	1,038	3	2	26	28	4	1,500	346,650	17,094	25,341
366	Greenville	4,814		1,007		464	546	1,010	170	161,623	951	2	3	25	28	3	1,130	75,000	11,880	18,254
367	Hanover	5,302	6-21	1,800	180	420	460	880	180	126,000	700	1	5	16	21	4	850	60,000	9,000	13,000
368	Huntingdon	6,053	6-16	1,400	0	600	628	1,228	170	200,600	1,180							75,000	10,900	19,000
369	Jeannette	5,865	6-16	1,052		532	542	1,074	179	136,219	761	1	2	21	23	3		60,000	14,700	17,000
370	Kane	5,296	6-21	1,021	200	450	530	980	160	142,400	890	1	1	22	23	5	1,000	50,000	8,388	17,737
371	Lansford	4,883	6-18	1,200	0	555	563	1,118	180	141,120	784	1	3	20	23	4	1,200	30,000	9,218	23,651
372	Latrobe	4,614	6-16			412	418	830	180	120,240	668	1	3	16	19	3	800	36,725	9,588	14,732
373	Lock Haven	7,210	6-21	2,200	150	682	745	1,427	160	187,200	1,170	1	6	24	30	4	1,500	120,200	12,000	20,147
374	McKees Rocks	6,352				467	515	982	200	113,000	565	2	1	16	17	4				
375	Mauch Chunk	4,029				380	365	745	200	131,000	655	0	2	13	15	3	800	50,000	7,500	
376	Middletown	5,608	6-21	1,602		648	582	1,230	180	166,320	924	1	6	20	26	7	1,300	60,000	10,528	16,688
377	Milton	6,175	6-21	1,500	12	688	682	1,370	180	181,080	1,006	1	4	21	25	5	1,400	60,000	11,325	16,000
378	Minersville	4,815	6-21	1,100	75	487	466	953	179	132,818	742	1	4	15	19	3	1,000	60,000	7,657	12,820
379	New Brighton	6,820	6-21	1,800	100	700	800	1,500	180	216,000	1,200	1	1	33	34	4	1,600	125,000	18,000	24,000
380	New Kensington	4,665	6-21	1,100	0	500	556	1,056	180	120,060	667	4	1	19	20	2	1,000	41,000	9,720	13,000
381	Olyphant	6,180	6-21	1,600	300	529	526	1,055	180	102,960	572	1	2	16	18	5	1,200	45,000	8,974	
382	Punxsutawney	4,375	6-21	1,265	25	464	554	1,018	160	124,640	779	1	3	15	18	3	1,046	30,000	7,340	10,720
383	Renovo	4,082	6-21	1,200	300	406	402	808	180	120,420	669	3	1	17	18	3	800	55,200	9,000	16,000
384	Rochester	4,688	6-21	1,241	100	446	503	949	180	119,520	664	1	3	19	22	3	900	45,000	10,381	18,497
385	Sayre	5,243	6-21	2,100	0	625	640	1,265	180	154,400	859	2	1	22	23	5	1,400	60,000		18,000
386	Scottdale	4,261	6-21	1,006		428	466	894	170	114,580	674	1	3	15	18	2		50,000	9,653	
387	Sharpsburg	6,842	6-16		375	575	550	1,125	180	160,000	890	2	0	20	20	3	1,100	100,000	10,000	
388	Tamaqua	7,267	6-21	2,000	0	770	752	1,522	200	236,000	1,180		2	25	27	5	1,350	90,790	12,900	16,967
389	Tarentum	5,472	6-18	1,106	300	480	563	1,043	180	153,000	850	5	5	24	29	4	1,300	90,000	13,100	18,000
390	Towanda	4,663		1,050	350	399	421	820	180	111,060	617	2	1	19	20	4	880	46,809	10,739	15,721
391	Tyrone	5,847	6-21	1,650	115	697	746	1,443	180	198,720	1,104	1	8	22	30	3	1,560	81,000	12,605	17,316
392	Uniontown	7,344	6-21	1,809	150	798	817	1,615	180	214,920	1,194	2	0	28	28	3	1,400	150,000	14,360	22,792
393	Waynesboro	5,396	6-21	1,450	29	611	600	1,211	170	159,630	939	1	5	21	26	4	1,400	35,000	10,272	18,220
394	West Pittston	5,846	6-16	1,650	75	567	620	1,187	179	156,625	875	1	1	23	24	4	1,289		11,166	
395	Wilmerding	4,179	6-16	875	4	427	858	865	200	125,000	625	3	0	17	17	3	900	72,500	12,000	15,000
	RHODE ISLAND.																			
396	Bristol	6,901	5-15	1,373	59	506	455	961	200	162,000	813	3	2	24	23	6	1,160	102,000	12,918	18,504
397	Burrillville	6,317	5-16	1,209	0			1,237	195	163,800	840	1	1	25	26	12	1,154	38,500	10,538	19,495
398	Coventry	5,279	5-15	1,209	196	355	364	719	160	72,000	450	0	9	27	35	18	960	17,500	6,598	7,809
399	Johnston	4,305	5-15	1,150	6	513	488	1,001	200	120,200	601	3	0	22	22	12	891	40,423	7,807	13,804
400	North Kingstown	4,194		789	6	343	385	731			541	1	3	25	28	16		45,000	8,974	14,500
401	Warren	5,193	5-15	963	186	435	397	832	195	106,275	545	3	1	17	18	8	719	35,000	8,550	11,704
402	Westerly	7,541	7-15	1,500	100	700	700	1,400	200	250,000	1,250	5	6	40	46	16	1,500	150,000	30,000	35,000

TABLE 15.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1900–1901*—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 expenditure.
			School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	SOUTH CAROLINA.																			
403	Anderson	5,498	6-21	1,920	0	846	721	1,567	185	226,810	1,226	5	5	22	27	4	1,500	$45,720	$9,407	$10,656
404	Beaufort	4,110	6-18	700	.....	225	375	600	.....	.....	550	0	2	10	12	2	600	3,000	3,658	.....
405	Chester	4,075	.....	.....	.....	447	543	990	180	120,780	671	1	3	13	16	4	1,000	20,000	5,851	6,239
406	Florence	4,647	.....	.....	.....	.....	.....	.....	180	.....	.....	1	0	10	10	2	.....	20,000	5,455	6,800
407	Georgetown	4,138	6-21	1,200	65	393	485	878	184	113,712	618	4	5	8	13	6	900	10,000	4,140	.....
408	Greenwood	4,824	6-18	1,600	80	.....	.....	846	178	.....	.....	1	3	11	14	4	600	10,000	4,428	5,047
409	Laurens	4,029	.....	.....	.....	204	262	466	.....	.....	.....	.....	3	9	12	2	.....	.....	4,084	4,354
410	Orangeburg	4,455	6-21	1,200	160	500	540	1,040	180	176,400	980	1	2	13	15	2	1,180	25,000	5,921	.....
411	Sumter	5,673	.....	.....	.....	531	838	1,369	175	159,600	912	1	6	20	26	5	.....	23,000	6,000	7,000
	SOUTH DAKOTA																			
412	Aberdeen	4,087	6-21	1,200	80	.....	.....	913	176	124,452	707	1	5	16	21	4	880	50,000	13,025	19,530
413	Lead	6,210	6-21	1,980	80	790	604	1,394	194	233,188	1,202	7	4	31	35	5	1,480	.....	.....	.....
414	Mitchell	4,055	6-21	900	100	380	420	800	175	105,000	600	1	2	13	15	4	800	50,000	8,100	11,000
415	Yankton	4,125	6-21	1,308	30	438	445	883	175	120,301	690	1	1	21	22	4	900	78,817	10,474	17,394
	TENNESSEE.																			
416	Bristol	5,271	6-21	1,400	.....	.....	.....	750	180	90,000	500	1	2	10	12	3	750	20,000	5,000	6,000
417	Columbia	6,052	6-21	1,732	.....	464	574	1,038	190	149,910	789	2	1	17	18	3	1,000	25,500	7,000	8,000
418	Johnson City	4,645	6-21	1,826	50	500	600	1,100	180	147,600	820	4	5	11	16	4	1,000	30,000	6,000	6,625
	TEXAS.																			
419	Brenham	5,968	8-17	1,218	150	479	554	1,033	188	122,200	650	1	5	16	21	6	1,100	30,000	13,200	15,200
420	Brownsville	5,305	8-18	2,167	.....	435	386	821	173	.....	.....	1	1	23	24	2	850	25,000	7,960	10,289
421	Cleburne	7,493	8-17	1,684	250	810	993	1,803	182	254,800	1,400	1	4	24	28	7	1,500	49,170	16,499	.....
422	Corpus Christi	4,703	8-17	1,802	.....	472	498	970	176	138,160	785	1	4	17	21	5	950	24,000	12,408	13,828
423	Denton	4,187	8-17	1,009	.....	473	534	1,007	178	160,200	900	1	5	12	17	3	500	50,000	12,000	16,000
424	Ennis	4,919	8-17	1,126	0	486	549	1,035	160	132,480	827	1	6	18	24	4	1,100	75,000	13,920	15,895
425	Gonzales	4,297	8-17	652	.....	278	264	542	180	58,825	327	1	3	13	16	4	675	37,500	6,400	6,909

426	Greenville	6,860	8-17	1,413	200	701	769	1,470	176	170,507	963	1	7	21	28	5	1,205	34,475	12,897	13,700
427	Hillsboro	5,346	8-17	1,252	125	562	651	1,213	160	127,200	795	1	4	19	23	8	910	33,100	9,200	10,404
428	McKinney	4,342	8-17	550	125	225	300	525	178	-------	-------	1	3	7	10	----	-------	15,000	5,600	6,500
429	Marshall	7,855	8-17	2,489	-------	591	717	1,308	160	111,372	695	----	----	----	----	----	-------	25,000	8,192	9,689
430	Taylor	4,211	8-17	1,064	150	510	560	1,070	180	121,126	673	1	2	18	20	2	831	47,000	9,189	-------
431	Temple	7,065	8-17	1,511	95	727	933	1,660	168	195,279	1,168	1	7	21	28	6	1,410	83,600	14,083	16,793
432	Terrell	6,330	8-17	1,015	224	474	499	973	184	108,955	592	1	4	12	16	3	950	27,500	8,232	8,941
433	Texarkana	5,256	7-18	-------	-------	531	605	1,136	160	156,342	977	4	0	16	16	4	950	35,000	8,800	12,000
434	Victoria	4,010	8-17	1,494	-------	458	431	889	145	66,664	460	1	6	15	21	6	850	50,000	9,260	11,840
435	Waxahachie	4,215	8-17	879	-------	443	461	904	175	84,445	482	1	4	8	12	2	497	30,975	7,400	-------
436	Weatherford	4,786	7-17	1,087	200	496	591	1,087	180	157,697	876	1	6	16	22	4	-------	44,200	12,000	12,947
	UTAH.																			
437	Logan	5,451	6-18	1,978	232	629	607	1,236	165	131,305	795	2	6	16	22	8	1,300	73,818	10,822	18,070
438	Provo City	6,185	6-18	2,161	239	778	761	1,539	149	156,410	1,050	2	8	16	24	4	1,250	71,000	9,614	26,008
	VERMONT.																			
439	Bellows Falls	4,337	5-18	887	0	-------	-------	852	173	-------	-------	1	2	24	26	5	1,070	108,000	12,200	-------
440	Bennington	5,656	5-18	1,330	356	457	503	960	187	117,644	629	1	1	22	23	2	-------	85,000	11,726	28,080
441	Montpelier	6,266	5-18	-------	-------	357	395	752	180	-------	-------	0	2	18	20	2	760	-------	9,923	14,858
442	St. Johnsbury	5,666	5-21	1,955	517	480	432	912	179½	140,656	783	2	0	30	30	15	1,090	77,000	12,172	28,505
	VIRGINIA.																			
443	Bristol	4,579	5-21	1,336	100	386	408	794	176	93,280	530	2	3	11	14	3	600	36,000	5,079	5,842
444	Charlottesville	6,449	6-21	-------	-------	731	835	1,566	183	215,574	1,178	----	----	----	----	----	-------	40,000	-------	-------
445	Fredericksburg	5,068	5-21	1,675	166	389	416	805	184	121,440	660	1	3	10	13	4	761	11,882	4,386	5,307
446	Staunton	7,289	5-21	1,726	-------	468	523	991	172	134,300	779	1	5	21	26	3	1,500	60,000	10,169	11,687
	WASHINGTON.																			
447	Ballard	4,568	6-21	1,800	-------	688	676	1,364	183	173,000	945	1	3	22	25	5	1,220	50,000	15,000	32,000
448	Olympia	4,082	6-21	1,346	-------	497	549	1,046	179	127,448	712	1	4	18	22	5	-------	80,000	16,000	24,000
449	Vancouver	4,006	5-21	1,200	150	408	378	786	178	104,865	589	1	4	12	16	4	850	35,000	9,804	11,000
450	Whatcom	6,834	5-21	2,493	80	1,020	1,079	2,099	193	293,939	1,523	1	6	38	44	6	1,800	133,363	25,942	33,272
	WEST VIRGINIA.																			
451	Benwood	4,511	6-21	-------	200	700	564	1,264	183½	157,076	856	1	2	12	14	4	-------	25,000	12,500	26,000
452	Bluefield	4,644	6-21	1,115	50	313	343	656	-------	-------	414	----	5	9	14	2	420	20,000	3,480	-------
453	Clarksburg	4,050	6-21	1,579	-------	400	450	850	180	108,000	600	1	6	16	22	6	900	45,000	9,000	11,000
454	Fairmont	5,655	6-21	1,553	60	590	525	1,115	155	131,750	850	2	9	21	30	7	1,150	95,000	8,200	16,200
455	Grafton	5,650	6-21	1,432	-------	481	487	968	146	104,810	718	1	3	18	21	4	-------	-------	-------	-------
456	Martinsburg	7,564	6-21	2,235	150	604	574	1,178	182	151,063	830	1	9	19	28	6	1,544	43,190	10,609	14,672
457	Moundsville	5,362	6-21	1,634	0	557	613	1,170	156	124,479	798	1	3	19	22	3	1,250	52,800	6,524	10,700
	WISCONSIN.																			
458	Antigo	5,145	4-20	2,076	382	-------	-------	-------	180	-------	-------	2	3	25	28	5	1,400	60,000	10,873	22,181
459	Baraboo	5,751	4-20	1,617	-------	703	773	1,476	178	213,602	1,206	1	0	36	36	6	1,315	75,000	16,091	21,897

TABLE 15.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1900–1901*—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 expenditure.
			School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	WISCONSIN—continued.																			
460	Beaverdam	5,128	4-20	1,808	375	443	482	925	195	123,240	632	.....	1	22	23	5	1,200	$80,000	$11,405	$15,108
461	Berlin	4,489	4-20	1,585	295	374	407	781	190	108,870	573	.....	2	17	19	3	860	45,000	9,114	12,636
462	Depere (first district)	4,033	4-20	782	115	108	145	253	199	40,801	237	.....	.....	.....	.....	.....	.....	25,000	4,090	6,475
463	Grand Rapids	4,493	4-20	1,477	200	503	499	1,002	180	.....	.....	3	6	24	30	8	1,200	100,000	15,600	21,000
464	Kaukauna	5,115	4-20	1,954	875	392	411	803	180	120,747	671	.....	4	21	25	2	900	75,000	11,442	20,237
465	Menasha	5,539	4-20	2,360	826	328	346	674	190	95,133	501	1	0	20	20	3	725	55,000	8,895	12,625
466	Menominee	5,655	4-20	2,179	185	764	833	1,597	178	223,034	1,253	2	6	48	54	9	1,467	140,000	21,212	31,424
467	Neenah	5,954	4-20	1,941	181	644	657	1,301	176	182,336	1,036	2	3	28	31	8	1,400	85,800	14,848	21,630
468	Oconto	5,646	4-20	2,196	400	460	478	878	180	123,660	687	1	4	14	18	4	1,000	50,000	9,277	13,000
469	Portage	5,459	4-20	1,799	.....	498	541	1,039	190	140,980	742	1	1	21	22	5	1,200	70,000	10,535	16,311
470	Rhinelander	4,998	4-20	2,909	295	492	535	1,027	150	114,900	766	1	1	24	25	6	.....	.....	9,594	23,970
471	Washburn	6,814	4-20	1,569	350	460	500	960	180	.....	.....	2	3	19	22	5	966	80,000	20,000	30,000
472	Waukesha	7,419	4-20	1,950	.....	736	744	1,480	189	205,760	1,089	1	4	29	33	6	1,400	.....	18,386	27,822
	WYOMING.																			
473	Rock Springs	4,363	6-20	1,490	6	425	422	847	199	216,711	589	1	1	14	15	4	625	30,000	9,000	15,000

CHAPTER XXXV.

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS.

The total number of institutions included in the tables in this chapter is 647, of which number 132 are institutions for women only. Of the 473 universities and colleges for men and for both sexes, 137 admit men only to the undergraduate departments, while 336 are open to both men and women.

A number of changes have taken place during the year, as follows: Ridgeville College, Ridgeville, Ind., St. Louis Seminary, Jennings, Mo., and Columbia Athenæum, Columbia, Tenn., have been closed; Central University, Richmond, Ky., was consolidated in June, 1901, with Centre College, Danville, Ky., as Central University of Kentucky at Danville, Ky.; Salt Lake College, Salt Lake City, Utah, has been changed to Gordon Academy, and Glendale College, Glendale, Ohio, to Home School for Young Ladies.

NEW COURSES OF STUDY.

University of California.—Established a department of irrigation.

Throop Polytechnic Institute, Pasadena, Cal.—Inaugurated a commercial course.

Taylor University, Upland, Ind.—Added commercial and art departments.

College of Emporia (Kansas).—Added a department of music.

Washburn College, Topeka, Kans.—Added a course in Spanish.

Kentucky Wesleyan College, Winchester, Ky.—Added a course in pedagogy.

Centenary College, Jackson, La.—Added a commercial department.

Tulane University, New Orleans, La.—Established departments of philosophy and pedagogy, of economics and sociology, and of civil engineering.

Syracuse (N. Y.) University.—The Lyman Cornelius Smith College of Applied Science has been added during the year.

Clarkson School of Technology, Potsdam, N. Y.—Established a course in domestic engineering for women.

University of North Carolina.—Established a department of mining.

Marietta (Ohio) College.—A military department has been added.

Pacific University, Forest Grove, Oreg.—Added an elective course in Spanish.

Grove City (Pa.) College.—A preparatory course in mechanical and civil engineering will be added.

Lehigh University, South Bethlehem, Pa.—Established a four-year course in physics.

College of Charleston (S. C.).—Added courses in biology and geology and the B. S. degree will be conferred hereafter.

King College, Bristol, Tenn.—Added normal and business departments.

CHANGES IN COURSES OF STUDY.

Blackburn University, Carlinville, Ill.—Course changed from fully required to one-third elective.

Illinois College, Jacksonville, Ill.—Courses of study changed to group system, and entrance requirements readjusted to meet the preparation furnished by the high schools of the State.

Monmouth (Ill.) College.—Adopted a modified elective system.

Coe College, Cedar Rapids, Iowa.—Adopted the group system of studies.

Morningside College, Sioux City, Iowa.—Adopted the group system of studies.

Bethany College, Lindsborg, Kans.—Junior and senior years have been made elective.

Tulane University, New Orleans, La.—Adopted elective system of studies applying especially to the two higher classes.

Olivet (Mich.) College.—Terms of admission changed to meet courses of high and academic schools of the State.

University of Cincinnati (Ohio).—The elective system of studies has been adopted.

Western Reserve University, Cleveland, Ohio.—The elective system of studies has been enlarged.

DIVISION OF COLLEGE YEAR.

The following named institutions have changed from the term to the semester plan: Coe College, Cedar Rapids, Iowa; Olivet College, Olivet, Mich., and Buchtel College, Akron, Ohio.

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 1900–1901, is reported as 103,351, an increase of 4,428 students over the number for the preceding year. The number of such students for each year from 1889–90 to 1900–1901, is as follows:

Number of undergraduate and resident graduate students in universities, colleges, and schools of technology, from 1889–90 to 1900–1901.

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	13,507
1892-93	46,689	11,489	3,198	8,616	843	55,305	15,530
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	4,593	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
Increase (per cent)	71.0	165.9	165.8	51.4	62.8	68.0	159.1

The number of students pursuing various courses of study, so far as reported, is as follows:

Classical courses	46,613
Other general culture courses	17,230
General science courses	9,081
Agriculture	3,843
Mechanical engineering	5,623
Civil engineering	3,532
Electrical engineering	2,696
Chemical engineering	536
Mining engineering	1,509
Textile engineering	234
Architecture	391

DEGREES.

There seems to be a tendency among the institutions for higher education toward adopting the single degree of Bachelor of Arts as representing a general liberal culture. This degree can no longer be accepted as representing only a classical education, as it is the only degree now conferred by 137 institutions on the completion of what are known as liberal in contradistinction to technical courses of study. The dropping of the Ph. B., B. L., and B. S. degrees has been going on for some time, and during the past year eleven institutions have reported the dropping of some or all of such degrees. The institutions so reporting are: Southern University, Greensboro, Ala.; Hendrix College, Conway, Ark.; Carthage (Ill.) College; Colby College, Waterville, Me.; Smith College, Northampton, Mass.; Olivet (Mich.) College; Westminster College, Fulton, Mo.; Oberlin (Ohio) College; Presbyterian College of South Carolina, Clinton, S. C.; University of South Dakota, Vermilion, S. Dak.; Texas Christian University, Hermoson, Tex., and Beloit (Wis. College. The institutions conferring any or all of the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Philosophy, and Bachelor of Letters are given in Table 28 of this chapter.

The total number of degrees and the number of each kind conferred on men and on women is as follows:

Degrees conferred in 1900–1901.

Degree.	On men.	On women.	Degree.	On men.	On women.
A. B	5,355	2,588	M. E. L	0	334
B. S	2,477	546	A. L. B	0	2
Ph. B	729	383	L. A	0	1
B. L	237	479	L. S	0	2
B. C. E	16	0	B. Paint	0	17
B. M. E	20	0	B. L. S	0	16
B. E. E	4	0	A. M	1,106	295
B. E. M	3	0	M. S	174	18
B. E	28	0	M. L	5	7
Met. E	15	0	Ph. M	18	4
Chem. E	1	0	C. E	215	0
A. C	5	0	M. E	225	0
B. A. C	1	0	E. E	70	0
B. Arch	5	1	E. M	87	0
B. Agr	21	1	M. C. E	3	0
B. S. A	40	0	M. M. E	10	0
B. S. F	5	0	M. S. A	3	0
B. Mus	15	162	M. Ped	10	12
B. Ped	27	44	M. Acc's	74	2
B. S. D	2	1	M. Dip	2	0
B. Di	1	0	D. C. L	23	0
L. I	73	89	Sc. D	5	0
B. O	2	10	Ph. D	312	31
B. F. A	3	0	M. Mus	0	1
B. C. S	4	1			
B. Acc's	32	3	Total	11,463	5,050

The degree of Bachelor of Science, which was conferred on 3,023 persons, is granted by a considerable number of institutions on the completion of technical courses of study for which in other institutions a technical degree is granted. Thus it is found that some institutions grant the degree of Bachelor of Science on the completion of a course of study in civil engineering, which in other institutions leads to the degree of Bachelor of Civil Engineering, and in still others to the degree of Civil Engineer.

The degree of Doctor of Philosophy was conferred on examination by 42 institutions on 312 men and 31 women, and as an honorary degree it was conferred on 35 persons by 14 different institutions. In no case was this degree conferred as

an honorary degree by an institution conferring the degree on examination. The institutions granting the Ph. D. degree are as follows:

Institutions conferring Ph. D. degree in 1900–1901.

Institution.	On examination.		Honorary.
	On men.	On women.	
1. University of California	2	0	0
2. Santa Clara (Cal.) College	0	0	7
3. Leland Stanford Junior University	2	0	0
4. Yale University	30	9	0
5. Catholic University of America	1	0	0
6. Columbian University, Washington, D. C	2	0	0
7. Georgetown University, Washington, D. C	4	0	0
8. University of Chicago	29	7	0
9. Northwestern University, Evanston, Ill	1	0	0
10. Ewing (Ill.) College	2	0	0
11. Shurtleff College, Upper Alton, Ill	6	0	0
12. Hanover (Ind.) College	0	0	1
13. Taylor University, Upland, Ind	45	0	0
14. Kansas City (Kans.) University	2	0	0
15. Johns Hopkins University	30	0	0
16. Boston University	4	0	0
17. Harvard University	29	0	0
18. Tufts College, Massachusetts	1	0	0
19. Clark University, Worcester, Mass	8	0	0
20. University of Michigan	3	0	0
21. University of Minnesota	2	0	0
22. Washington University, St. Louis, Mo	1	0	0
23. Ruskin College, Trenton, Mo	0	0	4
24. University of Nebraska	2	0	0
25. New Hampshire College of Agriculture and Mechanic Arts	0	0	1
26. Princeton University	3	0	0
27. Cornell University	17	3	0
28. Columbia University, New York City	25	1	0
29. New York University	3	1	0
30. St. John's College, New York City	3	0	0
31. University of North Carolina	2	0	0
32. Livingstone College, Salisbury, N. C	0	0	1
33. Mount Union College, Alliance, Ohio	1	0	0
34. Cedarville (Ohio) College	0	0	1
35. Capital University, Columbus, Ohio	1	0	0
36. Findlay (Ohio) College	0	0	1
37. Richmond (Ohio) College	6	0	0
38. Wittenberg College, Springfield, Ohio	0	0	4
39. University of Wooster	5	0	0
40. Western University of Pennsylvania	0	0	1
41. Moravian College, Bethlehem, Pa	1	0	0
42. Bryn Mawr College	0	2	0
43. Dickinson College, Carlisle, Pa	0	0	1
44. Bucknell University, Lewisburg, Pa	1	0	0
45. Central High School, Philadelphia, Pa	0	0	1
46. University of Pennsylvania	19	6	0
47. Villanova (Pa.) College	0	0	2
48. Volant (Pa.) College	2	0	0
49. Washington (Pa.) and Jefferson College	0	0	1
50. Brown University	2	0	0
51. Huron (S. Dak.) College	2	0	0
52. American University of Harriman (Tenn.)	0	0	9
53. Walden University, Nashville, Tenn	1	0	0
54. University of Virginia	8	0	0
55. Washington and Lee University	1	0	0
56. University of Wisconsin	3	2	0
Total	312	31	35

PROPERTY.

The total value of property possessed by the institutions for higher education, including schools of technology, amounts to $391,230,784, a gain of $30,636,189 over the amount for the preceding year. The endowment funds amount to $177,127,965, and the remainder represents value of the material equipment of the institutions. Of the 473 universities and colleges for men and for both sexes, 164 have no endowment funds; 136 additional have less than $100,000; 122 others have

between $100,000 and $500,000; 21 have between $500,000 and $1,000,000; and 30 have over $1,000,000 (see Table 5). New buildings were reported as having been erected during the year by 99 institutions at a cost of $4,973,468, not including the cost of 11 buildings not reported. The institutions reporting new buildings with the purpose and cost of each, so far as given, are as follows:

Institution.	Purpose.	Cost.
Tuscaloosa (Ala.) Female College	Gymnasium	$2,000
University of Arizona	Manual training	7,500
Philander Smith College, Little Rock, Ark	Dormitory	12,000
Mills College, Cal	Assembly hall	16,000
Colorado School of Mines	Assaying	8,000
	Laboratory	8,000
Yale University	Dormitory	
	Medicine	
	Administration	
	Dining hall	
Connecticut Agricultural College	Agriculture	9,450
State College for Colored Students, Dover, Del	General	6,000
Florida Agricultural College	Dormitory	8,500
Florida State College	do	10,000
	do	10,000
	Chapel	8,000
	Gymnasium	3,000
University of Georgia	Dormitory	35,000
	Dining hall	
Georgia School of Technology	Dormitory	30,000
	Engineering	15,000
Morris Brown College, Altanta, Ga	General	18,000
Bowdon (Ga.) College	do	30,000
Andrew Female College, Cuthbert, Ga	do	16,000
North Georgia Agricultural College	Dormitory	5,000
Wesleyan Female College, Macon, Ga	Science	30,000
University of Idaho	Dormitory	25,000
	Science	25,000
Carthage (Ill.) College	Dormitory	8,500
Armour Institute of Technology, Chicago, Ill	Engineering	50,000
Northwestern University, Evanston, Ill	Dormitory	30,000
Northwestern College, Naperville, Ill	Gymnasium	12,000
Indiana University	Observatory	6,000
	Chemistry, mathematics, and law	24,000
De Pauw University, Greencastle, Ind	Physics and chemistry	75,000
Taylor University, Upland, Ind	Cottages (two)	800
	Home	1,700
Coe College, Cedar Rapids, Iowa	Athletics	1,200
	Preparatory department	6,000
Parsons College, Fairfield, Iowa	Dormitory	17,000
Upper Iowa University, Fayette, Iowa	Library	25,000
Lenox College, Hopkinton, Iowa	General	
Simpson College, Indianola, Iowa	Administration	5,368
Morningside College, Sioux City, Iowa	General	100,000
Tabor (Iowa) College	Music	30,000
College of Emporia (Kans.)	Library	30,000
St. Mary's (Kans.) College	Natatorium	2,000
Tulane University, New Orleans, La	Dormitory	23,625
	Refectory	11,255
	Library	38,000
Bowdoin College, Brunswick, Me	Library	250,000
Bates College, Lewiston, Me	Library	60,000
University of Maine	General	35,000
	Observatory	
	Biology	
United States Naval Academy	Armory	1,000,000
	Boat house	
	Power house	
Notre Dame of Maryland	Laundry and bakery	45,000
Kee Mar College, Hagerstown, Md	Gymnasium	1,000
	Physics and chemistry	500
Harvard University	Engineering	250,000
	Club house	130,000
	Architecture	150,000
	Infirmary	100,000
	Museum	100,000
	Semitic museum	70,000
Smith College, Northampton, Mass	Students' dwelling	37,300
	Observatory	3,920
Alma (Mich.) College	Ladies' hall	60,000
St. John's University, Collegeville, Minn	Library and museum	30,000
	Gymnasium	10,000
University of Minnesota	Engineering	20,000
	Chemistry	20,000

Institution.	Purpose.	Cost.
Mississippi Agricultural and Mechanical College	Textile engineering	$31,000
	Dormitory	11,500
University of Mississippi	Power and heating	34,000
Clarksburg (Mo.) College	General	6,000
Westminster College, Fulton, Mo	Science	20,000
Drury College, Springfield, Mo	Science	50,000
Montana College of Agriculture and Mechanic Arts	Boiler house	1,200
University of Omaha, Bellevue, Nebr	Dormitory	10,000
Dartmouth College, Hanover, N. H	Club house	100,000
Stevens Institute of Technology, Hoboken, N. J	Engineering	65,000
	Boiler house	15,000
Princeton (N. J.) University	Y. M. C. A	
Alfred (N. Y.) University	Ceramics	15,000
Hobart College, Geneva, N. Y	Administration	35,000
	Dormitory	32,000
Syracuse (N. Y.) University	Engineering	100,000
St. Mary's College, Belmont, N. C	General	48,000
University of North Carolina	Recitation	36,000
	Heating plant	28,000
	Waterworks	17,500
Elizabeth College, Charlotte, N. C	Music, etc	10,000
Davidson (N. C.) College	Chemistry	10,000
	Auditorium, etc	6,500
Trinity College, Durham, N. C	Library	50,000
Wake Forest (N. C.) College	Dormitory	5,000
	Gymnasium	12,000
North Carolina College of Agriculture and Mechanic Arts	Engineering	1,000
Buchtel College, Akron, Ohio	General	50,000
	Academy	25,000
	Heating plant	10,000
Western Reserve University, Cleveland, Ohio	Chapel	
	Dormitory	
	Microscopy	
Ohio State University	Residence	4,506
Wilberforce (Ohio) University	Dormitory	26,000
Philomath (Oreg.) College	Gymnasium	1,500
Blairsville (Pa.) College	President's house	2,000
Dickinson College, Carlisle, Pa	Academy	60,000
Wilson College, Chambersburg, Pa	Music	35,000
Lafayette College, Easton, Pa	Chemistry and metallurgy	30,000
Juniata College, Huntingdon, Pa	Gymnasium	8,000
Bucknell University, Lewisburg, Pa	Physics	25,000
Allegheny College, Meadville, Pa	Observatory	10,000
	Chapel	40,000
	Library	39,000
Washington and Jefferson College (Pa.)	Dormitory	80,000
Brown University, Providence, R. I	President's house	18,350
	Chemistry	16,164
College of Charleston (S. C.)	Dormitory	5,000
Clemson Agricultural College	Chemistry	15,000
	Dormitory	22,000
	Textile engineering	8,500
South Carolina College	Boarding	11,000
Wofford College, Spartanburg, S. C	Academy	12,000
University of Tennessee	Dairying	4,130
Texas Christian University	Dormitory	9,000
Wiley University, Marshall, Tex	General	30,000
San Antonio (Tex.) Female College	Chapel and dormitory	7,000
Baylor University, Waco, Tex	Science	75,000
University of Vermont	Gymnasium	30,000
Martha Washington College, Abingdon, Va	General	10,000
Virginia Agricultural and Mechanical College	Dormitory	100,000
	Science	
	Heating and power	
	President's house	
	Infirmary	
	Machinery, barn, etc	
University of Virginia	Hospital	30,000
Hollins (Va.) Institute	Heating and lighting	12,500
Vashon College, Burton, Wash	Water and lighting	3,500
Lawrence University, Appleton, Wis	Gymnasium	15,000
Concordia College, Milwaukee, Wis	Recitation	43,000
Ripon (Wis.) College	Science	33,000
Milwaukee (Wis.) and Downer College	Dormitory	30,000

INCOME.

The total income, excluding benefactions, is reported as $33,259,612. This includes an appropriation of $3,000,000 by the General Government for new build-

ings at the United States Naval Academy. The proportion of income derived from various sources by the several institutions is as follows:

	Tuition fees.	Endowment.	State or municipal aid.	Federal aid.	Other sources.
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*	*Per cent.*
All institutions	40.0	24.4	16.5	a8.2	10.9
Universities and colleges for men and for both sexes	38.5	28.3	17.8	4.4	11.0
Colleges for women, Division A	67.7	17.0	0	0	15.3
Colleges for women, Division B	81.4	2.0	3.5	0	13.1
Schools of technology	14.6	16.2	22.4	a39.8	7.0

a Excluding extraordinary appropriation for buildings at the United States Naval Academy.

BENEFACTIONS.

The total amount of benefactions reported by the several institutions for higher education as having been received during the year is $18,040,413, of which amount $14,016,998 was received by the following-named 33 institutions, reporting gifts amounting to $100,000 or over:

University of California	$100,000
Colorado College	125,358
Yale University	953,054
Catholic University of America	134,972
University of Chicago	2,575,492
Northwestern University (Illinois)	121,273
De Pauw University	180,000
Fairmount College (Kansas)	116,000
Tulane University (Louisiana)	355,200
Bowdoin College (Maine)	170,293
Amherst College (Massachusetts)	170,000
Harvard University	956,167
Mount Holyoke College (Massachusetts)	188,000
Wellesley College (Massachusetts)	225,000
Hamline University (Minnesota)	100,000
Washington University (Missouri)	3,450,000
Doane College (Nebraska)	101,980
Dartmouth College (New Hampshire)	125,000
Cornell University (New York)	941,750
Columbia University (New York)	362,227
New York University	182,336
Western Reserve University (Ohio)	200,000
Ohio Wesleyan University	138,000
Kenyon College (Ohio)	152,500
Denison University (Ohio)	107,000
Oberlin College (Ohio)	154,700
Haverford College (Pennsylvania)	120,000
Allegheny College (Pennsylvania)	105,000
University of Pennsylvania	477,836
Brown University (Rhode Island)	567,360
Converse College (South Carolina)	107,000
Vanderbilt University (Tennessee)	140,000
Baylor University (Texas)	113,500

Of the total amount of benefactions received during the year 36.3 per cent was received by the institutions in the North Atlantic Division, 3.9 per cent by the institutions in the South Atlantic Division, 5.1 per cent by the institutions in the South Central Division, 52 per cent by the institutions in the North Central Divi-

·sion, and 2.7 per cent by the institutions in the Western Division. The gifts to the several classes of institutions were as follows:

Universities and colleges for men	$3,769,202
Colleges for women	935,211
Coeducational universities and colleges	13,336,000

TABLE 1.—*Number of undergraduate and graduate students 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	26,717	7,688	34,405	1,001	567	1,568	186	42	228	27,904	8,297	36,201
N. Atlantic Division	5,234	159	5,393	45	4	49	0	0	0	5,279	163	5,442
S. Atlantic Division	4,015	182	4,197	114	15	129	22	4	26	4,151	201	4,352
S. Central Division	3,011	514	3,525	59	29	88	23	6	29	3,093	549	3,642
N. Central Division	11,312	4,885	16,197	638	405	1,043	115	27	142	12,065	5,317	17,382
Western Division	3,145	1,948	5,093	145	114	259	26	5	31	3,316	2,067	5,383
N. Atlantic Division:												
Maine	292	18	310	13	0	13	0	0	0	305	18	323
New Hampshire	76	4	80	1	1	2	0	0	0	77	5	82
Vermont	236	55	291	4	1	5	0	0	0	240	56	296
Massachusetts	1,413	44	1,457	18	0	18	0	0	0	1,431	44	1,475
Rhode Island	46	12	58	1	2	3	0	0	0	47	14	61
Connecticut	51	19	70	5	0	5	0	0	0	56	19	75
New York	1,342	0	1,342	0	0	0	0	0	0	1,342	0	1,342
New Jersey	0	0	0	0	0	0	0	0	0	0	0	0
Pennsylvania	1,778	7	1,785	3	0	3	0	0	0	1,781	7	1,788
S. Atlantic Division:												
Delaware	104	11	115	2	0	2	1	0	1	107	11	118
Maryland	375	0	375	0	0	0	0	0	0	375	0	375
Dist. Columbia	89	34	123	3	2	5	0	0	0	92	36	128
Virginia	1,063	0	1,063	54	0	54	0	0	0	1,117	0	1,117
West Virginia	174	49	223	12	9	21	11	3	14	197	61	258
North Carolina	673	24	697	25	0	25	10	1	11	708	25	733
South Carolina	731	22	753	15	3	18	0	0	0	746	25	771
Georgia	733	10	743	3	0	3	0	0	0	736	10	746
Florida	73	32	105	0	1	1	0	0	0	73	33	106
S. Central Division:												
Kentucky	314	53	367	7	0	7	0	0	0	321	53	374
Tennessee	318	78	396	5	1	6	0	0	0	323	79	402
Alabama	567	31	598	14	6	20	0	0	0	581	37	618
Mississippi	490	69	559	11	4	15	19	6	25	490	79	569
Louisiana	253	0	253	2	0	2	0	0	0	255	0	255
Texas	794	206	1,000	17	18	35	0	0	0	811	224	1,035
Arkansas	151	37	188	2	0	2	4	0	4	157	37	194
Oklahoma	154	40	194	1	0	1	0	0	0	155	40	195
Indian Territory	0	0	0	0	0	0	0	0	0	0	0	0
N. Central Division:												
Ohio	1,396	608	2,004	31	36	67	0	0	0	1,427	644	2,071
Indiana	1,550	391	1,941	72	40	112	12	0	12	1,634	431	2,065
Illinois	839	316	1,155	31	8	39	35	1	36	905	325	1,230
Michigan	1,604	725	2,329	70	42	112	2	1	3	1,676	768	2,444
Wisconsin	1,451	424	1,875	79	34	113	0	0	0	1,530	458	1,988
Minnesota	859	612	1,471	128	54	182	0	0	0	987	666	1,653
Iowa	958	374	1,332	77	45	122	34	12	46	1,069	431	1,500
Missouri	803	224	1,027	20	18	38	9	3	12	832	245	1,077
North Dakota	67	30	97	2	1	3	8	1	9	77	32	109
South Dakota	251	138	389	3	5	8	0	0	0	254	143	397
Nebraska	612	529	1,141	83	66	149	0	0	0	695	595	1,290
Kansas	922	514	1,436	42	56	98	15	9	24	979	579	1,558
Western Division:												
Montana	84	43	127	1	2	3	0	0	0	85	45	130
Wyoming	44	9	53	1	1	2	1	0	1	46	10	56
Colorado	558	201	759	14	4	18	0	0	0	572	205	777
New Mexico	37	23	60	2	0	2	1	0	1	40	23	63
Arizona	34	13	47	0	0	0	0	0	0	34	13	47
Utah	137	58	195	0	0	0	0	0	0	137	58	195
Nevada	108	95	203	2	1	3	0	0	0	110	96	206
Idaho	88	51	139	0	0	0	0	0	0	88	51	139
Washington	373	150	523	22	12	34	0	0	0	395	162	557
Oregon	480	278	758	9	11	20	18	5	23	507	294	801
California	1,202	1,027	2,229	94	83	177	6	0	6	1,302	1,110	2,412

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	44,665	29,336	74,001	3,089	1,309	4,398	607	64	671	48,361	30,709	79,070
N. Atlantic Division	20,241	7,804	28,045	1,643	618	2,261	171	0	171	22,055	8,422	30,477
S. Atlantic Division	4,516	5,682	10,198	401	90	491	36	2	38	4,953	5,774	10,727
S. Central Division	5,031	6,239	11,270	105	94	199	61	12	73	5,197	6 345	11,542
N. Central Division	12,871	8,697	21,568	878	434	1,312	308	45	353	14,057	9,176	23,233
Western Division	2,006	914	2,920	62	73	135	31	5	36	2,099	992	3,091
N. Atlantic Division:												
Maine	542	222	764	0	8	8	0	0	0	542	230	772
New Hampshire	690	0	699	23	0	23	8	0	8	730	0	730
Vermont	145	56	201	0	0	0	0	0	0	145	56	201
Massachusetts	4,314	3,341	7,655	475	119	594	17	0	17	4,806	3,460	8,266
Rhode Island	624	154	778	43	41	84	10	0	10	677	195	872
Connecticut	2,214	56	2,270	236	49	285	37	0	37	2,487	105	2,592
New York	5,304	2,286	7,590	604	312	916	57	0	57	5,965	2,598	8,563
New Jersey	1,741	0	1,741	111	0	111	8	0	8	1,860	0	1,860
Pennsylvania	4,658	1,689	6,347	151	89	240	34	0	34	4,843	1,778	6,621
S. Atlantic Division:												
Delaware	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	845	822	1,667	169	6	175	0	0	0	1,014	828	1,842
Dist. Columbia	473	108	581	179	15	194	5	0	5	657	123	780
Virginia	777	898	1,675	21	0	21	0	0	0	798	898	1,696
West Virginia	42	66	108	0	2	2	2	2	4	44	70	114
North Carolina	1,025	957	1,982	29	17	46	16	0	16	1,070	974	2,044
South Carolina	586	1,217	1,803	1	12	13	13	0	13	600	1,229	1,829
Georgia	682	1,541	2,223	2	38	40	0	0	0	684	1,579	2,263
Florida	86	73	159	0	0	0	0	0	0	86	73	159
S. Central Division:												
Kentucky	786	1,056	1,842	6	20	26	3	0	3	795	1,076	1,871
Tennessee	1,370	1,763	3,133	67	24	91	47	10	57	1,484	1,797	3,281
Alabama	681	714	1,395	3	11	14	0	0	0	684	725	1,409
Mississippi	372	1,153	1,525	0	3	3	0	0	0	372	1,156	1,528
Louisiana	637	338	975	8	29	37	10	0	10	655	367	1,022
Texas	879	869	1,748	21	7	28	1	2	3	901	878	1,779
Arkansas	296	336	632	0	0	0	0	0	0	296	336	632
Oklahoma	0	0	0	0	0	0	0	0	0	0	0	0
Indian Territory	10	10	20	0	0	0	0	0	0	10	10	20
N. Central Division:												
Ohio	2,387	1,541	3,928	58	24	82	44	6	50	2,489	1,571	4,060
Indiana	1,737	417	2,154	10	13	23	140	9	149	1,887	439	2,326
Illinois	3,382	2,758	6,140	723	355	1,078	43	2	45	4,148	3,115	7,263
Michigan	600	368	968	5	2	7	17	9	26	622	379	1,001
Wisconsin	573	290	863	1	3	4	0	0	0	574	293	867
Minnesota	574	250	824	0	2	2	9	1	10	583	253	836
Iowa	1,269	902	2,171	10	7	17	15	6	21	1,294	915	2,209
Missouri	1,069	1,471	2,540	62	21	83	25	5	30	1,156	1,497	2,653
North Dakota	23	12	35	0	0	0	0	0	0	23	12	35
South Dakota	103	53	156	1	0	1	2	0	2	106	53	159
Nebraska	398	222	620	1	1	2	0	0	0	399	223	622
Kansas	756	413	1,169	7	6	13	13	7	20	776	426	1,202
Western Division:												
Montana	5	4	9	0	0	0	0	0	0	5	4	9
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0
Colorado	180	185	365	1	0	1	23	3	26	204	188	392
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	18	2	20	0	0	0	0	0	0	18	2	20
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	242	48	290	0	0	0	3	2	5	245	50	295
Oregon	127	106	233	3	0	3	5	0	5	135	106	241
California	1,434	569	2,003	58	73	131	0	0	0	1,492	642	2,134

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	473	137	24,955	336	36,170	19,959	56,129
North Atlantic Division	85	48	15,345	37	7,434	2,755	10,189
South Atlantic Division	72	31	3,615	41	2,831	886	3,717
South Central Division	84	19	1,883	65	5,042	2,461	7,503
North Central Division	192	33	3,473	159	17,298	11,356	28,654
Western Division	40	6	639	34	3,565	2,501	6,066
North Atlantic Division:							
Maine	4	1	252	3	582	226	808
New Hampshire	2	2	699	0	0	0	0
Vermont	3	1	78	2	303	111	414
Massachusetts	9	6	3,701	3	348	506	854
Rhode Island	1	0	0	1	624	154	778
Connecticut	3	2	1,932	1	282	56	338
New York	23	17	3,649	6	2,393	850	3,243
New Jersey	5	5	1,500	0	0	0	0
Pennsylvania	35	14	3,534	21	2,902	852	3,754
South Atlantic Division:							
Delaware	2	1	89	1	15	11	26
Maryland	10	7	808	3	131	136	267
District of Columbia	7	4	187	3	375	142	517
Virginia	11	7	905	4	320	43	363
West Virginia	3	0	0	3	216	50	266
North Carolina	14	5	662	9	726	139	865
South Carolina	9	2	213	7	588	88	676
Georgia	11	4	716	7	336	172	508
Florida	5	1	35	4	124	105	229
South Central Division:							
Kentucky	12	4	253	8	847	325	1,172
Tennessee	24	4	334	20	1,354	709	2,063
Alabama	9	3	340	6	573	237	810
Mississippi	4	1	208	3	329	63	392
Louisiana	8	3	615	5	275	217	492
Texas	16	4	133	12	1,160	582	1,742
Arkansas	8	0	0	8	447	307	754
Oklahoma	1	0	0	1	47	11	58
Indian Territory	2	0	0	2	10	10	20
North Central Division:							
Ohio	34	4	299	30	3,218	1,947	5,165
Indiana	13	4	997	9	1,224	735	1,959
Illinois	31	8	917	23	3,078	2,736	5,814
Michigan	9	1	94	8	1,517	977	2,494
Wisconsin	9	3	198	6	1,826	658	2,484
Minnesota	9	2	178	7	1,255	856	2,111
Iowa	25	3	200	22	1,425	1,135	2,560
Missouri	24	5	355	19	1,517	741	2,258
North Dakota	3	0	0	3	75	34	109
South Dakota	5	0	0	5	163	111	274
Nebraska	10	1	69	9	941	751	1,692
Kansas	20	2	166	18	1,059	675	1,734
Western Division:							
Montana	2	0	0	2	35	29	64
Wyoming	1	0	0	1	44	9	53
Colorado	4	1	30	3	333	338	671
New Mexico	1	0	0	1	8	3	11
Arizona	1	0	0	1	34	13	47
Utah	2	0	0	2	90	25	115
Nevada	1	0	0	1	108	95	203
Idaho	1	0	0	1	88	51	139
Washington	7	2	194	5	278	168	446
Oregon	8	0	0	8	326	238	564
California	12	3	415	9	2,221	1,532	3,753

TABLE 4.—*Classification of universities and colleges for men and for both sexes according to number of undergraduate students.*

State or Territory.	Number of institutions.	Institutions having—																		
		Less than 10 students.	10 to 24.	25 to 49.	50 to 74.	75 to 99.	100 to 149.	150 to 199.	200 to 249.	250 to 299.	300 to 399.	400 to 499.	500 to 599.	600 to 699.	700 to 799.	900 to 999.	1,000 to 1,199.	1,200 to 1,499.	1,500 to 1,749.	Over 1,750.
United States	473	20	59	70	74	42	72	45	25	13	17	5	6	3	3	1	7	4	1	6
North Atlantic Division	85	1	5	8	9	6	14	10	6	5	8	1	1	1	2	---	4	1	---	3
South Atlantic Division	72	2	9	11	12	7	12	11	4	2	2	---	---	---	---	---	---	---	---	---
South Central Division	84	7	14	11	13	7	7	10	6	3	2	2	1	1	---	---	---	---	---	---
North Central Division	192	6	22	31	36	21	36	12	6	3	2	2	4	1	1	1	3	2	1	2
Western Division	40	4	9	9	4	1	3	2	3	---	3	---	---	---	---	---	---	1	---	1
North Atlantic Division:																				
Maine	4	---	---	---	---	---	---	---	1	2	1	---	---	---	---	---	---	---	---	---
New Hampshire	2	---	---	---	1	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---
Vermont	3	---	---	---	---	1	1	---	---	1	---	---	---	---	---	---	---	---	---	---
Massachusetts	9	1	1	---	---	---	---	---	2	---	3	---	1	---	---	---	---	---	---	1
Rhode Island	1	---	---	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---
Connecticut	3	---	---	---	---	---	1	---	---	---	1	---	---	---	---	---	---	---	---	1
New York	23	---	---	4	2	3	5	3	2	---	---	---	---	---	1	---	2	---	---	1
New Jersey	5	---	1	---	2	---	---	1	---	---	---	---	---	---	---	---	1	---	---	---
Pennsylvania	35	---	3	4	4	2	7	6	1	2	3	1	---	---	---	---	1	1	---	---
South Atlantic Division:																				
Delaware	2	---	---	1	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Maryland	10	---	1	---	2	1	3	3	---	---	---	---	---	---	---	---	---	---	---	---
District of Columbia	7	1	1	2	---	1	1	---	---	---	1	---	---	---	---	---	---	---	---	---
Virginia	11	---	2	---	2	---	3	3	---	1	---	---	---	---	---	---	---	---	---	---
West Virginia	3	1	---	1	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---
North Carolina	14	---	1	3	3	2	1	2	---	1	1	---	---	---	---	---	---	---	---	---
South Carolina	9	---	1	1	2	1	1	3	---	---	---	---	---	---	---	---	---	---	---	---
Georgia	11	---	3	1	1	---	3	---	3	---	---	---	---	---	---	---	---	---	---	---
Florida	5	---	---	2	2	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
South Central Division:																				
Kentucky	12	1	2	1	1	1	---	5	---	---	1	---	---	---	---	---	---	---	---	---
Tennessee	24	---	5	5	3	6	1	1	1	---	1	---	1	---	---	---	---	---	---	---
Alabama	9	1	---	---	1	---	4	2	---	1	---	---	---	---	---	---	---	---	---	---
Mississippi	4	1	---	---	---	---	---	1	2	---	---	---	---	---	---	---	---	---	---	---
Louisiana	8	2	1	---	1	---	1	---	---	2	---	1	---	---	---	---	---	---	---	---
Texas	16	---	3	5	4	---	1	---	1	---	---	1	---	1	---	---	---	---	---	---
Arkansas	8	1	2	---	2	---	---	1	2	---	---	---	---	---	---	---	---	---	---	---
Oklahoma	1	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Indian Territory	2	1	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
North Central Division:																				
Ohio	34	2	3	6	4	6	5	1	2	---	---	2	2	---	---	---	---	1	---	---
Indiana	13	---	---	2	2	1	3	1	---	1	1	---	---	1	---	1	---	---	---	---
Illinois	31	---	2	5	3	6	8	3	1	---	---	---	1	---	---	---	1	---	---	1
Michigan	9	---	---	---	2	2	3	---	---	1	---	---	---	---	---	---	---	---	1	---
Wisconsin	9	---	---	3	2	---	1	---	2	---	---	---	---	---	---	---	---	---	---	1
Minnesota	9	---	1	---	2	2	1	1	1	---	---	---	---	---	---	---	---	1	---	---
Iowa	25	---	5	3	7	1	4	2	---	1	1	---	1	---	---	---	---	---	---	---
Missouri	24	---	5	4	5	1	7	1	---	---	---	---	---	---	---	---	1	---	---	---
North Dakota	3	1	---	1	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
South Dakota	5	---	2	---	2	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nebraska	10	---	2	2	2	1	---	2	---	---	---	---	---	---	---	---	1	---	---	---
Kansas	20	3	2	5	4	1	3	1	---	---	---	---	---	---	1	---	---	---	---	---
Western Division:																				
Montana	2	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Wyoming	1	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Colorado	4	---	---	1	---	---	1	---	1	---	1	---	---	---	---	---	---	---	---	---
New Mexico	1	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Arizona	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Utah	2	---	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nevada	1	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---
Idaho	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Washington	7	1	3	1	---	---	---	1	---	---	1	---	---	---	---	---	---	---	---	---
Oregon	8	---	2	5	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---
California	12	2	2	1	2	---	1	1	1	---	---	---	---	---	---	---	---	1	---	1

TABLE 5.—*Classification of universities and colleges for men and for both sexes according to amount of endowment funds.*

State or Territory.	Number of institutions.	Institutions having—																						
		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.	Over $12,500,000.
United States	473	164	11	14	10	20	33	48	54	41	10	17	9	4	6	1	1	7	5	4	4	3	1	3	3
North Atlantic Division	85	21	1	2	1	1	4	5	5	6	3	10	4		4		1	4	3	3	2	1		2	2
South Atlantic Division	72	25		2	2	5	4	11	11	6	2	1		1		1					1				
South Central Division	84	43	2	3	2	2	6	5	7	5	3	2		1	1			1	1						
North Central Division	192	58	5	6	4	10	14	27	25	22	1	4	5	2	1			2	1	1	1	1	1	1	
Western Division	40	17	3	2		2	5		6	2	1											1			1
North Atlantic Division:																									
Maine	4									1	1	1			1										
New Hampshire	2	1																			1				
Vermont	3		1								1	1													
Massachusetts	9	2		1											1			2	1	1					1
Rhode Island	1																			1					
Connecticut	3														1				1					1	
New York	23	7		1		1	1	1	1	1		3	1		1		1		1	1				1	1
New Jersey	5	3											1								1				
Pennsylvania	35	8			1		3	4	4	4	1	5	2					2				1			
South Atlantic Division:																									
Delaware	2	1						1																	
Maryland	10	6				2			1												1				
District of Columbia	7	3						1	1	1						1									
Virginia	11	1		1		1	2	3	1	1			1												
West Virginia	3	1					1	1																	
North Carolina	14	3		1	1	1	3	2	1	1															
South Carolina	9	3		1		1	2	1	1																
Georgia	11	5				2	1		1	1		1													
Florida	5	2						1	1	1															
South Central Division:																									
Kentucky	12	2	1					1	4	2	1	1													
Tennessee	24	11	1	1	1	1	2	2		3		1							1						
Alabama	9	7					1				1														
Mississippi	4	1					1		1						1										
Louisiana	8	3		1	1			1		1								1							
Texas	16	11			1		1	2						1											
Arkansas	8	5				1	1		1																
Oklahoma	1	1																							
Indian Territory	2	2																							
North Central Division:																									
Ohio	34	6				2	4	5	7	3		1	1	1	1			1		1		1			
Indiana	13	4				1	1			5		1	1												
Illinois	31	9	2			1	3	5	6	1			1	1							1				1
Michigan	9	1						1	1	5			1												
Wisconsin	9	2		1		1		1		2		1	1												
Minnesota	9	4		1				1	1	1									1						
Iowa	25	5	2	1	1	3	1	6	3	1	1	1													
Missouri	24	7		2	1	2	1	4	1	4								1					1		
North Dakota	3	2						1																	
South Dakota	5	4						1																	
Nebraska	10	4		1			1	1	3																
Kansas	20	10	1		2		3	1	3																
Western Division:																									
Montana	2	2																							
Wyoming	1	1																							
Colorado	4	1					1			1	1														
New Mexico	1	1																							
Arizona	1	1																							
Utah	2	1							1																
Nevada	1								1																
Idaho	1	1																							
Washington	7	6								1															
Oregon	8		2	1		1	2		2																
California	12	3	1	1		1	2		2																1

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	473	2,331	1,022	7,495	953	4,190	88	12,968	1,940
North Atlantic Division	85	439	92	2,472	80	1,469	11	4,256	185
South Atlantic Division	72	273	110	824	88	364	2	1,358	180
South Central Division	84	303	211	716	164	508	2	1,390	360
North Central Division	192	1,088	501	2,865	537	1,540	64	4,909	1,045
Western Division	40	228	108	618	84	309	9	1,055	170
North Atlantic Division.									
Maine	4	0	0	92	3	34	0	121	3
New Hampshire	2	8	0	62	0	20	0	90	0
Vermont	3	0	0	53	0	30	0	83	0
Massachusetts	9	46	2	451	5	417	7	893	13
Rhode Island	1	0	0	72	2	0	0	72	2
Connecticut	3	0	0	228	0	86	0	328	0
New York	23	221	47	759	30	547	4	1,504	80
New Jersey	5	19	4	139	0	6	0	161	4
Pennsylvania	35	145	29	616	40	329	0	1,004	83
South Atlantic Division:									
Delaware	2	2	1	21	1	0	0	23	2
Maryland	10	86	8	171	11	63	1	276	14
District of Columbia	7	44	2	139	3	218	0	421	13
Virginia	11	22	8	110	4	25	0	140	12
West Virginia	3	9	5	52	10	6	0	61	15
North Carolina	14	32	18	142	8	25	0	190	25
South Carolina	9	21	20	66	2	3	0	87	23
Georgia	11	26	25	79	27	16	0	102	42
Florida	5	31	23	44	22	8	1	58	34
South Central Division:									
Kentucky	12	48	32	90	16	80	0	223	47
Tennessee	24	84	61	219	58	262	0	482	111
Alabama	9	20	11	62	6	25	0	101	17
Mississippi	4	13	5	41	3	2	0	54	7
Louisiana	8	24	42	90	14	45	0	146	53
Texas	16	79	29	135	45	67	2	268	78
Arkansas	8	21	18	62	9	27	0	97	28
Oklahoma	1	13	2	12	1	0	0	13	2
Indian Territory	2	1	11	5	12	0	0	6	17
North Central Division:									
Ohio	34	188	69	484	79	320	4	984	177
Indiana	13	41	23	224	21	20	2	283	48
Illinois	31	174	72	607	103	388	38	1,081	215
Michigan	9	47	21	212	28	129	4	329	57
Wisconsin	9	53	15	215	29	46	1	273	36
Minnesota	9	76	18	179	20	206	4	412	57
Iowa	25	155	78	286	79	133	3	427	131
Missouri	24	132	93	252	59	119	0	466	134
North Dakota	3	24	9	27	12	6	0	30	13
South Dakota	5	30	27	38	17	0	0	46	31
Nebraska	10	63	30	150	40	87	4	283	56
Kansas	20	105	46	191	40	86	4	335	90
Western Division:									
Montana	2	9	8	14	10	0	0	14	10
Wyoming	1	13	3	13	3	0	0	13	3
Colorado	4	39	11	72	10	106	4	206	24
New Mexico	1	6	5	3	0	0	0	7	5
Arizona	1	7	7	10	4	0	0	15	7
Utah	2	32	6	30	1	0	0	45	7
Nevada	1	6	2	12	4	0	0	18	6
Idaho	1	0	3	14	1	0	0	14	4
Washington	7	31	22	60	17	3	0	86	30
Oregon	8	24	11	57	13	51	0	114	22
California	12	61	30	333	21	149	5	521	52

TABLE 7.—*Students in universities and colleges for men and for both sexes.*

State or Territory.	Preparatory departments.		Collegiate departments.		Graduate departments.				Professional departments.	
					Resident.		Nonresident.			
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
United States	34,606	16,577	61,125	19,959	3,944	1,509	772	103	29,551	890
North Atlantic Division	7,025	1,191	22,779	2,755	1,658	453	171	0	8,788	250
South Atlantic Division	4,172	1,993	6,446	886	481	35	58	6	3,247	98
South Central Division	6,572	4,282	6,925	2,461	148	68	82	17	4,613	48
North Central Division	14,129	7,438	20,771	11,356	1,462	774	404	70	11,787	423
Western Division	2,708	1,673	4,204	2,501	195	179	57	10	1,016	71
North Atlantic Division:										
Maine	0	0	834	226	13	0	0	0	167	1
New Hampshire	74	0	699	0	23	0	8	0	108	0
Vermont	0	0	381	111	4	1	0	0	145	0
Massachusetts	498	21	4,049	506	470	29	17	0	2,450	118
Rhode Island	0	0	624	154	43	41	10	0	0	0
Connecticut	0	0	2,214	56	236	49	37	0	435	0
New York	4,148	472	6,042	850	604	299	57	0	3,065	113
New Jersey	314	46	1,500	0	111	0	8	0	32	0
Pennsylvania	1,991	652	6,436	852	154	34	34	0	2,386	18
South Atlantic Division:										
Delaware	27	9	104	11	2	0	1	0	0	0
Maryland	548	59	939	136	169	0	0	0	307	39
District of Columbia	585	37	562	142	182	17	5	0	1,743	19
Virginia	356	98	1,225	43	56	0	0	0	573	37
West Virginia	310	87	216	50	12	11	13	5	142	3
North Carolina	754	442	1,388	139	44	3	26	1	362	0
South Carolina	728	583	801	88	11	3	13	0	35	0
Georgia	579	354	1,052	172	5	0	0	0	174	0
Florida	285	324	159	105	0	1	0	0	11	0
South Central Division:										
Kentucky	1,421	681	1,100	325	13	2	3	0	961	0
Tennessee	1,757	1,206	1,688	709	72	12	47	10	1,902	17
Alabama	315	301	913	237	6	0	0	0	278	1
Mississippi	250	130	537	63	8	4	17	5	59	0
Louisiana	764	813	890	217	10	27	10	0	547	3
Texas	1,119	477	1,293	582	36	23	1	2	599	27
Arkansas	633	393	447	307	2	0	4	0	261	0
Oklahoma	163	166	47	11	1	0	0	0	6	0
Indian Territory	150	115	10	10	0	0	0	0	0	0
North Central Division:										
Ohio	2,589	1,415	3,517	1,947	88	58	44	6	1,488	14
Indiana	742	202	2,221	735	65	40	139	9	295	17
Illinois	2,218	1,147	3,995	2,736	754	362	78	3	3,797	190
Michigan	563	210	1,611	977	70	41	19	10	1,794	74
Wisconsin	600	135	2,024	658	80	37	0	0	326	5
Minnesota	1,054	282	1,433	856	128	56	9	1	1,148	46
Iowa	1,625	1,079	1,625	1,135	71	48	49	18	1,116	32
Missouri	2,165	1,209	1,872	741	82	24	34	8	878	3
North Dakota	134	50	75	34	0	1	8	1	20	0
South Dakota	394	419	163	111	1	0	2	0	0	0
Nebraska	1,098	768	1,010	751	84	67	0	0	505	26
Kansas	947	522	1,225	675	39	40	22	14	420	16
Western Division:										
Montana	120	122	35	29	0	0	0	0	0	0
Wyoming	40	57	44	9	1	1	1	0	0	0
Colorado	467	304	363	338	14	4	23	3	245	17
New Mexico	26	45	8	3	1	0	1	0	0	0
Arizona	108	70	34	13	0	0	0	0	0	0
Utah	486	207	90	25	0	0	0	0	0	0
Nevada	39	57	108	95	2	1	0	0	0	0
Idaho	76	35	88	51	0	0	0	0	0	0
Washington	410	210	472	168	17	12	3	2	73	8
Oregon	302	241	326	238	8	6	23	5	65	3
California	634	325	2,636	1,532	152	155	6	0	633	43

TABLE 8.—*Students pursuing various courses in universities and colleges for men and for both sexes.*

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.	Latin.	Greek.	Men.	Women.	Men.	Women.	
United States	41,591	17,162	7,061	2,204	2,990	2,645	1,741	398	921	329	27,219	16,218	4,489	5,034	6,492	1,789	13,576
North Atlantic Division	13,763	4,775	1,921	268	1,292	1,305	903	150	256	239	8,289	5,565	1,094	537	1,059	116	2,941
South Atlantic Division	4,894	982	565	135	71	98	20	2	------	2	3,090	1,740	465	549	444	108	1,159
South Central Division	5,031	1,653	1,118	116	348	200	43	46	3	2	4,063	2,072	972	914	1,405	388	2,918
North Central Division	15,840	7,703	2,607	1,634	1,057	846	664	54	263	72	9,942	5,801	1,546	1,850	3,139	998	5,054
Western Division	2,063	2,049	850	51	222	196	111	146	399	14	1,835	1,040	412	1,184	445	179	1,504
North Atlantic Division:																	
Maine	747	59	31	3	34	81	72	------	------	------	371	361	7	5	------	------	------
New Hampshire	367	152	179	------	1	36	------	------	------	------	512	350	7	0	45	0	------
Vermont	197	78	------	24	24	92	28	11	------	------	158	80	14	16	1	0	263
Massachusetts	3,886	35	272	33	66	72	86	------	42	37	1,030	884	19	25	------	------	------
Rhode Island	331	292	4	0	23	37	------	------	------	------	------	------	14	20	------	------	------
Connecticut	1,420	115	536	------	73	52	37	------	------	------	344	158	------	------	------	------	------
New York	3,060	1,500	233	193	686	369	365	20	116	143	2,172	1,567	369	283	325	2	1,369
New Jersey	931	10	360	5	------	138	25	19	------	------	162	136	15	0	------	------	138
Pennsylvania	2,824	2,534	306	10	385	428	290	100	98	59	3,540	2,029	649	188	688	114	1,171
South Atlantic Division:																	
Delaware	11	49	3	5	13	16	10	2	------	------	49	12	0	3	------	------	74
Maryland	635	219	113	19	46	3	------	------	------	------	524	323	11	39	37	0	270
District of Columbia	274	------	20	12	------	8	2	------	------	------	97	50	20	93	69	19	------
Virginia	1,029	169	32	------	------	27	1	------	------	------	554	204	112	17	25	5	------
West Virginia	217	------	------	36	7	34	------	------	------	------	63	84	30	29	32	20	144
North Carolina	1,269	138	114	------	------	------	------	------	------	------	662	438	116	42	96	3	219
South Carolina	625	134	89	------	------	2	------	------	------	------	396	205	69	68	15	------	------
Georgia	658	237	185	35	------	8	7	------	------	2	657	415	70	136	98	33	297
Florida	176	36	9	28	5	------	------	------	------	------	88	9	37	122	72	28	155
South Central Division:																	
Kentucky	616	276	216	4	122	44	------	------	------	------	619	265	323	215	395	87	701
Tennessee	1,776	286	1	66	96	19	2	------	------	------	1,373	688	406	444	430	145	289
Alabama	576	166	278	------	------	15	------	------	2	------	517	281	51	29	122	0	270
Mississippi	364	116	92	------	------	10	5	------	1	------	228	98	68	52	10	8	75
Louisiana	313	302	122	38	119	34	------	46	------	2	386	265	4	41	204	63	815

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.	Latin.	Greek.	Men.	Women.	Men.	Women.	
South Central Division—Continued.																	
Texas	949	339	368	.....	.....	42	.....	.....	.....	.....	665	345	100	109	220	60	368
Arkansas	374	161	35	8	11	36	36	.....	.....	.....	267	125	20	24	15	16	400
Oklahoma	58	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	5	7	6	.....	.....	.....	.....	.....	.....	.....	8	5	.....	.....	9	9	.....
North Central Division:																	
Ohio	2,945	1,168	238	210	116	166	112	35	53	14	2,288	1,314	222	245	483	265	853
Indiana	1,411	350	604	.....	20	58	45	.....	.....	3	741	429	198	137	128	8	.....
Illinois	4,071	1,474	330	150	109	128	91	4	.....	55	1,354	885	190	164	492	161	588
Michigan	1,729	422	33	.....	284	51	24	.....	.....	.....	542	318	35	45	78	26	.....
Wisconsin	616	830	285	440	238	77	89	.....	.....	.....	950	468	199	148	201	52	676
Minnesota	461	1,279	124	544	70	79	79	10	86	.....	778	399	54	113	182	24	1,060
Iowa	1,242	896	439	.....	.....	77	7	.....	.....	.....	1,015	655	250	302	383	127	402
Missouri	1,114	464	229	254	44	103	53	.....	114	.....	936	509	118	139	401	59	548
North Dakota	30	60	16	.....	.....	.....	.....	.....	.....	.....	41	22	10	15	29	21	124
South Dakota	82	122	51	.....	.....	.....	.....	.....	.....	.....	119	44	30	95	130	42	110
Nebraska	999	285	109	36	152	53	93	.....	.....	.....	549	359	85	255	130	35	533
Kansas	1,140	353	149	.....	24	54	71	5	10	.....	629	399	155	192	502	178	160
Western Division:																	
Montana	21	18	16	.....	9	.....	.....	.....	.....	.....	44	10	6	4	3	5	20
Wyoming	12	2	11	3	14	.....	.....	.....	11	.....	12	8	4	23	17	28	70
Colorado	300	230	91	.....	.....	40	40	.....	.....	.....	125	114	9	12	37	.....	.....
New Mexico	3	2	6	.....	.....	.....	.....	.....	.....	.....	3	.....	1	12	12	20	.....
Arizona	.....	15	.....	.....	.....	1	.....	.....	26	.....	3	.....	.....	1	16	12	171
Utah	95	20	.....	.....	.....	.....	.....	.....	.....	.....	9	4	132	290	72	10	.....
Nevada	112	.....	5	5	7	8	.....	.....	64	.....	45	3	.....	.....	3	43	142
Idaho	43	18	36	1	.....	9	.....	.....	24	.....	43	10	.....	.....	.....	.....	110
Washington	498	99	26	.....	6	11	26	.....	41	.....	240	179	5	27	74	5	299
Oregon	144	71	57	.....	.....	7	.....	.....	17	.....	275	92	29	58	67	26	.....
California	835	1,574	602	42	186	120	45	146	216	14	1,036	620	226	757	144	30	692

TABLE 9.—*Degrees conferred on men by universities and colleges for men and for both sexes.*

State or Territory.	A. B.	B. S.	Ph. B.	B. L.	B. C. E.	B. M. E.	B. E. E.	B. E. M.	B. E.	Met. E.	Chem. E.	A. C.	B. Arch.	B. Agr.	B. S. A.	B. S. F.	B. Mus.	B. Ped.	B. S. D.	B. Di.	L. I.	B. O.	B. F. A.	B. C. S.	B. Acc'ts.
United States	5,352	1,656	729	237	12	18	4	3	12	15	1	4	5	8	15	5	15	27	2	1	73	2	3	4	32
North Atlantic Division	2,453	726	334	38					5	13	1	4	5		14	5	6						3	3	
South Atlantic Division	654	100	38	6	2	4								2				1			16				
South Central Division	387	125	31	21	8	13	4		7									6			57	1			
North Central Division	1,620	568	307	119						2				6	1		8	13	2	1					1
Western Division	238	137	19	53	2	1		3									1	7				1			1
North Atlantic Division:																									
Maine	116	34	2																						
New Hampshire	61	37		20																					
Vermont	22	37	8																						
Massachusetts	711	125	6	2																					
Rhode Island	56		37																						
Connecticut	298	19	150	1													1						3		
New York	452	159	59	4					5	13			5		14	5	1								
New Jersey	184	64																							
Pennsylvania	553	251	72	11							1	4					4							3	
South Atlantic Division:																									
Delaware	11	1			2	4																			
Maryland	115	9																							
District of Columbia	55	15																1							
Virginia	116	5																			16				
West Virginia	72		1	2										2											
North Carolina	107	25	22	4																					
South Carolina	93	19																							
Georgia	76	21	15																						
Florida	9	5																							
South Central Division:																									
Kentucky	77	23	1	3	4	12												5							
Tennessee	128	31	9	1																	57	1			
Alabama	47	22	2																						
Mississippi	14	3	13															1							
Louisiana	34	20	1						7																
Texas	50	18	2	17																					
Arkansas	31	7	3		4	1	4																		
Oklahoma	4																								
Indian Territory	2	1																							
North Central Division:																									
Ohio	336	74	67	18													1	1							
Indiana	175	28	74	4															1						
Illinois	310	131	24	15													1							1	
Michigan	193	43	6	2																					
Wisconsin	91	63	15	59											1										
Minnesota	76	47	13	17						2				4			2								30
Iowa	131	65	75														1	7		1					
Missouri	125	33	11	11										2				1	1						
North Dakota	8	1																							
South Dakota	11	11	2															1							
Nebraska	55	37	5	1																					1
Kansas	109	35	15	1													3	3							
Western Division:																									
Montana	2	1	1			1																			
Wyoming	4	2																2							
Colorado	19	18	12																			1			
New Mexico		1																							
Arizona		3																							
Utah	4	4		2																					
Nevada	5	11																							
Idaho	5	6			2			3									1								
Washington	22	11																5							
Oregon	22	12	1	1																					1
California	155	68	5	50																					

TABLE 10.—*Degrees conferred on men by universities and colleges for men and for both sexes*—Continued.

State or Territory.	A. M.	M. S.	M. L.	Ph. M.	C. E.	M. E.	E. E.	E. M.	M. C. E.	M. M. E.	M. Ped.	M. Acc'ts.	M. Dip.	D. C. L.	Sc. D.	Ph. D.
United States	1,106	134	5	18	192	169	62	25	3	10	10	74	2	23	4	312
North Atlantic Division	542	71	1	2	162	145	45	17	3	10	9	5	...	...	2	148
South Atlantic Division	140	10	...	1	1	4	1	...	...	...	...	6	2	23	...	48
South Central Division	73	2	...	9	4	2	2	1	...	...	...	17	...	...	1	1
North Central Division	324	44	4	6	25	18	14	7	...	...	...	46	...	...	1	111
Western Division	27	7	...	...	...	...	...	...	...	...	1	...	...	...	...	4
North Atlantic Division:																
Maine	5	4	...	...	5	2	...	...	...	...	...	...	...	...	...	...
New Hampshire	1	...	...	...	9	...	...	...	...	...	...	3	...	...	...	...
Vermont	...	4	...	...	4	1	...	...	...	...	...	...	...	...	...	...
Massachusetts	133	13	...	...	...	...	...	...	...	...	...	...	...	...	...	42
Rhode Island	14	...	...	...	7	3	...	...	...	...	...	...	...	...	...	2
Connecticut	43	8	...	...	...	2	...	...	...	...	...	...	...	...	...	30
New York	173	16	...	...	74	110	21	14	3	10	9	...	...	...	2	48
New Jersey	59	7	...	...	16	...	4	...	...	...	...	2	...	...	...	3
Pennsylvania	114	19	1	2	47	27	20	3	...	...	...	...	...	...	...	23
South Atlantic Division:																
Maryland	24	...	...	...	...	1	...	...	...	...	...	...	...	...	...	30
District of Columbia	24	10	...	1	...	2	...	...	...	...	...	...	2	23	...	7
Virginia	42	...	...	...	...	1	1	...	...	...	...	...	...	...	...	9
West Virginia	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Carolina	31	...	...	...	...	...	...	...	...	...	...	5	...	...	...	2
South Carolina	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Georgia	2	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
Florida	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...
South Central Division:																
Kentucky	16	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...
Tennessee	42	1	...	...	1	...	...	...	...	...	...	...	...	...	1	1
Alabama	3	...	...	...	1	...	...	1	...	...	...	7	...	...	...	...
Mississippi	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Louisiana	6	...	...	9	2	...	...	...	...	...	...	...	...	...	...	...
Texas	2	...	...	...	...	...	...	...	...	...	...	10	...	...	...	...
Arkansas	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...
Oklahoma	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Central Division:																
Ohio	86	6	...	3	10	11	...	2	...	...	...	...	...	...	...	13
Indiana	45	1	...	...	2	...	2	...	...	...	...	...	...	...	1	45
Illinois	65	9	1	2	...	2	1	...	...	...	...	4	...	...	...	38
Michigan	43	2	...	...	4	2	...	...	...	...	...	...	...	...	...	3
Wisconsin	11	2	...	...	...	1	2	...	...	...	...	...	...	...	...	3
Minnesota	3	10	2	...	6	2	7	5	...	...	...	40	...	...	...	2
Iowa	13	9	...	1	3	...	1	...	...	...	...	...	...	...	...	...
Missouri	23	4	1	...	...	...	...	...	...	...	...	...	...	...	...	1
South Dakota	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Nebraska	23	...	...	...	...	...	1	...	...	...	...	...	...	...	...	2
Kansas	12	...	...	...	...	...	...	...	...	...	...	2	...	...	...	2
Western Division:																
Wyoming	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
Colorado	7	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Washington	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oregon	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
California	12	5	...	...	...	...	...	...	...	...	...	...	...	...	...	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. Agr.	B. Arch.	B. Mus.	B. Ped.	B. S. D.	L. I.	B. O.	B. C. S.	B. Acc'ts.	B. Paint.	A. M.	M. S.	Ph. M.	M. L.	M. Mus.	M. Ped.	Ph. D.
United States	1,409	269	382	363	16	1	1	43	44	1	79	1	1	3	3	227	8	4	7	1	12	29
North Atlantic Division	234	31	107	35			1	7							2	90	1				12	20
South Atlantic Division	74	20	3	1					2							13	1					
South Central Division	95	30	25	25				1	1		79					12		1				
North Central Division	806	156	227	194	16	1		31	16	1		1	1	3	1	91	4	3	4	1		9
Western Division	200	32	20	108				4	25							21	2		3			
North Atlantic Division:																						
Maine	33	1	3													1						
Vermont	10		17													1						
Massachusetts	52		24	3												7						
Rhode Island	9		13													15						
Connecticut	3	5	7																			9
New York	75	12	28	4			1	4							2	47	1				12	5
Pennsylvania	52	13	15	28				3								19						6
South Atlantic Division:																						
Delaware		1																				
Maryland	22																					
District of Columbia	11	4							1							6	1					
West Virginia	10		1	1												4						
North Carolina	5	4	2													3						
South Carolina	8	3																				
Georgia	12	7							1													
Florida	6	1																				
South Central Division:																						
Kentucky	12	7	1	3					1							3						
Tennessee	43	7	10	1				1			79					5						
Alabama	7	4	1																			
Louisiana	6	3	1													4		1				
Texas	11	6		15																		
Arkansas	14	2	12	6																		
Oklahoma	1																					
Indian Territory	1	1																				
North Central Division:																						
Ohio	138	35	48	49				4	3			1				18		1				
Indiana	69	2	21	1												5						
Illinois	187	26	21	26	16			7					1			14	1	2	1			7
Michigan	141	2	8	8												18						
Wisconsin	26	11	19	35												2			1			2
Minnesota	19	24	20	45				6						3		2	2		1			
Iowa	39	25	66	1				6	3							8	1					
Missouri	44	11	5	24		1			4	1						4			1	1		
North Dakota	3																					
South Dakota	4	2	4					3	1													
Nebraska	54	10	4	3												7						
Kansas	82	8	11	2				5	5						1	13						
Western Division:																						
Montana	3	1	3	1																		
Wyoming	4								5													
Colorado	18	6	16	1				1								5						
New Mexico		1																				
Arizona		1																				
Utah	2																					
Nevada	7																					
Idaho	4	3																				
Washington	7			1					20							7						
Oregon	17	3		11				3								1						
California	138	17	1	94												8	2		3			

TABLE 12.—*Honorary degrees conferred by universities and colleges for men and for both sexes.*

State or Territory.	D. D.	LL. D.	Ph. D.	L. H. D.	Litt. D.	S. T. D.	Mus. D.	Sc. D.	M. D.	A. M.	M. S.	Ph. M.	M. L.	M. C. E.	M. Acc'ts.	A. B.	B. S.	B. L.	B. D.	LL. B.
United States	323	170	34	8	13	29	2	4	1	167	8	8	1	1	1	3	1	1	1	2
North Atlantic Division	93	73	6	4	7	2	2	4	1	72	5	---	---	1	---	3	---	---	---	1
South Atlantic Division	56	15	1	1	2	---	---	---	---	7	---	---	---	---	---	---	---	---	1	---
South Central Division	48	14	9	---	---	14	---	---	---	41	---	---	1	---	---	---	---	1	---	---
North Central Division	116	65	11	3	4	13	---	---	---	39	3	8	---	---	1	---	---	1	---	1
Western Division	10	3	7	---	---	---	---	---	---	8	---	---	---	---	---	---	---	---	---	---
North Atlantic Division:																				
Maine	3	3	---	---	1	---	---	---	---	4	---	---	---	---	---	---	---	---	---	---
New Hampshire	2	2	---	---	---	---	---	---	---	6	---	---	---	---	---	---	---	---	---	---
Vermont	1	4	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---
Massachusetts	8	14	---	2	2	---	---	---	---	10	---	---	---	---	---	---	---	---	---	---
Rhode Island	2	1	---	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Connecticut	10	6	---	---	---	---	---	---	---	13	1	---	---	---	---	2	---	---	---	1
New York	22	21	---	---	1	1	1	1	---	4	4	---	---	---	---	---	---	---	---	---
New Jersey	4	5	---	---	1	---	---	---	---	7	---	---	---	---	---	---	---	---	---	---
Pennsylvania	41	17	6	1	2	1	---	3	1	27	---	---	---	1	---	1	---	---	---	---
South Atlantic Division:																				
Maryland	5	3	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---
District of Columbia	---	3	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	1	---
Virginia	9	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
West Virginia	1	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---
North Carolina	19	6	1	---	---	---	---	---	---	4	---	---	---	---	---	---	---	---	---	---
South Carolina	9	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Georgia	13	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Florida	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---
South Central Division:																				
Kentucky	12	2	---	---	---	---	---	---	---	4	---	---	1	---	---	---	---	---	---	---
Tennessee	13	5	9	---	---	14	---	---	---	30	---	---	---	---	---	---	1	---	---	---
Alabama	4	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Mississippi	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Louisiana	2	3	---	---	---	---	---	---	---	5	---	---	---	---	---	---	---	---	---	---
Texas	12	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Arkansas	4	---	---	---	---	---	---	---	---	2	---	---	---	---	---	---	---	---	---	---
North Central Division:																				
Ohio	49	23	6	1	1	---	---	---	---	8	---	1	---	---	---	---	---	---	---	---
Indiana	5	3	1	---	1	13	---	---	---	2	---	---	---	---	---	---	---	---	---	---
Illinois	17	17	---	2	1	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---
Michigan	3	4	---	---	---	---	---	---	---	18	---	7	---	---	---	---	---	---	---	---
Wisconsin	3	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	1	---	---
Minnesota	2	---	---	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---
Iowa	10	5	---	---	---	---	---	---	---	3	2	---	---	---	---	---	---	---	---	1
Missouri	11	6	4	---	1	---	---	---	---	2	---	---	---	---	---	---	---	---	---	---
South Dakota	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nebraska	1	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Kansas	14	4	---	---	---	---	---	---	---	5	1	---	---	---	---	---	---	---	---	---
Western Division:																				
Montana	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Colorado	2	---	---	---	---	---	---	---	---	2	---	---	---	---	---	---	---	---	---	---
Oregon	7	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
California	1	2	7	---	---	---	---	---	---	6	---	---	---	---	---	---	---	---	---	---

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	488	8,132	8,478,624	2,210,281	$11,792,780	$17,482,924	$146,168,475	$157,006,072
North Atlantic Division	290	3,859	3,849,235	993,732	5,637,395	8,700,843	64,466,945	74,240,510
South Atlantic Division	42	1,533	910,008	260,848	1,183,275	1,060,264	15,532,382	9,098,026
South Central Division	38	842	663,644	138,995	756,350	1,146,827	11,251,027	8,541,153
North Central Division	203	1,908	2,622,283	591,625	3,564,065	5,185,051	44,969,614	49,261,923
Western Division	5	190	433,454	225,081	651,695	1,389,939	9,948,507	24,864,460
North Atlantic Division:								
Maine	12	315	152,992	27,500	202,400	147,475	1,416,227	1,791,842
New Hampshire	1	200	94,300	26,250	262,000	200,800	1,150,000	2,500,000
Vermont	----	151	91,895	18,700	132,000	89,000	836,000	846,617
Massachusetts	45	711	849,975	522,339	1,026,500	2,396,500	11,396,771	18,327,780
Rhode Island	1	100	115,000	25,000	250,000	90,650	1,200,000	1,874,008
Connecticut	22	510	412,000	27,000	504,000	605,000	7,231,300	7,505,615
New York	64	1,231	1,154,509	174,280	2,009,594	2,360,460	22,734,087	27,892,237
New Jersey	17	115	239,112	48,118	235,800	680,000	4,046,000	8,000,000
Pennsylvania	38	526	739,452	124,545	1,015,101	2,230,958	14,456,559	11,002,411
South Atlantic Division:								
Delaware	----	----	12,350	1,600	30,400	49,000	104,700	83,000
Maryland	23	256	213,000	115,200	217,500	316,585	2,514,726	2,583,943
District of Columbia	7	154	171,813	60,374	201,000	178,673	4,590,107	1,362,759
Virginia	6	245	180,675	17,083	250,400	156,300	2,912,000	1,911,203
West Virginia	----	40	20,500	5,650	42,866	52,000	575,000	194,369
North Carolina	6	320	127,100	35,996	207,625	92,850	1,685,000	1,040,750
South Carolina	----	192	77,550	9,600	101,300	78,050	1,129,000	570,000
Georgia	----	30	82,820	13,795	85,750	68,320	1,574,000	924,702
Florida	----	96	24,200	1,550	46,500	68,486	477,849	427,200
South Central Division:								
Kentucky	3	153	92,968	28,976	90,450	124,570	1,639,000	1,829,000
Tennessee	19	325	200,667	32,010	249,600	386,857	3,585,727	2,840,024
Alabama	5	18	128,650	8,510	182,250	118,700	1,128,000	334,000
Mississippi	1	13	28,500	6,800	41,000	92,000	420,000	900,000
Louisiana	----	287	79,120	10,000	89,800	187,400	1,847,300	1,682,813
Texas	10	33	95,400	31,800	109,600	154,000	1,881,000	780,316
Arkansas	----	13	29,139	16,899	34,250	72,800	565,000	175,000
Oklahoma	0	0	7,000	3,000	8,000	7,000	60,000	0
Indian Territory	----	----	2,200	1,000	1,400	3,500	95,000	0
North Central Division:								
Ohio	37	517	556,070	222,800	739,000	804,325	10,128,922	10,470,293
Indiana	1	42	224,580	14,900	296,486	394,144	3,967,013	2,170,699
Illinois	83	693	614,576	69,690	630,960	1,013,221	10,877,352	12,694,579
Michigan	10	92	251,765	45,804	435,116	872,581	2,197,657	1,927,149
Wisconsin	23	77	157,942	42,967	215,460	498,996	2,526,098	1,524,727
Minnesota	1	28	134,500	14,400	163,892	332,200	2,489,013	1,694,867
Iowa	12	172	196,068	31,620	263,750	347,375	2,943,000	1,895,571
Missouri	13	140	220,544	84,950	407,401	317,959	5,084,259	7,231,999
North Dakota	----	----	11,325	1,000	14,800	10,925	182,000	65,000
South Dakota	----	54	23,600	4,500	37,000	34,500	467,500	60,000
Nebraska	14	73	93,527	8,594	166,500	327,955	1,737,800	585,142
Kansas	6	20	138,386	50,400	193,700	230,830	2,369,000	541,897
Western Division:								
Montana	----	----	8,000	7,000	8,000	50,500	150,000	----
Wyoming	----	----	10,800	6,500	15,800	85,900	250,000	0
Colorado	2	53	66,560	38,000	83,500	133,295	1,309,300	650,340
New Mexico	0	0	4,210	1,300	6,640	5,000	65,000	0
Arizona	0	0	6,000	10,000	9,127	52,247	110,100	0
Utah	----	----	23,300	12,170	28,239	31,085	535,082	100,000
Nevada	0	0	8,300	7,542	17,589	45,515	179,745	129,000
Idaho	0	0	7,000	15,000	18,000	50,000	200,000	0
Washington	----	29	49,849	19,525	54,000	66,000	1,308,500	200,000
Oregon	----	15	33,742	8,310	58,600	33,300	541,000	404,713
California	3	93	215,753	99,734	252,200	837,097	5,299,780	23,380,407

TABLE 14.—*Income of universities and colleges for men and for both sexes.*

State or Territory.	Tuition and other fees.	From productive funds.	State or municipal appropriations.	Federal appropriations.	From other sources.	Total.	Benefactions.
United States	$8,782,892	$6,440,996	$4,051,897	$990,495	$2,512,774	$22,789,054	$17,023,202
North Atlantic Division	4,191,035	3,391,488	431,283	183,500	989,710	9,187,016	6,016,516
South Atlantic Division	718,458	486,035	405,000	246,895	159,522	2,015,910	454,019
South Central Division	741,414	473,111	316,107	136,663	394,520	2,061,615	874,745
North Central Division	2,863,136	1,613,585	2,262,011	223,437	899,876	7,865,045	9,223,781
Western Division	265,849	476,777	647,496	200,000	69,346	1,659,468	454,141
North Atlantic Division:							
Maine	72,907	88,828	20,000	40,000	27,892	249,627	208,778
New Hampshire	58,000	96,000	10,600	0	4,000	168,000	125,000
Vermont	17,285	44,569	15,400	25,000	9,900	112,154	20,500
Massachusetts	935,803	852,022	0	0	227,309	2,015,134	1,303,719
Rhode Island	99,287	91,870	0	0	1,372	192,529	567,360
Connecticut	536,016	348,525	0	0	12,156	896,697	1,050,054
New York	1,342,218	1,228,132	212,017	38,500	647,652	3,468,519	1,697,798
New Jersey	200,724	149,392	0	40,000	198	390,314	
Pennsylvania	928,795	492,150	173,866	40,000	59,231	1,694,042	1,043,307
South Atlantic Division:							
Delaware	240	4,980	0	40,000	5,114	50,334	
Maryland	121,191	114,923	67,200	40,000	16,314	359,628	84,285
District of Columbia	208,911	74,633	0	109,395	24,043	416,982	134,972
Virginia	154,702	99,845	65,000	0	24,170	343,717	25,400
West Virginia	13,731	8,240	93,550	20,000	6,500	142,021	7,100
North Carolina	121,480	64,816	26,600	0	30,878	243,774	114,557
South Carolina	35,980	29,408	30,000	0	30,589	125,977	12,500
Georgia	43,711	58,675	120,150	25,000	14,880	262,416	50,500
Florida	18,512	30,515	2,500	12,500	7,034	71,061	24,705
South Central Division:							
Kentucky	81,189	99,135	31,310	36,375	63,580	311,589	62,557
Tennessee	243,868	138,653	20,312	40,000	150,126	592,959	229,132
Alabama	53,984	26,180	12,950	0	70,679	163,793	9,426
Mississippi	24,600	41,200	0	0	5,350	71,150	16,500
Louisiana	87,403	99,673	48,000	27,107	5,199	267,382	387,100
Texas	187,636	55,370	78,500	0	59,881	381,387	151,080
Arkansas	54,134	12,900	35,035	33,181	3,805	139,055	8,950
Oklahoma	3,009	0	90,000	0	35,000	128,000	0
Indian Territory	5,600	0	0	0	700	6,300	10,000
North Central Division:							
Ohio	465,175	381,629	337,433	25,000	174,492	1,383,729	911,584
Indiana	170,707	123,117	80,000	0	24,120	397,944	244,050
Illinois	954,876	469,143	240,200	40,000	394,359	2,098,578	2,997,989
Michigan	252,031	107,922	285,250	0	69,150	714,353	146,000
Wisconsin	93,236	70,690	424,799	40,000	32,137	660,862	71,736
Minnesota	155,745	70,169	220,003	40,000	65,318	551,235	234,875
Iowa	266,564	92,790	186,500	0	38,635	584,489	472,780
Missouri	280,493	192,846	100,614	38,437	18,755	631,145	3,646,836
North Dakota	6,041	2,000	47,307	0	3,128	58,476	30,511
South Dakota	23,250	2,800	45,000	0	7,781	78,831	15,300
Nebraska	87,818	74,381	134,905	40,000	35,315	372,419	235,881
Kansas	110,200	26,098	160,000	0	36,706	333,004	216,239
Western Division:							
Montana	8,000	12,000	35,565	0	0	55,565	20,000
Wyoming	437	0	20,366	40,000	664	61,467	17,479
Colorado	55,705	33,711	67,360	0	4,600	161,376	162,765
New Mexico	385	0	15,500	0	0	15,885	112
Arizona	405	0	17,332	40,000	0	57,737	3,000
Utah	10,716	5,994	59,708	0	18,721	95,139	403
Nevada	1,159	5,160	28,340	40,000	4,079	78,738	
Idaho	200	0	62,000	40,000	0	102,200	2,500
Washington	54,625	12,000	50,000	0	15,975	132,600	61,000
Oregon	25,068	24,619	47,760	0	2,350	99,797	23,456
California	109,149	383,293	243,565	40,000	22,957	798,964	163,426

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).						College students in—					Numberin—	
		Men.	Women.	Men.	Women.	Men.	Women.	Preparatory.	Collegiate.	Graduate.	Total.	Classical course.	Other general culture courses.	General science course.	Latin.	Greek.	Pedagogy.	Business course.
United States	13	0	2	263	324	263	326	218	5,109	151	5,496	5,022	28	40	1,631	613	312	10
N. Atlantic Div.	9	0	0	233	264	233	264	0	4,414	148	4,580	4,361	----	34	1,293	563	265	---
S. Atlantic Div.	2	0	0	23	29	23	29	0	602	2	604	602	----	---	300	43	47	---
N. Central Div.	1	0	2	0	12	0	14	33	61	1	95	55	----	6	38	7	----	---
Western Div.	1	----	----	7	19	7	19	185	32	0	217	4	28	----	------	----	----	10
N. Atlantic Div.:																		
Massachusetts	4	0	0	144	161	144	161	0	2,748	90	2,856	2,747	----	----	546	285	164	---
New York	4	0	0	63	87	63	87	0	1,317	9	1,326	1,265	----	34	747	278	93	---
Pennsylvania	1	0	0	26	16	26	16	0	349	49	398	349	----	----	------	----	5	---
S. Atlantic Div.:																		
Maryland	1	0	0	12	18	12	18	0	326	2	328	326	----	----	155	33	----	---
Virginia	1	0	0	11	11	11	11	0	276	0	276	276	----	----	145	10	47	---
N. Central Div.:																		
Illinois	1	0	2	0	12	0	14	33	61	1	95	55	0	6	38	7	----	---
Western Div.:																		
California	1	----	----	7	19	7	19	185	32	0	217	4	28	0	------	----	----	10

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.	Litt.D.
United States	788	12	116	1	35	2	1	1
North Atlantic Division	699	12	114	1	32	2	1	1
South Atlantic Division	77	------	------	------	3	------	------	------
North Central Division	10	------	------	------	------	------	------	------
Western Division	2	------	2	------	------	------	------	------
North Atlantic Division:								
Massachusetts	423	7	114	1	26	------	1	1
New York	214	5	------	------	5	------	------	------
Pennsylvania	62	------	------	------	1	2	------	------
South Atlantic Division:								
Maryland	64	------	------	------	1	------	------	------
Virginia	13	------	------	------	2	------	------	------
North Central Division:								
Illinois	10	------	------	------	------	------	------	------
Western Division:								
California	2	------	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	19	409	210,158	14,900	$382,523	$723,889	$6,948,106	$5,142,170
North Atlantic Division	16	337	185,158	11,950	332,523	639,889	5,720,106	4,506,664
South Atlantic Division	2	52	12,000	2,450	15,000	57,000	828,000	439,600
North Central Division	1	5	7,000	.....	15,000	25,000	150,000	120,906
Western Division	0	15	6,000	500	20,000	2,000	250,000	75,000
North Atlantic Division:								
Massachusetts	.....	211	96,835	2,600	181,800	397,966	2,737,100	2,120,160
New York	2	72	54,570	1,350	80,723	193,925	2,284,196	1,386,504
Pennsylvania	14	54	33,753	8,000	70,000	47,998	718,810	1,000,000
South Atlantic Division:								
Maryland	2	34	8,000	1,700	10,000	45,000	680,000	337,000
Virginia	.....	18	4,000	750	5,000	12,000	148,000	102,600
North Central Division:								
Illinois	1	5	7,000	.....	15,000	25,000	150,000	120,906
Western Division:								
California	0	15	6,000	500	20,000	2,000	250,000	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	$1,112,885	$279,622	$251,452	$1,643,959	$591,225
North Atlantic Division	960,841	250,054	249,890	1,460,785	497,460
South Atlantic Division	90,783	22,200	.....	112,983	45,400
North Central Division	18,861	3,618	1,562	24,041	47,425
Western Division	42,400	3,750	.....	46,150	.....
North Atlantic Division:					
Massachusetts	568,810	114,663	31,862	715,335	433,763
New York	346,301	73,391	217,758	637,450	63,697
Pennsylvania	45,730	62,000	270	108,000	.....
South Atlantic Division:					
Maryland	32,583	17,000	.....	49,583	40,000
Virginia	58,200	5,200	.....	63,400	6,400
North Central Division:					
Illinois	18,861	3,618	1,562	24,041	47,425
Western Division:					
California	42,400	3,750	.....	46,150	.....

TABLE 19.—*Professors and students in colleges for women, Division B.*

State.	Number of institutions.	Professors and instructors.		Students.						College students pursuing courses leading to—					College students in—		Number in—		
		Men.	Women.	Elementary.	Secondary.	Collegiate.	Graduate.	Total number.	Graduated in 1901.	A. B. degree.	Ph. B. degree.	M. E. L. or B. L. degree.	B. S. degree.	Other first degrees.	Latin.	Greek.	Pedagogy.	Music.	Art.
United States	119	396	1,407	1,883	5,356	10,868	153	18,856	1,486	3,157	2	1,867	1,001	355	5,281	394	601	8,602	1,844
North Atlantic Division	10	56	172	83	1,049	710	18	2,023	185	213	----	123	57	68	539	70	26	525	147
South Atlantic Division	44	173	480	683	1,495	4,367	68	6,791	557	1,517	----	276	350	202	2,259	97	152	3,178	673
South Central Division	46	106	476	935	1,813	4,246	49	7,158	486	1,137	2	1,043	593	49	1,735	119	349	3,134	606
North Central Division	18	60	257	171	1,014	1,513	17	2,896	252	239	----	420	86	36	722	96	39	1,687	378
Western Division	1	1	22	11	34	32	1	78	6	1	----	5	2	------	26	12	35	78	40
North Atlantic Division:																			
Maine	2	11	11	9	244	14	8	275	31	4	----	------	------	10	44	19	26	70	36
Massachusetts	1	8	25	0	9	87	0	168	16	------	----	------	------	------	45	3	------	82	8
New York	1	5	48	38	456	114	4	612	35	0	0	0	0	0	114	18	0	0	0
Pennsylvania	6	32	88	36	331	495	6	968	103	209	----	123	57	58	336	30	------	373	103
South Atlantic Division:																			
Maryland	4	23	58	45	209	360	4	618	43	67	----	40	100	25	232	30	24	334	69
Virginia	9	34	76	122	264	579	------	1,022	61	37	----	------	30	------	229	3	------	469	94
West Virginia	2	2	14	18	63	65	0	146	5	34	----	------	17	------	44	------	14	80	8
North Carolina	9	20	113	113	474	833	14	1,555	140	206	----	70	20	35	523	31	15	685	153
South Carolina	9	37	93	93	163	1,151	12	1,419	128	603	----	67	30	87	598	15	23	610	155
Georgia	11	48	126	202	322	1,379	38	2,031	180	570	----	99	153	55	693	18	76	1,000	194
South Central Division:																			
Kentucky	10	20	94	197	220	784	18	1,219	82	155	2	52	139	1	258	11	27	438	74
Tennessee	10	33	119	204	371	1,132	13	1,766	127	241	----	451	54	20	447	22	66	833	146
Alabama	7	13	64	135	179	503	11	828	85	170	----	205	35	28	170	2	5	341	75
Mississippi	10	19	125	225	647	1,147	3	2,079	103	457	----	143	130	------	554	24	251	758	169
Louisiana	3	6	18	53	95	121	2	271	28	24	----	24	68	------	77	1	------	105	5
Texas	5	14	47	101	277	493	2	885	54	84	----	128	70	------	179	59	------	569	128
Arkansas	1	1	9	20	24	66	0	110	7	6	----	40	10	------	50	0	------	90	9
North Central Division:																			
Ohio	3	7	62	0	173	202	2	403	45	82	----	47	6	36	139	40	2	243	61
Illinois	2	5	29	22	100	275	0	397	45	75	----	------	------	------	115	10	12	185	52
Wisconsin	1	2	20	0	169	56	0	225	5	7	----	49	------	------	35	7	------	70	16
Minnesota	1	0	11	0	76	6	0	82	1	5	----	------	------	------	6	3	5	34	1
Missouri	10	44	121	118	434	954	15	1,586	151	100	----	324	80	------	397	35	20	1,045	227
Kansas	1	2	14	31	62	20	0	113	5	20	----	------	------	------	30	1	------	110	21
Western Division:																			
California	1	1	22	11	34	32	1	78	6	1	----	5	2	------	26	12	35	78	40

TABLE 20.—*Degrees conferred by colleges for women, Division B.*

State.	M. E. L. or B. L.	A. B.	B. S.	Ph. B.	A. L. B.	L. A.	L. S.	B. Mus.	B. Paint.	B. O.	A. M.	M. Acct's.	L. I.
United States	334	389	151	1	2	1	2	118	14	9	33	2	10
North Atlantic Division	3	35	7	....	....	1	2	10	....	....	4	....	....
South Atlantic Division	84	175	64	....	2	....	....	42	4	....	9	1	10
South Central Division	178	123	62	1	....	....	....	48	7	1	13	1	....
North Central Division	69	55	18	....	....	....	....	18	3	8	7	....	....
Western Division	....	1	....	....	....	....	....	....	....	....	....	....	....
North Atlantic Division:													
Maine	....	1	....	....	....	1	2	....	....	....	4	....	....
Pennsylvania	3	34	7	....	....	....	....	10	....	....	....	....	....
South Atlantic Division:													
Maryland	4	15	16	....	....	....	....	1	....	....	1	....	....
Virginia	5	14	12	....	....	....	....	9	1	....	3	....	....
West Virginia	....	3	2	....	....	....	....	....	....	....	....	....	....
North Carolina	12	23	4	....	....	....	....	9	1	....	2	1	....
South Carolina	33	51	3	....	2	....	....	9	....	....	3	....	10
Georgia	30	69	27	....	....	....	....	14	2	....	....	....	....
South Central Division:													
Kentucky	6	29	28	....	....	....	....	....	....	....	....	....	....
Tennessee	58	25	8	....	....	....	....	18	1	1	2	1	....
Alabama	50	13	....	....	....	....	....	4	3	....	11	....	....
Mississippi	39	35	8	1	....	....	....	11	1	....	....	....	....
Louisiana	4	10	13	....	....	....	....	1	....	....	....	....	....
Texas	21	9	5	....	....	....	....	8	2	....	....	....	....
Arkansas	....	2	....	....	....	....	....	6	....	....	....	....	....
North Central Division:													
Ohio	19	14	3	....	....	....	....	3	....	....	....	....	....
Illinois	....	11	....	....	....	....	....	....	....	....	....	....	....
Wisconsin	3	2	....	....	....	....	....	....	....	....	....	....	....
Minnesota	....	1	....	....	....	....	....	....	....	....	....	....	....
Missouri	47	22	15	....	....	....	....	15	3	8	7	....	....
Kansas	....	5	....	....	....	....	....	....	....	....	....	....	....
Western Division:													
California	....	1	....	....	....	....	....	....	....	....	....	....	....

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	263,625	$287,545	$183,149	$8,885,971	$982,260
North Atlantic Division	42,509	50,080	78,499	1,217,047	196,700
South Atlantic Division	91,000	109,375	33,450	3,510,000	158,800
South Central Division	73,533	63,950	17,550	1,961,500	216,589
North Central Division	48,882	53,890	35,650	1,957,424	410,171
Western Division	7,110	10,250	15,000	240,000	0
North Atlantic Division:					
Maine	11,000	11,500	3,500	215,000	150,000
Massachusetts	2,400	5,000	2,000	150,000	1,000
New York	8,000	13,380	13,199	222,047	45,700
Pennsylvania	21,100	20,200	59,800	630,000	0
South Atlantic Division:					
Maryland	15,000	27,500	6,300	635,000	28,000
Virginia	7,650	9,125	5,300	510,000	0
West Virginia	1,850	1,950	300	26,500	0
North Carolina	21,850	28,100	6,500	830,000	10,000
South Carolina	16,450	15,850	7,625	588,500	15,000
Georgia	28,200	26,850	10,425	910,000	104,800
South Central Division:					
Kentucky	15,700	11,700	4,900	362,000	2,100
Tennessee	16,183	15,700	1,600	490,000	30,000
Alabama	8,300	7,975	2,050	230,000	6,000
Mississippi	15,700	10,900	6,550	434,500	156,489
Louisiana	3,800	4,225	1,000	105,000	22,000
Texas	12,350	12,950	1,300	280,000	0
Arkansas	1,500	500	150	60,000	0
North Central Division:					
Ohio	20,600	26,000	18,000	529,424	74,345
Illinois	4,000	3,000	6,000	200,000	0
Wisconsin	4,932	3,840	3,000	158,000	162,326
Minnesota	1,400	1,500	200	20,000	6,000
Missouri	15,450	17,550	7,450	675,000	127,500
Kansas	2,500	2,000	1,000	375,000	40,000
Western Division:					
California	7,110	10,250	15,000	240,000	0

TABLE 22.—*Income of colleges for women, Division B.*

State.	Income.					Benefactions.
	Tuition and other fees.	From productive funds.	State or municipal appropriations.	From other sources.	Total.	
United States	$1,661,343	$40,371	$71,496	$268,153	$2,041,363	$343,986
North Atlantic Division	250,851	9,633	2,246	88,893	351,623	10,475
South Atlantic Division	543,807	8,220	1,100	82,700	635,827	172,450
South Central Division	451,677	4,056	68,150	57,905	581,788	47,600
North Central Division	391,608	18,462	0	26,655	436,725	111,221
Western Division	23,400	0	0	12,000	35,400	2,240
North Atlantic Division:						
Maine	7,400	8,372	1,000	208	16,980	100
Massachusetts	15,000	35	0	64,965	80,000	----------
New York	66,451	1,226	1,246	720	69,643	2,200
Pennsylvania	162,000	0	0	23,000	185,000	8,175
South Atlantic Division:						
Maryland	54,000	2,000	0	19,500	75,500	2,200
Virginia	66,679	0	0	0	66,679	2,750
West Virginia	11,900	0	0	2,300	14,200	8,000
North Carolina	123,115	500	0	15,600	139,215	17,500
South Carolina	119,663	670	300	13,000	133,633	124,500
Georgia	168,450	5,050	800	32,300	206,600	17,500
South Central Division:						
Kentucky	82,635	6	0	5,000	87,691	2,000
Tennessee	125,100	1,800	0	38,300	165,200	----------
Alabama	43,099	250	0	4,301	47,551	----------
Mississippi	101,807	0	68,150	0	169,957	2,100
Louisiana	14,060	2,000	0	0	16,060	----------
Texas	75,025	0	0	10,304	85,329	41,000
Arkansas	10,000	0	0	0	10,000	2,500
North Central Division:						
Ohio	63,514	3,320	0	3,700	70,534	19,500
Illinois	72,000	0	0	17,000	89,000	6,000
Wisconsin	49,672	7,500	0	0	57,172	8,470
Minnesota	4,000	290	0	3,635	7,925	2,885
Missouri	184,315	6,272	0	0	190,587	41,000
Kansas	18,107	1,080	0	2,320	21,507	33,366
Western Division:						
California	23,400	0	0	12,000	35,400	2,240

TABLE 23.—*Professors and students in schools of technology.*

State or Territory.	Number of institutions.	Professors and instructors.						Students.									
		Preparatory departments.		Collegiate departments.		Total number.		Preparatory.		Collegiate.		Graduate.				Total number.	
												Resident.		Non-resident.			
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
United States.	42	108	41	1,206	94	1,270	129	2,697	778	10,257	1,088	146	63	21	3	14,159	2,449
N. Atlantic Division	10	13	4	402	12	406	12	47	51	2,696	84	30	3	0	0	2,861	148
S. Atlantic Division	8	15	3	215	0	230	3	271	83	2,085	9	34	0	0	0	2,402	92
S. Central Division	5	16	1	99	2	114	3	730	83	1,117	46	16	6	2	1	1,937	192
N. Central Division	11	38	15	339	55	361	70	1,030	282	3,412	652	54	47	19	2	5,195	1,254
Western Division	8	26	18	150	25	159	41	619	279	947	297	12	7	0	0	1,774	763
N. Atlantic Division:																	
New Hampshire	1	6	0	25	0	27	0	11	2	76	4	1	1	0	0	125	15
Massachusetts	3	0	0	233	2	233	2	0	0	1,678	44	23	0	0	0	1,701	44
Rhode Island	1	6	4	18	8	18	8	32	11	46	12	1	2	0	0	130	27
Connecticut	1	1	0	15	1	16	1	4	0	51	19	5	0	0	0	60	19
New York	3	----	----	89	1	89	1	0	38	604	5	0	0	0	0	604	43
New Jersey	1	0	0	23	0	23	0	0	0	241	0	0	0	0	0	241	0
S. Atlantic Division:																	
Maryland	1	0	0	65	0	65	0	0	0	281	0	0	0	0	0	281	0
Virginia	2	0	0	53	0	53	0	0	0	615	0	19	0	0	0	634	0
North Carolina	2	4	3	35	0	39	3	89	83	310	9	10	0	0	0	409	92
South Carolina	2	5	0	38	0	43	0	82	0	516	0	5	0	0	0	615	0
Georgia	1	6	0	24	0	30	0	100	0	363	0	0	0	0	0	463	0
S. Central Division:																	
Alabama	1	1	0	31	0	31	0	55	0	335	5	11	6	0	0	401	11
Mississippi	2	14	0	26	0	40	0	581	33	295	12	3	0	2	1	885	46
Texas	1	0	0	26	0	26	0	0	0	380	0	2	0	0	0	382	0
Oklahoma	1	1	1	16	2	17	3	94	50	107	29	0	0	0	0	269	135
N. Central Division:																	
Ohio	1	0	0	23	0	23	0	0	0	266	0	1	0	0	0	267	0
Indiana	2	0	0	84	8	84	8	0	0	1,066	73	17	13	13	0	1,096	86
Illinois	1	13	2	32	0	45	2	273	65	226	2	0	0	0	0	499	67
Michigan	2	0	0	68	9	68	9	0	0	593	116	5	3	0	0	677	131
Iowa	1	0	0	49	19	49	19	175	41	642	141	16	4	0	0	878	186
North Dakota	1	17	4	17	2	20	6	115	60	15	8	2	0	0	0	345	259
South Dakota	2	7	2	29	3	34	5	211	54	191	80	3	5	0	0	448	159
Kansas	1	1	7	37	14	38	21	256	62	453	232	10	22	6	2	955	366
Western Division:																	
Montana	1	6	2	15	6	15	8	85	60	54	18	1	2	0	0	140	80
Colorado	2	6	2	37	3	37	3	81	20	375	48	1	0	0	0	507	115
New Mexico	2	2	5	20	4	22	9	128	61	29	20	1	0	0	0	161	90
Utah	1	4	3	22	4	26	7	202	78	65	35	0	0	0	0	267	113
Washington	1	8	6	33	3	36	9	123	60	143	80	5	6	0	0	414	214
Oregon	1	0	0	23	5	23	5	0	0	281	146	4	5	0	0	285	151

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.	Latin.	Pedagogy.		Business course.		Military drill.
												Men.	Women.	Men.	Women.	
United States	40	1,980	1,639	2,633	887	955	138	588	234	62	312	11	25	207	99	6,756
N. Atlantic Division	10	35	263	528	367	187	87	60	----	53	----	----	5	8	----	1,067
S. Atlantic Division	----	403	216	515	92	224	23	----	234	1	10	----	----	----	----	1,800
S. Central Division	----	354	342	332	23	60	----	----	----	----	185	----	----	----	----	1,265
N. Central Division	----	952	695	1,004	360	462	17	244	----	8	54	3	15	48	11	1,722
Western Division	30	236	123	254	45	22	11	284	----	----	63	8	5	151	88	962
N. Atlantic Division:																
New Hampshire	10	8	13	2	----	3	----	----	----	----	----	----	----	8	----	85
Massachusetts	----	3	184	247	132	147	75	60	----	53	----	----	----	----	----	478
Rhode Island	----	----	31	9	1	6	10	----	----	----	----	----	----	----	----	71
Connecticut	----	17	35	13	5	----	----	----	----	----	----	----	----	----	----	54
New York	----	7	----	16	229	31	2	----	----	----	----	0	5	----	----	319
New Jersey	----	----	----	241	----	----	----	----	----	----	----	----	----	----	----	----
S. Atlantic Division:																
Maryland	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	281
Virginia	----	263	30	106	41	108	----	----	----	----	10	----	----	----	----	613
North Carolina	----	10	30	140	47	41	23	----	37	1	----	----	----	----	----	291
South Carolina	----	130	156	33	4	75	----	----	70	----	----	----	----	----	----	615
Georgia	----	----	----	236	----	----	----	----	127	----	----	----	----	----	----	----
S. Central Division:																
Alabama	----	89	116	57	23	55	----	----	----	----	119	----	----	----	----	381
Mississippi	----	265	27	19	----	----	----	----	----	----	----	----	----	----	----	504
Texas	----	----	163	269	----	----	----	----	----	----	21	----	----	----	----	380
Oklahoma	----	----	36	47	----	5	----	----	----	----	45	----	----	----	----	----
N. Central Division:																
Ohio	----	27	----	60	50	30	----	50	----	3	----	----	----	----	----	----
Indiana	----	199	108	316	193	251	17	----	----	5	----	----	----	----	----	----
Michigan	----	----	211	241	----	----	----	146	----	----	----	----	----	----	----	378
Iowa	----	375	184	116	117	173	----	14	----	----	41	----	----	----	----	594
North Dakota	----	16	2	5	----	----	----	----	----	----	----	----	----	----	----	88
South Dakota	----	92	38	96	----	8	----	34	----	----	13	3	15	48	11	162
Kansas	----	243	152	170	----	----	----	----	----	----	----	----	----	----	----	500
Western Division:																
Montana	----	29	2	22	1	3	----	----	----	----	7	----	----	36	24	----
Colorado	----	56	40	74	18	----	----	235	----	----	----	----	----	55	30	268
New Mexico	----	3	1	4	1	----	2	11	----	----	----	----	----	----	----	----
Utah	----	45	13	35	15	----	----	----	----	----	----	----	----	25	19	185
Washington	30	----	6	27	10	----	9	32	----	----	4	8	5	35	15	244
Oregon	----	103	61	92	----	19	----	6	----	----	52	----	----	----	----	285

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. Anal. C.	B. E.	C. E.	M. E.	E. E.	E. M.	A. C.	M. S.	M. S. A.	Sc. D.	A. B.	B. S.	M. S.	M. S.	E. M.	Ph. D.
United States	3	821	13	25	4	2	1	16	23	56	8	62	1	40	3	1	2	114	10	9	1	1
N. Atlantic Division		307	10						20	40				8		1		11		4		1
S. Atlantic Division		79	3					16	2	12	3			2				1				
S. Central Division		98												6				8	4	3		
N. Central Division		288		25	4	2			1	4	5	25	1	19	3			67	6			
Western Division	3	49					1					37		5			2	27		2	1	
N. Atlantic Division:																						
New Hampshire		11														1		2		4		1
Massachusetts		284												8				3				
Rhode Island		6																6				
Connecticut			10																			
New York		6							20													
New Jersey										40												
S. Atlantic Division:																						
Virginia		39							2	2				2								
North Carolina		6	3					16			1							1				
South Carolina		34																				
Georgia										10	2											
S. Central Division:																						
Alabama		57												5				1	3	3		
Mississippi		19												1				5	1			
Texas		19																				
Oklahoma		3																2				
N. Central Division:																						
Ohio		40																				
Indiana		110							1	4	1		1	10				7	2			
Illinois		16									4											
Michigan		51										25		2				5				
Iowa		21		25	4	2									3			13				
North Dakota		8																				
South Dakota		12												2				12				
Kansas		30												5				30	4			
Western Division:																						
Montana							1											2				
Colorado		21										37						3		2	1	
New Mexico		3												1				2				
Utah		1																4				
Washington	3	6															2					
Oregon		18												4				16				

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	17	453	460,927	141,836	$728,654	$3,887,698	$16,631,105	$13,997,463
North Atlantic Division	3	89	172,611	42,885	288,446	1,299,799	8,097,139	5,681,976
South Atlantic Division	----	320	73,588	13,026	124,632	695,882	3,220,579	665,212
South Central Division	12	3	37,956	26,568	70,508	265,381	1,025,883	770,946
North Central Division	2	5	129,491	40,009	182,800	1,243,544	3,301,880	6,490,175
Western Division	----	36	47,371	19,348	62,268	383,092	987,624	389,154
North Atlantic Division:								
New Hampshire	----	------	8,800	5,700	8,700	20,520	104,516	80,000
Massachusetts	3	65	82,531	18,235	158,382	530,140	1,475,164	4,373,634
Rhode Island	----	------	10,000	4,000	13,129	100,791	216,600	50,000
Connecticut	0	0	8,127	800	20,000	11,051	100,450	135,000
New York	----	------	53,553	14,150	70,235	547,287	5,800,409	543,342
New Jersey	0	24	9,600	----------	18,000	60,000	400,000	500,000
South Atlantic Division:								
Maryland	0	0	41,903	----------	74,000	160,000	1,890,000	0
Virginia	----	200	14,992	6,926	27,500	176,386	477,615	364,312
North Carolina	----	120	4,693	4,100	6,632	54,496	167,964	125,000
South Carolina	----	------	10,000	2,000	14,000	155,000	435,000	175,900
Georgia	0	0	2,000	----------	2,500	150,000	250,000	0
South Central Division:								
Alabama	12	------	15,458	1,000	31,000	50,000	150,000	253,500
Mississippi	----	3	10,428	13,568	20,739	127,894	352,630	308,446
Texas	----	------	5,000	4,000	5,500	28,787	462,353	209,000
Oklahoma	0	0	7,070	8,000	13,269	58,700	59,500	----------
North Central Division:								
Ohio	----	------	2,000	----------	5,000	75,000	500,000	2,000,000
Indiana	2	------	21,951	4,800	37,500	437,000	507,000	940,000
Illinois	0	2	15,000	300	18,000	75,000	550,000	1,500,000
Michigan	----	3	38,258	6,809	36,200	306,714	644,975	875,285
Iowa	----	------	14,000	2,500	27,000	213,000	458,245	683,709
North Dakota	0	0	8,200	500	15,000	18,000	182,860	----------
South Dakota	----	------	7,136	10,560	5,800	21,000	137,500	----------
Kansas	0	0	22,856	14,600	38,300	97,830	321,360	491,181
Western Division:								
Montana	0	0	5,200	5,000	10,000	50,000	120,000	0
Colorado	0	0	15,306	1,200	20,877	152,002	271,749	236,485
New Mexico	----	------	9,500	3,900	11,800	47,000	101,700	0
Utah	0	0	8,546	7,543	5,591	40,090	170,175	----------
Washington	----	36	5,719	1,705	10,000	75,000	215,000	0
Oregon	----	------	3,100	----------	4,000	19,000	109,000	152,669

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	$553,175	$613,986	$845,980	$4,507,918	$264,177	$6,785,236	$82,000
North Atlantic Division	328,368	160,055	94,500	594,566	79,408	1,256,897	17,000
South Atlantic Division	80,149	38,625	229,965	3,293,252	54,160	3,696,151	57,500
South Central Division	8,865	58,834	76,783	140,160	25,583	310,165	
North Central Division	114,876	331,987	284,292	240,000	79,314	1,050,469	1,500
Western Division	20,917	24,485	160,440	240,000	25,712	471,554	26,000
North Atlantic Division:							
New Hampshire	1,328	4,800	10,500	40,000	22,204	78,832	
Massachusetts	245,184	101,125	54,000	40,000	47,036	487,345	
Rhode Island	400	2,500	15,000	40,000	0	57,900	
Connecticut	0	7,719	15,000	32,500	10,000	65,219	0
New York	45,354	18,669	0	442,066	168	506,257	17,000
New Jersey	36,102	25,242	0	0	0	61,344	
South Atlantic Division:							
Maryland	0	0	0	3,194,085	0	3,194,085	
Virginia	37,469	21,859	40,000	31,667	5,062	136,057	
North Carolina	11,120	7,500	17,500	40,000	5,491	81,611	
South Carolina	19,060	9,266	116,465	27,500	6,607	178,898	
Georgia	12,500	0	56,000	0	37,000	105,500	57,500
South Central Division:							
Alabama	5,750	20,280	14,014	28,850	1,703	70,597	
Mississippi	1,815	18,507	38,569	40,000	21,880	120,771	
Texas	0	14,280	20,400	33,750	0	68,430	
Oklahoma	1,300	5,767	3,800	37,500	2,000	50,367	
North Central Division:							
Ohio	26,000	45,000				71,000	
Indiana	33,709	50,000	70,160	40,000	11,329	205,198	1,500
Illinois	30,000	100,000				130,000	
Michigan	18,124	57,621	116,532	40,000	29,606	261,883	
Iowa	400	43,801	25,000	40,000	0	109,201	
North Dakota	559	2,351	18,000	40,000	24,692	85,602	0
South Dakota	6,084	914	31,900	40,000	13,687	92,585	
Kansas	0	32,300	22,700	40,000	0	95,000	
Western Division:							
Montana	3,069	0	25,000	40,000	4,049	72,118	
Colorado	8,500	9,625	73,945	40,000	4,688	136,758	26,000
New Mexico	1,844	0	12,617	40,000	572	55,033	
Utah	1,767	2,122	18,638	40,000	10,026	72,553	
Washington	4,959	0	24,781	40,000	5,076	74,816	
Oregon	778	12,738	5,459	40,000	1,301	60,276	

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	×	×		
Hartselle College	×	×		
Lafayette College	×			
Alabama Baptist Colored University	×			
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's College	×	×		
University of Southern California	×	×	×	
Mills College	×			×
California College	[1]			[1]
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	×		[2] ×	
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	×			

[1] Asssociate of Arts and Associate of Letters.
[2] 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.				
University of Georgia	×	×		
Atlanta Baptist College	×			
Atlanta University	×			
Georgia School of Technology		×		
Morris Brown College	×	×		
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. Viateur'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	×	×	×	
Moores 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	×			

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.				
Amity College	×	×		
Luther College	×			
Des Moines College	×	×	×	
Drake University	×	×	×	×
St. Joseph's College	×			
Parsons College	×	×	×	
Upper Iowa University	×	×	×	
Iowa College	×		×	
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	×	×	×	×
Soule College	×	×	×	×
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	×			

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.
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	×			
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	×	[1] ×		
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	×	×		×
St. Vincent College	×			
Clarksburg College	×	×		
University of the State of Missouri	×	[2] ×		

[1] Conferred on graduates of the Lawrence Scientific School.
[2] 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.
MISSOURI—continued.				
Grand River Christian Union College	×	×		×
Central College	×	×		
Westminster College	×			
Pritchett College	×	×		
La Grange College	×	×	×	×
William Jewell College	×			
Missouri Valley College	×		×	
Morrisville College	×	×		
Scarritt Collegiate Institute	×	×		×
Odessa College	×	×		×
Park College	×			×
Christian Brothers College	×			
St. Louis University	×			
Washington University	×	×		
Drury College	×	×		×
Tarkio College	×	×		
Ruskin College	×			
Central Wesleyan College	×	×	×	×
MONTANA.				
Montana College of Agriculture and Mechanic Arts		×		
Montana Wesleyan University	×		×	×
University of Montana	×	×		
NEBRASKA.				
University of Omaha	×	×		×
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	×			

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.
NEW YORK—continued.				
Barnard College	×			
College of St. Francis Xavier	×			
College of the City of New York	×	×		
Columbia University	×	[1]×		
Manhattan College	×	[1]×		
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	×	×		
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	×	[1]×		
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	×	×		
Scio College	×	×	×	
Wittenberg College	×			
Heidelberg University	×	×	×	
Otterbein University	×		×	
Wilberforce University	×	×		

[1] 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.
OHIO—continued.				
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	×		×	×
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	×	[1] ×		×
Albright College	×		×	
Central Pennsylvania 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	×			

[1] 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.
SOUTH CAROLINA—continued.				
Newberry College	×	×	×	
Claflin University	×	×	×	
Wofford College	×			
SOUTH DAKOTA.				
South Dakota Agricultural College		×		
Huron College	×	×		×
Dakota University	×	×		×
Redfield College	×	×	×	
University of South Dakota	×			
Yankton College	×	×	×	
TENNESSEE.				
U. S. Grant University	×	×	×	
King College	×	×		×
Southwestern Presbyterian University	×	×	×	
Greeneville and Tusculum College	×	×		
American University of Harriman	×	×		×
Hiwassee College	×	×		
Southwestern Baptist University	×	×		
Knoxville College	×	×		
University of Tennessee	×	×		
Cumberland University	×	×		
Washington College	×	×		×
Bethel College	×	×		×
Maryville College	×			
Christian Brothers College	×	×		×
Milligan College	×	×	×	
Carson and Newman 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	×	×		
Henry 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	×	×		
Trinity University	×	×		×
Baylor University	×	×	×	×
Paul Quinn College	×	×		
UTAH.				
Brigham Young College	×			
Agricultural College of Utah		×		
Sheldon Jackson 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	×	×		

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.
VIRGINIA—continued.				
Emory and Henry College	×	×		
Fredericksburg College	×			×
Hampden-Sidney College	×	×		×
Washington and Lee University	×	[1]×		
Richmond College	×	×		
Virginia Union University	×	×		
Roanoke College	×			
College of William and Mary	×			×
WASHINGTON.				
Vashon College	×	×		
Washington Agricultural College	×	×		
University of Washington	×	×		
Gonzaga College	×			
Puget Sound University	×	×	×	
Whitworth College	×	×		
St. James College	×	×		
Whitman College	×	×		×
WEST VIRGINIA.				
Morris Harvey College	×	×		×
Bethany College	×	×		×
West Virginia University	×	[2]×		
WISCONSIN.				
Lawrence University	×	×	×	
Beloit College	×	×		
Mission House	×			
University of Wisconsin	×	×	×	×
Milton College	×	×		×
Concordia College	×			
Marquette College	×			
Ripon College	×			
Northwestern University	×			
WYOMING.				
University of Wyoming	×	×		

[1] For graduates in engineering school.
[2] For graduates in technical courses.

TABLE 29.—*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	2	0	8	0
2	Greensboro	Southern University	M. E. So	1859	1	0	11	0
3	Hartselle	Hartselle College	Nonsect	1882	2	1	1	2
4	Lafayette	Lafayette College	Nonsect	1885	0	3	2	3
5	Lineville	Lineville College	Nonsect	1890	0	2	2	1
6	St. Bernard	St. Bernard College	R. C	1892	8	0	10	0
7	Selma	Alabama Baptist Colored University.	Bapt	1878	3	5	2	0
8	Spring Hill	Spring Hill College	R. C	1830	4	0	8	0
9	University	University of Alabama	State	1831	0	0	18	0
	ARIZONA.							
10	Tucson	University of Arizona	Territory	1891	7	7	10	4
	ARKANSAS.							
11	Arkadelphia	Arkadelphia Methodist College	M. E. So	1890	0	1	7	1
12	do	Ouachita College	Bapt	1886	3	1	8	1
13	Batesville	Arkansas College	Presb	1872	5	1	6	0
14	Clarksville	Arkansas Cumberland College*	Cum. Presb	1891	3	2	3	2
15	Conway	Hendrix College	M. E. So	1884	4	0	6	1
16	Fayetteville	University of Arkansas	State	1872	3	11	27	2
17	Little Rock	Philander Smith College	M. E.	1877	3	1	4	1
18	Mountain Home	Mountain Home College*	Bapt	1893	0	1	1	1
	CALIFORNIA.							
19	Berkeley	University of California	State	1869	0	0	108	1
20	Claremont	Pomona College	Cong	1888	2	2	7	1
21	Los Angeles	Occidental College	Presb	1887	4	7	4	5
22	do	St. Vincent's College	R. C	1865	12	0	9	0
23	do	University of Southern California	M. E	1880	10	6	9	3
24	Oakland	California College	Bapt	1870	3	4	3	4
25	Pasadena	Throop Polytechnic Institute	Nonsect	1891	16	8	6	1
26	San Francisco	St. Ignatius College	R. C	1855	4	0	21	0
27	San Jose	University of the Pacific	M. E	1851	4	1	7	1
28	Santa Clara	Santa Clara College	R. C	1851	2	0	24	0
29	Santa Rosa	Pacific Methodist College	M. E. So	1861	4	2	4	0
30	Stanford University.	Leland Standford Junior University.	Nonsect	1891	0	0	131	5
	COLORADO.							
31	Boulder	University of Colorado	State	1877	7	5	33	3
32	Colorado Springs	Colorado College	Nonsect	1874	15	3	21	5
33	Denver	College of the Sacred Heart	R. C	1876	8	0	7	0
34	University Park	University of Denver	M. E	1881	9	3	11	2
	CONNECTICUT.							
35	Hartford	Trinity College	P. E	1824	0	0	25	0
36	Middletown	Wesleyan University	M. E	1831	0	0	32	0
37	New Haven	Yale University	Cong	1701	0	0	171	0
	DELAWARE.							
38	Dover	State College for Colored Students	State	1892	2	1	2	1
39	Newark	Delaware College	State	1834	0	0	19	0

*Statistics of 1899-1900.

colleges for men and for both sexes.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
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	
0	0	10	0	15	0	127	0	2	0	0	0	0	0	144	0	1
0	0	12	0	6	0	143	12	1	0	0	0	0	0	150	12	2
0	0	3	3	30	40	45	65	0	0	0	0	0	0	75	105	3
0	0	2	6	65	60	70	64	0	0	0	0	0	0	135	124	4
0	0	2	3	49	50	80	70	0	0	0	0	0	0	120	120	5
3	0	15	0	15	0	73	0	0	0	0	0	23	0	111	0	6
1	0	6	5	128	151	3	0	0	0	0	0	48	0	179	151	7
0	0	12	0	16	0	140	0	0	0	0	0	0	0	156	0	8
21	0	39	0	0	0	232	26	3	0	0	0	207	1	386	27	9
0	0	15	7	108	70	34	13	0	0	0	0	0	0	142	83	10
0	0	7	2	10	20	40	160	0	0	0	0	0	0	50	180	11
0	0	8	1	100	153	140	75	0	0	0	0	0	0	240	228	12
0	0	6	1	25	38	43	18	0	0	0	0	0	0	68	56	13
0	0	3	2	50	40	3	3	0	0	0	0	0	0	53	43	14
0	0	10	1	88	11	49	3	0	0	0	0	0	0	137	14	15
27	0	55	13	272	68	151	37	2	0	4	0	261	0	736	167	16
0	0	7	6	51	25	18	4	0	0	0	0	0	0	225	242	17
0	0	1	2	37	38	3	7	0	0	0	0	0	0	40	45	18
84	1	a 185	a 3	0	0	1,202	1,627	94	83	6	0	488	38	1,951	1,386	19
0	0	11	5	50	45	53	47	0	1	0	0	0	0	110	135	20
0	0	4	7	33	30	11	12	0	1	0	0	0	0	44	43	21
0	0	15	0	81	0	52	0	0	0	0	0	0	0	133	0	22
65	4	84	13	99	107	47	20	0	0	0	0	145	5	291	132	23
0	0	3	4	20	20	6	3	0	0	0	0	0	0	26	23	24
0	0	19	10	136	39	12	2	0	0	0	0	0	0	b 157	b 103	25
0	0	25	0	102	0	155	0	10	0	0	0	0	0	267	0	26
0	0	12	2	53	55	25	12	1	0	0	0	0	0	79	67	27
0	0	26	0	27	0	208	0	0	0	0	0	0	0	235	0	28
0	0	6	3	33	29	2	0	0	0	0	0	0	0	35	33	29
------	------	131	5	0	0	863	409	47	70	0	0	------	------	910	479	30
47	2	87	10	170	197	183	153	13	4	0	0	112	11	470	363	31
0	0	26	7	83	65	90	110	0	0	0	0	0	0	321	175	32
0	0	15	0	141	0	30	0	0	0	0	0	0	0	171	0	33
59	2	80	7	73	42	60	75	1	0	23	3	133	6	314	507	34
0	0	25	0	0	0	125	0	6	0	0	0	0	0	131	0	35
0	0	32	0	0	0	282	56	11	1	0	0	0	0	293	57	36
86	0	271	0	0	0	1,807	0	219	48	37	0	435	0	2,415	127	37
0	0	4	2	27	9	15	11	0	0	0	0	0	0	42	20	38
0	0	19	0	0	0	89	0	2	0	1	0	0	0	92	0	39

a Not including assistants, etc. b Includes students in summer schools.

TABLE 29.—*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
	DISTRICT OF COLUMBIA.							
40	Washington	Catholic University of America	R. C	1889	0	0	18	0
41	do	Columbian University	Bapt	1821	0	0	59	0
42	do	Gallaudet College	Nation	1864	3	1	12	2
43	do	Georgetown University	R. C	1791	25	0	31	0
44	do	Gonzaga College*	R. C	1821	8	0	7	0
45	do	Howard University	Nation	1867	3	1	7	1
46	do	St. John's College	R. C	1866	5	0	5	0
	FLORIDA.							
47	De Land	John B. Stetson University	Bapt	1887	13	10	12	5
48	Lake City	Florida Agricultural College	State	1884	1	1	11	5
49	St. Leo	St. Leo Military College	R. C	1890	1	0	5	0
50	Tallahassee	Florida State College *a*	State	1857	6	2	6	2
51	Winter Park	Rollins College	Cong	1885	10	10	10	10
	GEORGIA.							
52	Athens	University of Georgia	State	1801	0	0	21	0
53	Atlanta	Atlanta Baptist College	Bapt	1897	5	3	3	3
54	do	Atlanta University	Nonsect	1869	3	5	5	4
55	do	Morris Brown College	A. M. E	1885	3	5	5	1
56	Bowdon	Bowdon College	Nonsect	1857	4	1	1	5
57	Dahlonega	North Georgia Agricultural College.	State	1873	0	1	8	1
58	Macon	Mercer University	Bapt	1837	0	0	11	0
59	Oxford	Emory College	M. E. So	1838	3	0	13	0
60	South Atlanta	Clark University	M. E	1870	7	7	7	7
61	Wrightsville	Nannie Lou Wai then Institute*	M. E. So	1888	0	2	1	3
62	Young Harris	Young Harris College	M. E. So	1885	1	1	4	3
	IDAHO.							
63	Moscow	University of Idaho	State	1892	0	3	14	1
	ILLINOIS.							
64	Abingdon	Hedding College	M. E	1853	6	3	6	3
65	Bloomington	Illinois Wesleyan University*	M. E	1850	1	2	9	0
66	Bourbonnais	St. Viateur's College	R. C	1868	6	0	15	0
67	Carlinville	Blackburn University	Presb	1859	4	2	5	2
68	Carthage	Carthage College	Luth	1872	7	2	6	0
69	Champaign (or Urbana).	University of Illinois	State	1868	5	1	97	20
70	Chicago	St. Ignatius College	R. C	1869	23	0	9	0
71	do	St. Stanislaus College	R. C	1889	5	0	8	0
72	do	University of Chicago	Bapt	1892			198	36
73	Effingham	Austin College	Nonsect	1891	8	2	8	2
74	Elmhurst	Evangelical Proseminary	Ger. Evang	1871	2	0	5	0
75	Eureka	Eureka College	Christian	1855	5	2	11	3
76	Evanston	Northwestern University	M. E	1855	11	6	53	4
77	Ewing	Ewing College	Bapt	1867	4	4	5	1
78	Fulton	Northern Illinois College	Nonsect	1865	5	3	5	3
79	Galesburg	Knox College	Nonsect	1837	6	5	14	2
80	do	Lombard College	Univ	1852	6	2	10	3
81	Greenville	Greenville College	Free Meth	1892	7	2	6	0
82	Jacksonville	Illinois College	Nonsect	1829	8	0	17	0
83	Lake Forest	Lake Forest University	Presb	1876	19	17	15	0
84	Lebanon	McKendree College	M. E	1828	5	0	7	0
85	Lincoln	Lincoln College *c*	Cum. Presb	1866	2	5	5	2
86	Monmouth	Monmouth College	Un. Presb	1856	6	4	8	5

* Statistics of 1899-1900. *a* Formerly Seminary West of the Suwanee River.

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.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
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	
14	0	32	0	0	0	0	0	62	0	4	0	99	0	165	0	40
77	0	164	0	0	0	236	108	94	15	0	0	912	0	1,292	123	41
0	0	12	3	23	8	51	26	3	2	0	0	0	0	77	36	42
79	0	120	0	179	0	142	0	23	0	1	0	399	0	725	0	43
0	0	12	0	134	0	25	0	0	0	0	0	0	0	159	0	44
48	0	71	10	122	29	38	8	0	0	0	0	333	19	608	206	45
0	0	10	0	127	0	20	0	0	0	0	0	0	0	147	0	46
7	1	24	17	119	170	29	55	0	0	0	0	5	0	153	225	47
0	0	12	5	33	28	43	10	0	0	0	0	0	0	76	38	48
1	0	6	0	14	0	35	0	0	0	0	0	6	0	55	0	49
0	0	6	2	41	64	30	22	0	1	0	0	0	0	78	128	50
0	0	10	10	78	62	22	18	0	0	0	0	0	0	100	80	51
5	0	26	0	0	0	242	0	3	0	0	0	86	0	331	0	52
2	0	8	6	113	0	12	0	0	0	0	0	31	0	156	0	53
0	0	6	6	70	12	27	13	0	0	0	0	0	0	97	25	54
4	0	8	7	18	8	10	1	0	0	0	0	23	0	319	202	55
0	0	4	5	80	120	45	55	0	0	0	0	0	0	125	175	56
0	0	8	2	32	4	128	10	0	0	0	0	0	0	160	14	57
4	0	15	0	0	0	222	0	2	0	0	0	21	0	245	0	58
1	0	14	0	34	0	240	0	0	0	0	0	13	0	306	0	59
0	0	7	7	33	13	12	5	0	0	0	0	0	0	213	307	60
0	0	1	5	71	78	43	31	0	0	0	0	0	0	114	109	61
0	0	5	4	128	119	71	57	0	0	0	0	0	0	199	176	62
0	0	14	4	76	35	88	51	0	0	0	0	0	0	185	87	63
0	0	6	4	24	22	23	14	3	0	0	0	0	0	50	36	64
11	0	25	12	99	60	89	45	0	0	0	0	68	1	247	106	65
4	0	28	0	50	0	150	0	0	0	0	0	30	0	b260	0	66
0	0	5	2	18	16	15	16	0	0	0	0	0	0	34	86	67
0	0	9	5	27	11	22	26	0	0	0	0	0	0	50	88	68
115	6	215	27	201	52	839	316	31	8	35	1	900	54	2,040	465	69
0	0	32	0	334	0	109	0	0	0	0	0	0	0	443	0	70
0	0	11	0	18	0	90	0	0	0	0	0	0	0	108	0	71
22	0	220	36	------	------	915	1,432	669	334	0	0	351	21	1,844	1,676	72
0	0	8	2	100	100	100	80	0	1	5	0	0	0	211	181	73
0	0	7	0	12	0	89	0	0	0	0	0	0	0	107	0	74
2	0	13	3	48	35	43	23	0	0	0	0	37	0	b150	b75	75
151	30	204	42	306	171	319	278	23	16	4	2	1,376	108	2,099	530	76
0	0	7	6	105	85	23	2	0	0	6	0	0	0	134	87	77
0	0	5	3	40	48	50	25	0	0	8	0	0	0	b113	b95	78
0	0	21	5	70	92	128	115	2	1	3	0	0	0	219	446	79
7	2	10	3	28	17	42	49	0	2	0	0	8	2	84	131	80
1	0	8	7	9	12	16	7	0	0	0	0	8	2	90	114	81
0	0	18	0	66	0	78	0	0	0	0	0	0	0	144	0	82
67	0	92	17	118	161	66	42	1	0	6	0	888	0	1,079	203	83
2	0	9	0	84	26	29	13	2	0	0	0	4	0	119	39	84
0	0	7	6	34	25	61	58	0	0	0	0	0	0	95	83	85
0	0	9	6	56	46	73	74	1	0	0	0	0	0	139	164	86

b Includes students in summer schools.

c Formerly Lincoln University.

TABLE 29.—*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
	ILLINOIS—cont'd.							
87	Naperville	Northwestern College	Ev. Ass'n	1861	6	1	9	1
88	Peru	St. Bede College	R. C	1891	2	0	11	0
89	Quincy	St. Francis Solanus College	R. C	1860	2	0	14	0
90	Rock Island	Augustana College	Luth	1860	5	1	11	0
91	Teutopolis	St. Joseph's College*	R. C	1862	----	----	10	0
92	Upper Alton	Shurtleff College	Bapt	1827	12	7	12	7
93	Westfield	Westfield College	U. B	1865	5	1	5	1
94	Wheaton	Wheaton College	Cong	1860	----	----	13	8
	INDIANA.							
95	Bloomington	Indiana University	State	1824	0	0	63	2
96	Crawfordsville	Wabash College	Presb	1832	3	0	13	0
97	Fort Wayne	Concordia College	Luth	1839	7	0	7	0
98	Franklin	Franklin College	Bapt	1834	----	----	9	2
99	Greencastle	De Pauw University	M. E	1837	4	7	16	2
100	Hanover	Hanover College	Presb	1833	0	1	12	1
101	Irvington	Butler College	Christian	1855	6	3	16	5
102	Merom	Union Christian College	Christian	1859	3	2	5	3
103	Moores Hill	Moores Hill College	M. E	1856	5	3	6	0
104	Notre Dame	University of Notre Dame	R. C	1842	10	5	45	0
105	Richmond	Earlham College	Friends	1847	0	0	14	3
106	St. Meinrad	St. Meinrad College	R. C	1857	0	0	10	0
107	Upland	Taylor University	M. E	1846	3	2	8	3
	INDIAN TERRITORY.							
108	Bacone	Indian University	Bapt	1880	0	4	3	4
109	Muscogee	Henry Kendall College	Presb	1894	1	7	2	8
	IOWA.							
110	Cedar Rapids	Coe College	Presb	1881	----	----	12	2
111	Charles City	Charles City College	Ger. M. E	1891	5	2	4	1
112	Clinton	Wartburg College	Luth	1868	9	0	9	0
113	College Springs	Amity College	Nonsect	1872	5	5	5	5
114	Decorah	Luther College	Luth	1861	11	0	11	0
115	Des Moines	Des Moines College	Bapt	1865	3	2	6	8
116	do	Drake University	Christian	1881	17	9	29	5
117	Dubuque	St. Joseph's College	R. C	1873	7	0	7	0
118	Fairfield	Parsons College	Presb	1875	7	2	15	3
119	Fayette	Upper Iowa University	M. E	1857	15	10	12	7
120	Grinnell	Iowa College	Cong	1848	5	7	23	5
121	Hopkinton	Lenox College	Presb	1859	1	2	4	5
122	Indianola	Simpson College	M. E	1867	10	8	7	5
123	Iowa City	State University of Iowa	State	1847	0	0	59	7
124	Lamoni	Graceland College	L. D. S	1895	1	1	1	1
125	LeGrand	Palmer College	Christian	1889	1	2	3	1
126	Mount Pleasant	German College	M. E	1873	2	0	10	2
127	do	Iowa Wesleyan University	M. E	1844	16	7	16	7
128	Mount Vernon	Cornell College	M. E	1857	8	8	15	4
129	Oskaloosa	Penn College	Friends	1873	2	1	5	2
130	Pella	Central University of Iowa	Bapt	1853	9	2	2	2
131	Sioux City	Morningside College	M. E	1890	3	4	10	3
132	Storm Lake	Buena Vista College	Presb	1891	6	3	5	1
133	Tabor	Tabor College	Cong	1866	10	2	10	2
134	Toledo	Western College	U. B	1856	2	1	6	1
	KANSAS.							
135	Atchison	Midland College	Luth	1887	2	2	6	0
136	do	St. Benedict's College	R. C	1858	12	0	12	0

*Statistics of 1899-1900.

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.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
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	
3	0	17	5	103	26	84	23	0	0	0	0	51	1	262	98	87
0	0	13	0	30	0	88	0	0	0	0	0	0	0	118	0	88
0	0	16	0	10	0	183	0	16	0	0	0	0	0	209	0	89
3	0	25	6	60	19	78	26	5	0	0	0	69	0	181	69	90
0	0	10	0	-----	-----	130	0	0	0	0	0	0	0	130	0	91
-----	-----	12	7	50	21	29	29	0	0	11	0	7	1	97	71	92
0	0	6	3	70	51	9	9	0	0	0	0	0	0	95	94	93
0	0	13	8	48	51	34	34	1	0	0	0	0	0	102	140	94
-----	-----	63	2	0	0	616	318	55	27	0	0	118	3	789	348	95
0	0	16	0	40	0	160	0	0	0	0	0	0	0	200	0	96
0	0	7	0	61	0	112	0	0	0	0	0	0	0	173	0	97
0	0	9	2	31	17	69	36	0	0	0	0	0	0	100	78	98
0	0	21	13	100	40	193	134	1	7	2	0	0	0	313	283	99
0	0	12	2	27	8	67	20	0	0	0	0	0	0	100	48	100
0	0	17	8	52	26	65	55	5	1	0	0	0	0	122	82	101
-----	-----	7	4	109	57	40	29	1	4	0	3	15	7	135	100	102
0	0	7	3	63	41	19	13	0	1	0	3	0	0	82	58	103
6	0	60	5	195	0	658	0	0	0	0	0	81	0	934	0	104
0	0	14	3	0	0	132	122	0	0	0	0	0	0	a143	a155	105
7	0	19	0	0	0	67	0	0	0	0	0	45	0	157	0	106
7	2	11	6	64	13	23	8	3	0	137	3	36	7	268	72	107
0	0	3	8	43	52	5	6	0	0	0	0	0	0	48	58	108
0	0	3	9	107	63	5	4	0	0	0	0	0	0	113	78	109
0	0	12	2	48	42	85	68	0	0	0	0	0	0	a145	a181	110
2	0	7	2	48	17	7	6	0	0	0	0	-----	-----	a120	a126	111
0	0	9	0	34	0	23	0	0	0	0	0	0	0	57	0	112
0	0	5	5	54	50	18	24	0	0	0	0	0	0	100	103	113
0	0	11	0	100	0	107	0	0	0	0	0	0	0	207	0	114
0	0	6	8	33	15	48	23	1	0	0	0	0	0	93	86	115
36	1	62	12	106	67	110	71	3	2	2	0	318	8	a960	a804	116
0	0	7	0	30	0	70	0	0	0	0	0	0	0	100	0	117
0	0	15	3	58	30	40	32	0	0	6	0	0	0	84	62	118
0	0	15	10	55	30	64	50	3	0	0	0	0	0	186	125	119
0	0	24	11	58	49	124	146	0	0	3	3	0	0	194	248	120
0	0	5	7	34	23	31	39	1	1	0	0	0	0	70	97	121
0	0	21	11	242	153	87	47	0	0	0	0	0	0	326	303	122
92	2	114	9	0	0	356	233	61	41	24	12	780	24	1,198a	a344	123
0	0	2	4	30	40	2	8	0	0	0	0	0	0	40	52	124
0	0	4	3	17	17	7	4	0	0	0	0	0	0	24	21	125
3	0	10	2	29	28	14	15	0	0	0	0	17	0	43	43	126
0	0	16	7	54	24	42	35	0	0	2	0	0	0	98	59	127
0	0	23	12	159	195	209	151	0	2	0	0	0	0	368	348	128
0	0	8	3	97	60	71	61	2	2	2	3	0	0	172	126	129
0	0	11	4	16	17	14	13	0	0	0	0	1	0	a41	a42	130
0	0	13	7	230	151	20	42	0	0	0	0	0	0	250	193	131
0	0	6	3	37	24	6	4	0	0	0	0	0	0	98	157	132
0	0	10	2	19	18	25	41	0	0	0	0	0	0	44	59	133
0	0	11	4	57	29	45	22	0	0	0	0	0	0	124	76	134
0	0	8	4	41	38	23	20	0	0	0	0	0	0	69	84	135
2	0	26	0	100	0	55	0	0	0	0	0	6	0	161	0	136

a Includes students in summer schools.

TABLE 29.—*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
	KANSAS—cont'd.							
137	Baldwin	Baker University	M.E	1858	7	6	10	8
138	Dodge City	Soule College*	M.E	1894	4	3	2	1
139	Emporia	College of Emporia	Presb	1883	4	5	7	4
140	Highland	Highland University	Presb	1857	2	2	3	2
141	Kansas City	Kansas City University	Meth. Prot	1896	3	2	9	1
142	Lawrence	University of Kansas	State	1866	0	0	49	6
143	Lecompton	Lane University	U.B	1865	4	1	6	1
144	Lincoln	Kansas Christian College	Christian	1882	3	0	2	0
145	Lindsborg	Bethany College	Luth	1881	4	0	10	0
146	Ottawa	Ottawa University	Bapt	1865	10	6	10	5
147	St. Marys	St. Mary's College	R.C	1869	24	0	11	0
148	Salina	Kansas Wesleyan University	M.E	1886			8	2
149	Sterling	Cooper College	Un. Presb	1887	2	2	4	0
150	Topeka	Washburn College	Cong	1865	8	4	13	4
151	Wichita	Albertus Magnus University	R.C	1900	2	0	8	0
152	do	Fairmount College	Cong	1892	2	6	9	3
153	Winfield	St. John's Lutheran College	Luth	1893	4	2	4	2
154	do	Southwest Kansas College	M.E	1886	8	5	8	1
	KENTUCKY.							
155	Barbourville	Union College	M.E	1886	2	2	2	1
156	Berea	Berea College	Nonsect	1855	7	15	11	3
157	Bowling Green	Ogden College	Nonsect	1877	5	0	5	0
158	Danville	Centre College	Presb	1822	3	0	13	0
159	Georgetown	Georgetown College	Bapt	1829	1	4	8	5
160	Glasgow	Liberty College	Bapt	1875	0	2	4	5
161	Lexington	Agricultural and Mechanical College of Kentucky.	State	1866	4	0	14	0
162	do	Kentucky University	Christian	1836	10	1	7	1
163	Richmond	Central University *a*	Presb	1874	8	7	12	0
164	Russellville	Bethel College	Bapt	1854	2	0	5	0
165	St. Marys	St. Mary's College	R.C	1821	5	0	4	0
166	Winchester	Kentucky Wesleyan College	M.E. So	1896	1	1	5	1
	LOUISIANA.							
167	Baton Rouge	Louisiana State University	State	1860	5	0	21	0
168	Convent	Jefferson College	R. C	1864	3	0	12	0
169	Jackson	Centenary College of Louisiana	M. E. So	1825	3	0	8	0
170	New Orleans	College of the Immaculate Conception.	R. C	1847	4	0	13	0
171	do	Leland University	Bapt	1870	2	4	3	1
172	do	New Orleans University	M.E	1873	5	6	3	2
173	do	Straight University	Cong	1869	2	22	2	2
174	do	Tulane University	Nonsect	1834	0	10	28	9
	MAINE.							
175	Brunswick	Bowdoin College	Cong	1802	0	0	19	0
176	Lewiston	Bates College	Free Bapt	1863	0	0	15	1
177	Orono	University of Maine	State	1867	0	0	44	0
178	Waterville	Colby College	Bapt	1818	0	0	14	2
	MARYLAND.							
179	Annapolis	St. John's College	Nonsect	1789	2	0	9	0
180	Baltimore	Johns Hopkins University	Nonsect	1876	0	0	60	0
181	do	Loyola College	R.C	1852	11	0	15	0
182	do	Morgan College	M.E	1876	2	2	2	1
183	Chestertown	Washington College	Nonsect	1783	6	2	6	2

* Statistics of 1899-1900.

a Consolidated in June, 1901, with Centre College, Danville, Ky., under the name of Central University of Kentucky, Danville, Ky.

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.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
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	
0	0	19	12	117	88	124	74	0	0	0	0	0	0	378	251	137
0	0	6	4	43	37	5	1	0	0	0	0	0	0	48	38	138
0	0	7	5	17	17	45	26	0	0	0	0	0	0	64	45	139
0	0	4	3	22	28	1	4	0	0	0	0	0	0	23	52	140
37	1	44	3	30	13	27	8	1	0	4	1	158	10	265	67	141
46	3	72	6	0	0	469	282	32	24	9	7	252	6	758	416	142
0	0	7	2	38	29	25	6	0	0	0	0	0	0	72	29	143
1	0	3	0	32	7	4	1	0	0	0	0	4	0	40	8	144
0	0	26	11	41	33	58	22	0	0	0	0	0	0	332	389	145
0	0	11	8	59	52	68	75	1	5	7	3	0	0	239	364	146
0	0	30	0	109	0	111	0	0	0	0	0	0	0	323	0	147
0	0	8	2	39	45	23	33	0	0	2	3	0	0	64	84	148
0	0	7	3	20	27	20	19	0	0	0	0	0	0	40	46	149
0	0	14	8	80	38	89	48	0	0	0	0	0	0	177	118	150
0	0	14	3	6	0	7	10	5	1	0	0	0	0	34	33	151
0	0	11	9	53	45	28	34	0	0	0	0	0	0	84	79	152
0	0	4	2	20	2	12	0	0	0	0	0	0	0	79	60	153
0	0	14	5	77	32	31	9	0	0	0	0	0	0	159	111	154
0	0	4	3	12	9	3	3	0	0	0	0	0	0	15	12	155
0	0	18	18	440	346	24	15	0	0	0	0	0	0	464	361	156
0	0	5	0	67	0	10	0	0	0	0	0	0	0	77	0	157
3	0	18	0	70	0	155	0	2	0	3	0	15	0	227	0	158
0	0	9	9	166	45	109	78	0	0	0	0	0	0	215	123	159
0	0	4	7	34	29	58	111	0	0	0	0	0	0	92	140	160
0	0	25	0	99	10	314	53	7	0	0	0	0	0	509	111	161
41	0	62	1	159	27	125	30	4	2	0	0	316	0	912	138	162
36	0	56	7	300	200	150	15	0	0	0	0	630	0	1,080	215	163
0	0	7	0	30	0	74	0	0	0	0	0	0	0	104	0	164
0	0	9	0	99	0	14	0	0	0	0	0	0	0	104	0	165
0	0	6	2	23	15	64	29	0	0	0	0	0	0	87	35	166
0	0	25	0	129	0	253	0	2	0	0	0	0	0	385	0	167
0	0	15	0	26	0	100	0	0	0	0	0	0	0	126	0	168
0	0	11	0	70	0	50	8	1	0	8	0	0	0	129	8	169
0	0	17	0	117	0	262	0	0	0	0	0	0	0	379	0	170
1	0	3	4	3	10	4	0	0	0	2	0	14	0	23	10	171
9	0	12	6	165	308	11	3	0	0	0	0	36	2	212	313	172
1	0	3	24	253	397	3	0	0	0	0	0	8	0	264	397	173
34	0	60	19	0.	98	207	206	7	27	0	0	489	1	703	447	174
19	0	34	0	0	0	252	0	0	0	0	0	104	0	356	0	175
5	0	20	1	0	0	167	128	0	0	0	0	26	1	193	129	176
10	0	53	0	0	0	292	18	13	0	0	0	37	0	364	18	177
0	0	14	2	0	0	123	80	0	0	0	0	0	0	123	80	178
0	0	11	0	51	0	103	0	0	0	0	0	0	0	154	0	179
57	1	117	1	0	0	178	0	169	0	0	0	273	38	613	38	180
0	0	17	0	157	0	54	0	0	0	0	0	0	0	211	0	181
2	0	3	2	36	18	9	1	0	0	0	0	7	1	45	20	182
0	0	6	2	15	27	31	34	0	0	0	0	0	0	46	61	183

TABLE 29.—*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
	MARYLAND—continued.							
184	College Park	Maryland Agricultural College	State	1859	1	0	16	0
185	Ellicott City	Rock Hill College	R. C	1857	22	0	16	0
186	....do	St. Charles College	R. C	1848	13	0	16	0
187	Mount St. Marys	Mount St. Marys College	R. C	1808	25	0	20	0
188	Westminster	Western Maryland College	Meth. Prot.	1868	4	4	11	8
	MASSACHUSETTS.							
189	Amherst	Amherst College	Nonsect	1821	0	0	36	0
190	Boston	Boston College	R. C	1864	16	0	21	0
191	....do	Boston University	M. E	1873	0	0	29	2
192	Cambridge	Harvard University	Nonsect	1638	0	0	265	0
193	Springfield	French-American College	Nonsect	1885	2	2	4	2
194	Tufts College	Tufts College	Univ	1854	5	0	35	1
195	Williamstown	Williams College	Nonsect	1793	0	0	34	0
196	Worcester	Clark University	Nonsect	1889	0	0	11	0
197	....do	College of the Holy Cross	R. C	1843	23	0	16	0
	MICHIGAN.							
198	Adrian	Adrian College*	Meth. Prot.	1859	3	2	7	5
199	Albion	Albion College*	M. E	1843	7	5	11	1
200	Alma	Alma College	Presb	1887	7	4	10	4
201	Ann Arbor	University of Michigan	State	1837	0	0	136	8
202	Detroit	Detroit College	R. C	1877	9	0	10	0
203	Hillsdale	Hillsdale College	Free Bapt	1855	1	1	7	2
204	Holland	Hope College	Reformed	1865	12	1	13	1
205	Kalamazoo	Kalamazoo College*	Bapt	1855	4	4	9	4
206	Olivet	Olivet College	Cong	1859	4	4	9	3
	MINNESOTA.							
207	Collegeville	St. John's University	R. C	1857	9	0	20	0
208	Minneapolis	Augsburg Seminary	Luth	1869	5	0	5	0
209	....do	University of Minnesota	State	1868	c28	c4	98	16
210	Northfield	Carleton College	Cong	1870	2	5	10	3
211	....do	St. Olaf College	Luth	1874	16	2	8	0
212	St. Paul	Hamline University	M. E	1854	7	1	16	4
213	....do	Macalester College	Presb	1885	7	3	10	4
214	St. Peter	Gustavus Adolphus College	Luth	1862	1	1	8	1
215	Winnebago City	Parker College	Free Bapt	1888	1	2	4	2
	MISSISSIPPI.							
216	Clinton	Mississippi College	Bapt	1827	2	0	7	0
217	Holly Springs	Rust University	M. E	1868	9	5	6	2
218	Jackson	Millsaps College	M. E. So	1892	2	0	10	0
219	University	University of Mississippi	State	1848	0	0	18	1
	MISSOURI.							
220	Albany	Central Christian College	Christian	1892	2	2	6	3
221	Bolivar	Southwest Baptist College	Bapt	1878	2	1	5	1
222	Bowling Green	Pike College	Nonsect	1882	....	....	3	7
223	Cameron	Missouri Wesleyan College	M. E	1887	5	5	5	5
224	Canton	Christian University	Christian	1853	....	....	17	3
225	Cape Girardeau	St. Vincent College	R. C	1843	4	0	4	0
226	Clarksburg	Clarksburg College	Bapt	1876	3	3	3	2
227	Columbia	University of the State of Missouri	State	1840	0	0	68	8
228	Fayette	Central College	M. E. So	1857	7	1	7	0
229	Fulton	Westminster College	Presb	1853	5	0	9	0
230	Glasgow	Pritchett College	Nonsect	1866	3	2	5	2

* Statistics of 1899-1900. *a* Also 987 students in summer schools.

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.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
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	
0	0	17	0	36	0	94	0	0	0	0	0	0	0	130	0	184
0	0	26	0	50	0	109	0	0	0	0	0	0	0	156	0	185
0	0	17	0	80	0	173	0	0	0	0	0	0	0	253	0	186
4	0	49	0	83	0	106	0	0	0	0	0	27	0	216	0	187
0	0	13	9	40	14	91	101	0	0	0	0	0	0	131	115	188
0	0	36	0	0	0	393	0	7	0	0	0	0	0	400	0	189
0	0	29	0	260	0	206	0	0	0	0	0	0	0	466	0	190
99	4	138	6	0	0	128	406	67	27	0	0	619	59	921	429	191
231	0	483	0	0	0	2,532	0	327	0	14	0	1,424	0	a4,288	0	192
0	0	6	4	63	21	18	1	0	0	0	0	0	0	81	22	193
87	3	117	3	6	0	202	99	5	0	0	0	407	59	b 621	b 159	194
0	0	34	0	0	0	370	0	33	0	0	0	0	0	403	0	195
0	0	11	0	0	0	0	0	31	2	0	0	0	0	31	2	196
0	0	39	0	169	0	209	0	0	0	3	0	0	0	372	0	197
2	0	9	7	24	4	44	30	0	0	0	0	36	0	68	34	198
0	0	16	10	129	54	138	126	4	0	15	9	0	0	286	189	199
0	0	12	10	24	20	51	35	1	0	2	0	0	0	105	152	200
120	4	221	12	0	0	1,011	609	65	39	2	1	1,703	70	b2,881	b 831	201
0	0	17	0	168	0	94	0	0	0	0	0	0	0	262	0	202
3	0	14	4	54	53	65	50	0	2	0	0	32	4	161	180	203
4	0	16	1	65	20	57	9	0	0	0	0	23	0	145	29	204
0	0	10	4	55	27	87	61	0	0	0	0	0	0	142	88	205
0	0	14	9	44	32	64	57	0	0	0	0	0	0	128	140	206
6	0	37	0	104	0	103	0	0	0	0	0	29	0	243	0	207
3	0	8	0	51	0	75	0	0	0	0	0	44	0	170	0	208
156	4	244	31	c 427	c 90	859	612	128	54	0	0	959	37	2,417	996	209
0	0	14	10	48	53	90	130	0	1	0	0	0	0	143	223	210
0	0	16	2	193	35	74	3	0	0	0	0	0	0	267	38	211
47	0	63	4	64	51	109	78	0	1	9	1	116	9	298	140	212
0	0	12	5	75	25	55	15	0	0	0	0	0	0	130	40	213
0	0	14	3	77	17	54	12	0	0	0	0	0	0	238	113	214
0	0	4	2	15	11	14	6	0	0	0	0	0	0	29	17	215
0	0	9	0	80	0	208	0	0	0	0	0	0	0	288	0	216
0	0	9	5	120	130	7	2	0	0	0	0	0	0	127	132	217
------	------	12	0	50	0	157	4	0	0	0	0	12	0	219	4	218
2	0	24	2	0	0	165	57	8	4	17	5	47	0	238	65	219
0	0	6	3	14	10	50	10	0	0	0	0	0	0	64	20	220
0	0	7	2	36	24	37	20	0	0	0	0	5	0	78	44	221
0	0	3	7	8	12	45	64	0	0	0	0	0	0	53	76	222
0	0	5	5	97	206	15	10	0	0	0	0	0	0	112	216	223
------	------	17	3	30	10	30	6	0	0	0	0	30	1	90	17	224
0	0	4	0	10	0	10	0	0	0	0	0	1	0	21	0	225
1	0	5	4	48	35	7	6	2	0	0	0	5	0	62	41	226
25	0	81	8	0	0	803	224	20	18	9	3	208	2	b1,099	b 382	227
0	0	13	1	135	23	87	20	6	0	0	0	0	0	228	43	228
0	0	10	0	40	0	58	0	1	0	1	0	0	0	100	0	229
0	0	5	4	17	28	5	18	0	0	0	0	0	0	22	46	230

b Includes students in summer schools. c In school of agriculture.

TABLE 29.—*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
	MISSOURI—cont'd.							
231	La Grange	La Grange College	Bapt	1858	8	8	8	8
232	Liberty	William Jewell College	Bapt	1849	18	0	14	0
233	Marshall	Missouri Valley College	Cum. Presb.	1889	8	4	7	3
234	Neosho	Scarritt Collegiate Institute	M. E. So.	1883	1	1	3	0
235	Odessa	Odessa College	Nonsect	1883	1	4	1	4
236	Parkville	Park College	Presb	1875	3	7	12	0
237	St. Louis	Christian Brothers College	R. C	1851	7	0	9	0
238	do	St. Louis University	R. C	1829	11	0	17	0
239	do	Washington University	Nonsect	1859	32	38	24	0
240	Springfield	Drury College	Cong	1873	3	5	9	4
241	Tarkio	Tarkio College	Un. Presb	1883	1	3	4	5
242	Trenton	Ruskin College	Nonsect	1900	4	7	6	3
243	Warrenton	Central Wesleyan College	M. E	1864	4	2	6	1
	MONTANA.							
244	Helena	Montana Wesleyan University	M. E	1890	6	5	6	5
245	Missoula	University of Montana	State	1895	3	3	8	5
	NEBRASKA.							
246	Bellevue	University of Omaha	Presb	1883	8	5	9	6
247	Bethany	Cotner University	Christian	1889	7	7	7	7
248	College View	Union College	7th D. Adv.	1891	8	2	8	3
249	Crete	Doane College	Cong	1872	6	1	7	1
250	Grand Island	Grand Island College	Bapt	1892	9	4	9	4
251	Hastings	Hastings College	Presb	1882	1	1	5	1
252	Lincoln	University of Nebraska	State	1871	----	----	85	13
253	Omaha	Creighton University	R. C	1879	8	0	5	0
254	University Place	Nebraska Wesleyan University	M. E	1888	13	7	12	3
255	York	York College	U. B	1890	3	3	3	2
	NEVADA.							
256	Reno	Nevada State University	State	1886	6	2	12	4
	NEW HAMPSHIRE.							
257	Hanover	Dartmouth College	Nonsect	1769	0	0	53	0
258	Manchester	St. Anselm's College	R. C	1893	8	0	9	0
	NEW JERSEY.							
259	Jersey City	St. Peter's College	R. C	1878	7	0	6	0
260	Newark	St. Benedict's College	R. C	1868	2	0	5	0
261	New Brunswick	Rutgers College	Reformed	1766	7	4	29	0
262	Princeton	Princeton University	Nonsect	1746	0	0	92	0
263	South Orange	Seton Hall College	R. C	1856	3	0	7	0
	NEW MEXICO.							
264	Albuquerque	University of New Mexico	Territory	1892	6	5	3	0
	NEW YORK.							
265	Alfred	Alfred University	Nonsect	1836	5	3	16	6
266	Allegany	St. Bonaventure's College	R. C	1859	4	0	10	0
267	Annandale	St. Stephen's College	P. E	1860	2	0	8	0
268	Brooklyn	Adelphi College	Nonsect	1896	27	44	21	13
269	do	Polytechnic Institute of Brooklyn	Nonsect	1854	35	0	16	0
270	do	St. Francis College	R. C	1859	14	0	13	0
271	do	St. John's College	R. C	1870	8	0	10	0

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.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
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	
0	0	8	8	18	20	67	70	0	0	0	0	0	0	85	90	231
0	0	32	0	169	0	146	0	2	0	18	0	0	0	a352	0	232
0	0	10	4	82	52	57	49	0	0	0	0	0	0	128	118	233
0	0	4	1	8	13	8	7	0	0	0	0	0	0	16	20	234
0	0	1	4	11	13	23	32	0	0	0	0	0	0	34	45	235
0	0	15	7	105	101	72	59	0	1	6	5	0	0	183	166	236
0	0	21	0	138	0	36	0	0	0	0	0	7	0	291	0	237
8	0	35	0	267	0	105	0	51	0	0	0	55	0	478	0	238
85	0	144	43	636	440	92	59	0	5	0	0	529	0	1,522	764	239
0	0	12	9	122	92	45	43	0	0	0	0	0	0	a192	a168	240
6	0	8	11	49	73	33	30	0	0	0	0	0	0	141	168	241
0	0	6	7	45	27	6	4	0	0	0	0	0	0	a73	a101	242
		14	3	80	30	35	10	0	0	0	0	38	0	195	90	243
0	0	6	5	50	50	5	4	0	0	0	0	0	0	55	54	244
0	0	8	5	70	72	30	25	0	0	0	0	0	0	a100	a135	245
15	2	25	9	40	35	25	25	0	0	0	0	112	5	177	65	246
26	0	33	7	82	44	14	2	1	0	0	0	104	7	201	53	247
0	0	16	5	182	90	100	51	0	0	0	0	0	0	282	141	248
0	0	8	1	29	14	41	54	0	0	0	0	0	0	70	68	249
0	0	12	5	41	21	14	14	0	0	0	0	0	0	a84	a151	250
0	0	6	2	28	24	15	13	0	0	0	0	0	0	43	37	251
7	0	92	13	376	421	612	529	83	66	0	0	161	2	a1,244	a1,012	252
39	2	52	2	120	0	69	0	0	0	0	0	128	12	317	12	253
0	0	13	7	127	61	107	53	0	0	0	0	0	0	247	266	254
0	0	6	5	73	58	13	7	0	1	0	0	0	0	a181	a161	255
0	0	18	6	39	57	108	95	2	1	0	0	0	0	149	153	256
17	0	70	0	0	0	636	0	23	0	8	0	90	0	741	0	257
3	0	20	0	74	0	63	0	0	0	0	0	18	0	155	0	258
0	0	12	0	94	0	23	0	0	0	8	0	0	0	125	0	259
0	0	7	0	25	0	50	0	0	0	0	0	0	0	75	0	260
0	0	34	4	125	46	199	0	2	0	0	0	0	0	326	46	261
0	0	92	0	0	0	1,168	0	109	0	0	0	0	0	1,277	0	262
6	0	16	0	70	0	60	0	0	0	0	0	32	0	162	0	263
0	0	7	5	26	45	8	3	1	0	1	0	0	0	36	48	264
4	0	21	9	77	79	53	43	1	0	3	0	1	0	128	114	265
5	0	19	0	20	0	90	0	0	0	0	0	56	0	166	0	266
0	0	9	0	22	0	32	0	0	0	0	0	0	0	54	0	267
0	0	30	44	327	393	17	144	0	5	0	0	0	0	439	686	268
0	0	51	0	519	0	72	0	2	0	0	0	0	0	593	0	269
0	0	27	0	243	0	41	0	0	0	0	0	0	0	284	0	270
0	0	18	0	108	0	40	0	1	0	0	0	0	0	149	0	271

a Includes students in summer schools.

TABLE 29.—*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
	NEW YORK—cont'd.							
272	Buffalo	Canisius College	R. C	1870	18	0	10	0
273	Canton	St. Lawrence University	Univ	1858	0	0	10	0
274	Clinton	Hamilton College	Nonsect	1812	0	0	20	0
275	Geneva	Hobart College	P. E	1822	0	0	15	0
276	Hamilton	Colgate University	Bapt	1819	7	0	16	0
277	Ithaca	Cornell University	Nonsect	1868	0	0	193	4
278	New York	College of St. Francis Xavier	R. C	1847	18	0	17	0
279	do	College of the City of New York	City	1849	39	0	32	0
280	do	Columbia University	Nonsect	1754	0	0	183	0
281	do	Manhattan College	R. C	1863	7	0	17	0
282	do	New York University	Nonsect	1831	0	0	42	0
283	do	St. John's College	R. C	1846	25	0	14	0
284	Niagara University	Niagara University	R. C	1856	12	0	13	0
285	Rochester	University of Rochester	Bapt	1850	0	0	18	0
286	Schenectady	Union College	Nonsect	1795	0	0	21	0
287	Syracuse	Syracuse University	M. E	1871	0	0	44	7
	NORTH CAROLINA.							
288	Belmont	St. Mary's College	R. C	1878	3	0	14	0
289	Chapel Hill	University of North Carolina	State	1795	0	0	30	0
290	Charlotte	Biddle University	Presb	1867	6	0	9	0
291	Davidson	Davidson College	Presb	1837	0	0	11	0
292	Durham	Trinity College	M. E. So	1851	7	0	23	0
293	Elon College	Elon College	Christian	1890	----	----	8	2
294	Guilford College	Guilford College	Friends	1837	0	2	6	0
295	Hickory	Lenoir College*	Luth	1891	0	1	4	0
296	Mount Pleasant	North Carolina College	Luth	1859	2	0	4	0
297	Newton	Catawba College	Reformed	1851	6	4	5	4
298	Raleigh	Shaw University	Bapt	1865	5	2	5	2
299	Salisbury	Livingstone College	A.M.E.Zion	1882	3	8	4	0
300	Wake Forest	Wake Forest College	Bapt	1834	0	0	15	0
301	Weaverville	Weaverville College	M. E. So	1873	0	1	4	0
	NORTH DAKOTA.							
302	Fargo	Fargo College	Cong	1887	1	0	3	3
303	University	University of North Dakota	State	1884	19	6	19	6
304	Wahpeton	Red River Valley University	M. E	1892	4	2	5	3
	OHIO.							
305	Akron	Buchtel College	Univ	1872	2	2	6	3
306	Alliance	Mount Union College	M. E	1846	8	4	10	2
307	Athens	Ohio University	State	1809	4	3	12	2
308	Berea	Baldwin University	M. E	1846	0	1	7	1
309	do	German Wallace College	M. E	1864	5	0	10	0
310	Cedarville	Cedarville College	Ref. Presb	1894	4	1	4	1
311	Cincinnati	St. Xavier College	R. C	1831	11	0	12	0
312	do	University of Cincinnati	City	1874	0	0	33	2
313	Cleveland	St. Ignatius College	R. C	1886	9	0	7	0
314	do	Western Reserve University	Nonsect	1826	0	0	37	6
315	Columbus	Capital University	Luth	1850	7	0	9	0
316	do	Ohio State University	State	1870	0	0	115	7
317	Defiance	Defiance College	Christian	1885	5	5	3	1
318	Delaware	Ohio Wesleyan University	M. E	1844	20	12	27	5
319	Findlay	Findlay College	Ch. of God	1886	2	1	4	1
320	Gambier	Kenyon College	P. E	1825	9	0	10	0
321	Granville	Denison University	Bapt	1831	5	5	13	2
322	Hiram	Hiram College	Christian	1850	10	1	12	1
323	Lima	Lima College	Luth	1893	3	2	5	4

* Statistics of 1899-1900.

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.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
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	
0	0	28	0	240	0	42	0	0	0	0	0	0	0	282	0	272
4	0	14	0	0	0	68	45	5	2	0	0	16	4	87	51	273
0	0	20	0	0	0	175	0	0	0	0	0	0	0	175	0	274
0	0	15	0	0	0	101	0	0	0	8	0	0	0	109	0	275
8	0	31	0	135	0	149	0	1	0	3	0	37	0	325	0	276
141	2	321	6	0	0	1,576	261	158	47	0	0	534	48	a2,397	a583	277
0	0	35	0	382	0	126	0	0	0	33	0	0	0	541	0	278
0	0	71	0	1,359	0	1,023	0	0	0	0	0	0	0	2,382	0	279
173	0	359	0	0	0	1,042	0	302	131	0	0	1,220	0	a2,657	a429	280
0	0	24	0	466	0	95	0	0	0	0	0	0	0	561	0	281
129	0	186	0	0	0	233	0	116	96	0	0	903	45	a1,436	a343	282
0	0	39	0	180	0	130	0	3	0	2	0	0	0	315	0	283
10	0	20	0	70	0	74	0	0	0	0	0	52	0	196	0	284
0	0	18	0	0	0	199	32	3	1	8	0	0	0	210	33	285
0	0	21	0	0	0	184	0	0	0	0	0	0	0	184	0	286
70	2	127	21	0	0	480	295	12	17	0	0	246	16	825	788	287
3	0	18	0	16	0	92	0	0	0	0	0	12	0	120	0	288
5	0	45	0	0	0	363	15	15	0	10	1	138	0	a533	a 68	289
4	0	13	0	114	0	105	0	0	0	0	0	15	0	a261	a 76	290
0	0	11	0	0	0	171	0	2	0	13	0	0	0	186	0	291
0	0	30	0	122	0	141	21	17	2	0	0	0	0	280	23	292
0	0	8	2	30	25	50	25	0	0	0	0	0	0	80	50	293
0	0	6	2	76	32	41	29	0	1	0	0	0	0	117	62	294
1	0	4	3	30	30	50	6	0	0	0	0	20	0	82	36	295
0	0	5	0	72	0	30	0	0	0	0	0	0	0	102	0	296
0	0	6	4	92	74	11	5	0	0	0	0	0	0	103	79	297
12	0	18	5	34	32	15	10	0	0	0	0	147	0	196	55	298
0	0	7	8	123	199	20	8	0	0	0	0	0	0	143	207	299
		15	0	0	0	264	0	10	0	3	0	30	0	307	0	300
0	0	4	1	45	50	35	20	0	0	0	0	0	0	80	70	301
0	0	6	4	29	23	16	11	0	0	0	0	0	0	70	93	302
6	0	19	6	76	10	52	22	0	1	8	1	20	0	181	117	303
0	0	5	3	29	17	7	1	0	0	0	0	0	0	58	85	304
0	0	10	6	49	51	43	51	0	0	0	0	0	0	109	144	305
0	0	19	10	134	61	58	35	0	0	0	0	0	0	a297	a235	306
0	0	16	5	151	123	77	53	4	2	0	0	0	0	229	176	307
9	0	21	4	17	10	52	19	0	0	1	0	122	0	a193	a 98	308
4	0	19	0	75	28	29	12	0	1	0	0	27	0	131	41	309
0	0	4	1	8	1	28	19	0	0	0	0	0	0	38	38	310
0	0	24	0	240	0	114	0	24	0	0	0	0	0	458	0	311
114	0	157	2	0	0	258	320	11	18	0	0	503	2	947	340	312
0	0	16	0	143	0	42	0	0	0	0	0	0	0	185	0	313
94	0	133	6	0	0	198	210	12	6	0	0	335	0	545	216	314
4	0	9	0	18	0	39	0	1	0	0	0	29	0	87	0	315
8	0	123	7	0	0	992	222	16	15	0	0	218	2	1,226	259	316
0	0	5	5	60	61	2	2	0	0	0	0	0	1	62	63	317
57	3	84	15	319	115	274	233	7	6	26	4	80	5	a802	a556	318
1	0	10	4	19	3	14	5	3	0	1	0	15	2	67	48	319
4	0	23	0	93	0	104	0	0	0	0	0	16	0	213	0	320
0	0	23	14	150	88	133	116	4	2	0	0	0	0	287	247	321
0	0	12	1	123	71	93	53	2	2	7	0	0	0	256	168	322
0	0	5	4	18	19	10	6	0	0	0	0	0	0	66	61	323

a Includes students in summer schools.

TABLE 29.—*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.							
324	Marietta	Marietta College	Nonsect	1835	3	2	12	2
325	New Athens	Franklin College	Nonsect	1825	...	...	10	3
326	New Concord	Muskingum College	Un. Presb	1837	7	1	8	1
327	Oberlin	Oberlin College	Nonsect	1833	10	6	22	12
328	Oxford	Miami University	State	1824	9	0	13	0
329	Richmond	Richmond College	Nonsect	1835	1	1	5	0
330	Rio Grande	Rio Grande College	Free Bapt	1876	4	2	4	2
331	Scio	Scio College	M. E	1857	2	1	5	2
332	Springfield	Wittenberg College	Luth	1845	6	1	12	0
333	Tiffin	Heidelberg University	Reformed	1850	7	0	12	2
334	Westerville	Otterbein University	U. B	1847	3	3	10	3
335	Wilberforce	Wilberforce University	A. M. E	1856	10	6	5	2
336	Wilmington	Wilmington College	Friends	1870	1	1	5	1
337	Wooster	University of Wooster	Presb	1870	13	3	17	6
338	Yellow Springs	Antioch College	Nonsect	1853	8	5	8	5
	OKLAHOMA.							
339	Norman	University of Oklahoma	Territory	1892	13	2	12	1
	OREGON.							
340	Albany	Albany College	Presb	1866	1	2	9	0
341	Dallas	Dallas College	Un. Ev	1900	5	1	5	1
342	Eugene	University of Oregon	State	1876	...	...	19	2
343	Forest Grove	Pacific University	Cong	1854	2	1	8	3
344	McMinnville	McMinnville College	Bapt	1858	4	1	4	1
345	Newberg	Pacific College	Friends	1891	4	3	4	3
346	Philomath	Philomath College	U. B	1867	3	1	3	1
347	Salem	Willamette University	M. E	1844	5	2	5	2
	PENNSYLVANIA.							
348	Allegheny	Western University of Pennsylvania.	Nonsect	1786	0	0	16	0
349	Allentown	Muhlenberg College	Luth	1867	2	0	10	0
350	Annville	Lebanon Valley College	U. B	1866	12	4	10	2
351	Beatty	St. Vincent College	R. C	1846	14	0	24	0
352	Beaver	Beaver College	M. E	1853	2	7	2	7
353	Beaver Falls	Geneva College	Ref. Presb	1849	2	1	6	1
354	Bethlehem	Moravian College	Moravian	1807	0	0	6	0
355	Carlisle	Dickinson College	M. E	1783	8	0	17	0
356	Chester	Pennsylvania Military College	Nonsect	1862	...	...	14	0
357	Collegeville	Ursinus College	Reformed	1870	8	6	11	1
358	Easton	Lafayette College	Presb	1832	0	0	29	0
359	Gettysburg	Pennsylvania College	Luth	1832	3	0	12	0
360	Greenville	Thiel College	Luth	1870	4	1	6	0
361	Grove City	Grove City College	Nonsect	1884	1	3	7	1
362	Haverford	Haverford College	Friends	1833	0	0	20	0
363	Huntingdon	Juniata College	Ger. Bapt	1876	9	1	9	1
364	Lancaster	Franklin and Marshall College	Reformed	1836	7	0	15	0
365	Lewisburg	Bucknell University	Bapt	1846	5	7	25	0
366	Lincoln University	Lincoln University	Presb	1854	0	0	9	0
367	Meadville	Allegheny College	M. E	1815	5	2	13	1
368	Myerstown	Albright College	Un. Evang	1881	3	1	10	5
369	New Berlin	Central Pennsylvania College	Un. Evang	1855	3	1	5	1
370	New Wilmington	Westminster College	Un. Presb	1852	...	...	7	5
371	Philadelphia	Central High School	City	1837	1	0	54	0
372	do	La Salle College	R. C	1867	5	0	6	0
373	do	University of Pennsylvania	Nonsect	1740	0	0	107	0
374	Pittsburg	Holy Ghost College	R. C	1878	12	0	8	0
375	Selinsgrove	Susquehanna University	Luth	1858	4	1	10	1
376	South Bethlehem	Lehigh University	Nonsect	1866	0	0	44	0
377	State College	Pennsylvania State College	State	1859	3	1	42	2
378	Swarthmore	Swarthmore College	Friends	1869	0	0	16	8

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.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
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	
0	0	15	7	75	53	62	28	0	0	0	0	0	0	157	143	324
0	0	10	3	10	6	54	18	0	0	0	0	0	0	64	24	325
0	0	9	6	53	34	60	36	0	0	0	0	0	0	116	97	326
7	0	56	26	190	148	195	227	2	4	0	0	47	2	a 532	a 825	327
0	0	18	0	48	13	69	13	0	1	0	0	0	0	117	27	328
0	0	6	1	21	11	5	0	0	0	0	0	0	0	26	11	329
0	0	4	2	13	11	12	3	0	0	0	0	0	0	80	67	330
3	1	14	8	37	30	26	12	0	0	0	0	37	0	a 145	a 196	331
4	0	27	6	91	47	118	51	1	1	7	2	20	0	a 244	a 212	332
4	0	23	5	86	66	74	39	0	0	2	0	18	0	a 208	a 166	333
0	0	12	3	66	57	58	31	0	0	0	0	0	0	124	88	334
7	0	23	8	99	170	40	11	0	0	0	0	21	0	160	181	335
0	0	6	2	38	52	36	19	0	0	0	0	0	0	74	71	336
0	0	40	11	110	72	141	87	0	0	0	0	0	0	a 400	a 362	337
0	0	8	5	35	14	27	16	1	0	0	0	0	0	a 70	a 38	338
------	------	13	2	163	166	47	11	1	0	0	0	6	0	216	177	339
0	0	10	2	80	39	17	18	0	0	0	0	0	0	97	57	340
0	0	5	1	33	31	9	2	0	0	0	0	0	0	42	33	341
22	0	41	2	------	------	199	132	5	6	18	5	22	0	244	143	342
0	0	10	4	91	71	28	18	3	0	0	0	0	0	122	89	343
0	0	4	2	8	8	24	20	0	0	0	0	0	0	36	64	344
0	0	4	3	16	20	22	18	0	0	0	0	0	0	38	38	345
0	0	3	1	8	4	9	6	0	0	0	0	0	0	32	25	346
29	0	37	7	66	68	18	24	0	0	5	0	43	3	223	220	347
107	0	113	0	0	0	157	10	0	0	0	0	691	12	848	22	348
0	0	12	0	34	0	117	0	0	0	0	0	0	0	151	0	349
0	0	19	5	161	58	126	20	0	0	0	0	0	0	297	136	350
6	0	34	0	154	0	110	0	0	0	0	0	0	0	307	0	351
0	0	6	13	22	51	7	12	0	0	0	0	0	0	67	184	352
0	0	8	2	39	33	45	26	0	0	0	0	0	0	84	59	353
4	0	6	0	0	0	15	0	0	0	4	0	18	0	37	0	354
9	0	34	0	100	13	229	32	0	0	5	0	119	1	453	46	355
0	0	14	0	31	0	122	0	0	0	0	0	0	0	153	0	356
6	0	17	9	52	15	54	6	2	1	1	0	36	0	163	26	357
0	0	29	0	0	0	360	0	1	0	11	0	0	0	372	0	358
0	0	15	0	68	14	181	11	0	0	0	0	0	0	249	25	359
0	0	9	1	35	18	42	28	0	0	0	0	0	0	77	46	360
0	0	13	5	138	128	182	63	0	0	0	0	0	0	379	283	361
0	0	20	0	0	0	118	0	3	0	0	0	0	0	121	0	362
3	0	17	4	8	15	13	3	0	0	0	0	7	1	190	159	363
5	0	26	0	180	0	184	0	2	0	0	0	64	0	403	0	364
0	0	31	11	80	66	262	66	0	0	0	0	0	0	351	152	365
8	0	12	0	0	0	148	0	0	0	0	0	51	0	199	0	366
0	0	15	2	103	29	133	57	0	1	0	0	0	0	236	87	367
0	0	10	5	39	33	35	12	0	0	0	0	0	0	74	45	368
0	0	8	2	30	33	27	10	0	0	0	0	0	0	57	43	369
0	0	7	5	29	21	126	66	0	0	0	0	0	0	155	137	370
0	0	54	0	30	0	1,440	0	0	0	0	0	0	0	1,470	0	371
0	0	17	0	117	0	44	0	0	0	0	0	0	0	187	0	372
178	0	265	0	0	0	747	259	131	32	5	0	1,586	4	2,278	295	373
0	0	20	0	120	0	80	0	0	0	0	0	0	0	230	0	374
3	0	13	2	59	22	41	12	0	0	1	0	14	0	115	34	375
0	0	44	0	0	0	429	0	10	0	6	0	0	0	445	0	376
0	0	42	2	48	4	338	7	3	0	0	0	0	0	433	11	377
0	0	16	8	0	0	97	99	0	0	0	0	0	0	97	99	378

a Includes students in summer schools.

TABLE 29.—*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
	PENNSYLVANIA—continued.							
379	Villanova	Villanova College	R. C	1842	18	0	21	0
380	Volant	Volant College	Nonsect	1889	4	2	4	2
381	Washington	Washington and Jefferson College	Presb	1802	6	0	15	0
382	Waynesburg	Waynesburg College	Cum. Presb	1851	4	1	6	2
	RHODE ISLAND.							
383	Providence	Brown University	Bapt	1764	0	0	72	2
	SOUTH CAROLINA.							
384	Charleston	College of Charleston	City	1791	0	0	7	0
385	Clinton	Presbyterian College of South Carolina.	Presb	1880	1	0	5	0
386	Columbia	Allen University	A. M. E	1881	2	5	5	0
387	do	South Carolina College	State	1805	0	0	15	0
388	Due West	Erskine College	A. R. Presb	1839	1	0	7	0
389	Greenville	Furman University	Bapt	1852	4	0	8	0
390	Newberry	Newberry College	Luth	1858	1	0	7	0
391	Orangeburg	Claflin University	M. E	1869	10	15	4	2
392	Spartanburg	Wofford College	M. E. So	1854	2	0	8	0
	SOUTH DAKOTA.							
393	Huron	Huron College	Presb	1883	6	5	6	5
394	Mitchell	Dakota University	M. E	1885	9	5	7	0
395	Redfield	Redfield College*	Cong	1887	5	2	6	2
396	Vermilion	University of South Dakota	State	1882	4	8	13	3
397	Yankton	Yankton College	Cong	1882	6	7	6	7
	TENNESSEE.							
398	Athens	U. S. Grant University	M. E	1867	3	6	4	5
399	Bristol	King College	Presb	1869	4	0	4	0
400	Clarksville	Southwestern Presbyterian University.	Presb	1855	0	0	12	0
401	Greeneville	Greeneville and Tusculum College	Presb	1794	7	3	7	3
402	Harriman	American University of Harriman	Nonsect	1893	14	4	14	4
403	Hiwassee College	Hiwassee College	Nonsect	1849	3	1	3	1
404	Jackson	Southwestern Baptist University*	Bapt	1847	1	1	6	0
405	Jefferson City	Carson and Newman College	Bapt	1851	8	5	8	5
406	Knoxville	Knoxville College	Un. Presb	1875	3	5	6	2
407	do	University of Tennessee	State	1794	0	0	37	4
408	Lebanon	Cumberland University	Cum. Presb	1842	2	0	8	0
409	Limestone	Washington College	Presb	1795	1	1	4	1
410	McKenzie	Bethel College	Cum. Presb	1850	0	1	3	2
411	Maryville	Maryville College*	Presb	1819	4	4	7	3
412	Memphis	Christian Brothers College	R. C	1871	10	0	10	0
413	Milligan	Milligan College	Christian	1882	3	2	3	3
414	Nashville	Fisk University	Cong	1866	4	7	6	5
415	do	Roger Williams University	Bapt	1865	4	6	5	3
416	do	University of Nashville	Nonsect	1785	0	6	16	11
417	do	Vanderbilt University	M. E. So	1875	0	0	36	0
418	do	Walden University	M. E	1866	4	5	7	1
419	Sewanee	University of the South	P. E	1868	7	0	9	0
420	Spencer	Burritt College	Christian	1848	1	1	3	2
421	Sweetwater	Sweetwater College	Nonsect	1874	1	3	1	3
	TEXAS.							
422	Austin	St. Edward's College	R. C	1881	13	0	6	0
423	do	University of Texas	State	1883	0	0	49	12
424	Brownwood	Howard Payne College	Bapt	1890	0	2	2	1
425	Campbell	Henry College	Nonsect	1892	5	4	4	2
426	Fort Worth	Fort Worth University	M. E	1881	7	6	4	3
427	do	Polytechnic College	M. E. So	1891	8	5	8	5
428	Galveston	St. Mary's University	R. C	1854	2	0	3	0

*Statistics of 1899-1900.

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.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
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	
0	0	21	0	86	0	100	0	0	0	0	0	0	0	186	0	379
0	0	4	2	30	35	16	21	0	0	0	0	0	0	46	56	380
0	0	20	0	104	0	267	0	0	0	0	0	0	0	371	0	381
0	0	13	5	94	64	44	32	2	0	1	0	0	0	202	114	382
0	0	72	2	0	0	624	154	43	41	10	0	0	0	677	195	383
0	0	7	0	0	0	50	0	0	0	0	0	0	0	50	0	384
0	0	6	0	9	0	40	16	0	0	0	0	0	0	49	16	385
0	0	7	5	159	226	12	7	0	0	0	0	0	0	171	233	386
----	----	15	0	0	0	165	22	10	3	0	0	29	0	202	25	387
3	0	8	1	14	4	73	8	0	0	0	0	6	0	87	12	388
0	0	12	0	80	0	163	0	0	0	0	0	0	0	243	0	389
0	0	8	0	38	0	103	20	1	0	13	0	0	0	155	20	390
0	0	14	17	358	353	18	8	0	0	0	0	0	0	376	361	391
0	0	10	0	70	0	177	7	0	0	0	0	0	0	247	7	392
0	0	6	5	36	29	8	5	0	0	2	0	0	0	86	83	393
0	0	9	5	137	164	44	24	0	0	0	0	0	0	a 206	a 263	394
0	0	8	3	27	19	14	5	0	0	0	0	0	0	41	24	395
0	0	17	11	145	135	60	58	0	0	0	0	0	0	205	193	396
0	0	6	7	49	72	37	19	1	0	0	0	0	0	138	146	397
49	0	54	11	130	128	19	7	0	0	0	0	261	2	611	210	398
0	0	4	0	12	0	48	0	0	0	0	0	0	0	60	0	399
5	0	12	0	0	0	91	0	1	0	0	0	19	0	111	0	400
0	0	7	3	91	25	14	16	0	0	0	0	0	0	a 128	a 78	401
2	0	16	4	75	80	25	20	2	2	40	10	12	0	154	112	402
0	0	3	1	40	20	40	35	2	0	0	0	0	0	82	52	403
9	0	17	2	10	5	132	52	0	0	0	0	50	0	211	79	404
0	0	8	5	101	70	60	37	0	0	0	0	0	0	190	141	405
4	0	9	7	125	133	12	10	0	0	0	0	4	0	141	143	406
48	0	81	4	0	0	318	78	5	1	0	0	334	0	642	79	407
9	0	19	0	49	12	63	6	0	0	4	0	117	2	225	20	408
0	0	5	2	64	25	9	12	0	0	0	0	0	0	73	37	409
0	0	3	3	47	57	5	5	0	0	0	0	0	0	52	62	410
0	0	12	4	175	134	73	20	0	0	0	0	0	0	248	154	411
0	0	20	0	150	0	60	0	0	0	0	0	0	0	210	0	412
2	0	5	5	79	49	48	32	2	1	0	0	15	0	132	82	413
5	0	10	20	62	18	60	15	0	0	0	0	3	0	122	33	414
3	0	5	9	99	104	26	0	0	0	0	0	12	0	137	104	415
----	----	16	17	140	166	213	294	0	0	0	0	----	----	353	460	416
77	0	101	0	0	0	179	33	51	8	0	0	537	0	713	41	417
29	0	34	8	71	125	11	4	2	0	3	0	293	13	411	178	418
20	0	36	0	169	0	135	0	7	0	0	0	245	0	556	0	419
0	0	4	3	48	32	42	28	0	0	0	0	0	0	90	60	420
0	0	1	3	20	23	5	5	0	0	0	0	0	0	25	28	421
0	0	19	0	156	0	22	0	0	0	0	0	0	0	178	0	422
32	2	81	14	0	0	414	206	15	18	0	0	373	25	a 806	a 315	423
0	0	3	5	52	36	25	16	0	0	0	0	0	0	99	114	424
0	0	6	4	61	37	28	17	0	0	0	0	0	0	89	54	425
25	0	35	14	119	77	14	11	0	1	0	0	158	2	291	91	426
0	0	8	5	80	70	50	20	0	0	0	0	0	0	130	90	427
0	0	5	0	27	0	32	0	0	0	0	0	0	0	59	0	423

a Includes students in summer schools.

TABLE 29.—*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—cont'd.							
429	Georgetown	Southwestern University	M. E. So	1873	3	1	8	10
430	Greenville	Burleson College	Bapt	1893	3	3	3	3
431	Hermoson	Texas Christian University[a]	Christian	1873	1	1	7	2
432	Marshall	Wiley University	M. E	1873	7	2	5	2
433	San Antonio	St. Louis College	R. C	1894	10	0	3	0
434	Sherman	Austin College	Presb	1850	5	0	6	0
435	Tehuacana	Trinity University	Cum. Presb	1869	4	1	5	0
436	Waco	Baylor University	Bapt	1845	8	2	19	4
437	do	Paul Quinn College	A. M. E	1881	3	2	3	1
	UTAH.							
438	Logan	Brigham Young College	L. D. S	1878	12	5	10	0
439	Salt Lake City	University of Utah	State	1850	20	1	20	1
	VERMONT.							
440	Burlington	University of Vermont	State	1800	0	0	33	0
441	Middlebury	Middlebury College	Nonsect	1800	0	0	11	0
442	Northfield	Norwich University	Nonsect	1834	0	0	9	0
	VIRGINIA.							
443	Ashland	Randolph-Macon College	M. E. So	1852	0	0	10	0
444	Bridgewater	Bridgewater College	Ger. Bapt	1884	6	1	5	0
445	Charlottesville	University of Virginia	State	1825	0	0	16	0
446	Emory	Emory and Henry College	M. E. So	1838	3	0	7	0
447	Fredericksburg	Fredericksburg College	Presb	1893	6	3	6	4
448	Hampden-Sidney	Hampden-Sidney College	Nonsect	1776	0	0	9	0
449	Lexington	Washington and Lee University	Nonsect	1749	0	0	18	0
450	Richmond	Richmond College	Bapt	1832	0	0	13	0
451	do	Virginia Union University	Bapt	1899	3	3	5	0
452	Salem	Roanoke College	Luth	1853	1	0	10	0
453	Williamsburg	College of William and Mary	State	1693	3	1	11	0
	WASHINGTON.							
454	Burton	Vashon College	Nonsect	1892	4	5	5	2
455	Seattle	University of Washington	State	1862	8	8	17	2
456	Spokane	Gonzaga College	R. C	1887	3	0	18	0
457	Tacoma	Puget Sound University	M. E	1890	4	4	4	4
458	do	Whitworth College	Presb	1890	5	4	5	4
459	Vancouver	St. James College	R. C	1856	4	0	3	0
460	Wallawalla	Whitman College	Nonsect	1866	3	1	8	5
	WEST VIRGINIA.							
461	Barboursville	Morris Harvey College[c]	M. E. So	1888	1	1	2	3
462	Bethany	Bethany College	Christian	1841	2	1	8	1
463	Morgantown	West Virginia University	State	1868	6	3	42	6
	WISCONSIN.							
464	Appleton	Lawrence University	M. E	1849	2	3	10	3
465	Beloit	Beloit College	Nonsect	1847	6	0	22	2
466	Franklin	Mission House	Reformed	1859	9	0	10	0
467	Madison	University of Wisconsin	State	1850	0	0	135	12
468	Milton	Milton College	7th D. Bapt.	1844	6	3	8	3
469	Milwaukee	Concordia College	Luth	1881	7	0	7	0
470	do	Marquette College	R. C	1881	6	0	6	0
471	Ripon	Ripon College	Cong	1853	12	9	12	9
472	Watertown	Northwestern University	Luth	1865	5	0	5	0
	WYOMING.							
473	Laramie	University of Wyoming	State	1887	13	3	13	3

[a] Formerly Add Ran University.
[c] Formerly Barboursville College.

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.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
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	
9	0	20	11	121	55	143	75	0	0	0	0	65	0	349	199	429
0	0	3	3	20	15	30	20	0	0	0	0	0	0	50	35	430
0	0	8	3	30	26	70	60	0	0	0	0	0	0	100	86	431
0	0	7	2	34	3	10	1	0	0	0	0	0	0	44	4	432
0	0	13	0	80	0	14	0	3	0	0	0	0	0	97	0	433
0	0	8	0	40	0	65	0	1	0	0	0	0	0	106	0	434
0	0	5	1	68	28	57	17	0	0	0	0	0	0	125	45	435
0	0	40	7	201	104	300	132	17	2	0	0	0	0	b 604	b 382	436
1	0	7	9	30	26	19	7	0	2	1	2	3	0	138	121	437
0	0	15	5	317	173	18	2	0	0	0	0	0	0	b 347	b 209	438
0	0	30	2	169	34	72	23	0	0	0	0	0	0	355	328	439
30	0	63	0	0	0	236	55	4	1	0	0	145	0	437	57	440
0	0	11	0	0	0	67	56	0	0	0	0	0	0	67	56	441
0	0	9	0	0	0	78	0	0	0	0	0	0	0	78	0	442
0	0	10	0	0	0	127	0	5	0	0	0	0	0	132	0	443
3	0	11	3	51	53	10	0	0	0	0	0	47	37	123	120	444
10	0	23	0	0	0	291	0	35	0	0	0	368	0	670	0	445
0	0	8	0	53	0	57	0	2	0	0	0	0	0	112	0	446
0	0	6	5	60	30	35	25	0	0	0	0	0	0	95	55	447
0	0	9	0	0	0	106	0	3	0	0	0	0	0	109	0	448
4	0	22	0	0	0	156	0	5	0	0	0	66	0	222	0	449
3	0	16	0	0	0	166	6	0	0	0	0	43	0	209	6	450
5	0	10	3	145	0	11	0	0	0	0	0	49	0	190	0	451
0	0	11	0	31	3	109	12	6	0	0	0	0	0	164	19	452
0	0	14	1	16	12	157	0	0	0	0	0	0	0	173	12	453
0	0	9	5	62	29	9	15	0	0	0	0	0	0	71	44	454
3	0	29	10	75	57	230	120	17	12	0	0	73	8	386	218	455
0	0	21	0	76	0	174	0	0	0	0	0	0	0	250	0	456
0	0	4	4	38	32	9	6	0	0	0	0	0	0	47	38	457
0	0	5	4	34	29	1	8	0	0	0	0	0	0	37	42	458
0	0	7	0	50	0	20	0	0	0	0	0	0	0	70	0	459
0	0	11	7	75	63	29	19	0	0	3	2	0	0	139	164	460
0	0	3	4	45	42	2	0	0	2	2	2	0	0	49	46	461
2	0	10	2	30	20	40	1	0	0	0	0	20	0	90	21	462
4	0	48	9	235	25	174	49	12	9	11	3	122	3	b 672	b 230	463
0	0	18	5	45	33	128	98	0	0	0	0	0	0	b 241	b 196	464
0	0	24	2	179	0	143	84	1	3	0	0	0	0	303	117	465
3	0	14	0	17	4	29	0	0	0	0	0	21	0	67	4	466
43	1	166	17	0	0	1,451	424	79	34	0	0	305	5	b 1,945	b 674	467
0	0	8	3	32	61	26	22	0	0	0	0	0	0	58	83	468
0	0	7	0	72	0	113	0	0	0	0	0	0	0	185	0	469
0	0	15	0	127	0	56	0	0	0	0	0	0	0	230	0	470
0	0	12	9	39	27	37	29	0	0	0	0	0	0	82	93	471
0	0	9	0	89	10	41	1	0	0	0	0	0	0	130	11	472
0	0	13	3	40	57	44	9	1	1	1	0	0	0	88	89	473

b Includes students in summer schools.

TABLE 30.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Name	Number of students in undergraduate courses.										College students studying—		Number of students in pedagogy.		Number of students in business 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.	Latin.	Greek.	Men.	Women.	Men.	Women.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	ALABAMA.																	
1	Howard College	62	12	45	0	0	8	0	0	0	0	102	42	18	0	16	0	115
2	Southern University	125	.....	30	.....	.....	.....	.....	.....	.....	.....	75	50	.....	.....	.....	.....	.....
3	Hartselle College	.....	110	.....	.....	.....	.....	.....	.....	.....	.....	12	0	.....	.....	.....	.....	.....
4	Lafayette College	134	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	.....	20	15	.....	.....	.....
5	Lineville College	40	.....	80	.....	.....	.....	.....	.....	.....	.....	60	4	3	4	10	0	0
6	St. Bernard College	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	43	30	.....	.....	35	0	.....
7	Alabama Baptist Colored University	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Spring Hill College	95	.....	45	.....	.....	.....	.....	.....	.....	.....	95	95	.....	.....	61	0	.....
9	University of Alabama	74	44	78	.....	.....	7	.....	.....	2	.....	70	60	10	10	.....	.....	155
	ARIZONA.																	
10	University of Arizona	0	15	0	0	0	1	0	0	26	0	3	0	0	1	16	12	171
	ARKANSAS.																	
11	Arkadelphia Methodist College	25	50	.....	.....	.....	.....	.....	.....	.....	.....	50	25	.....	.....	5	15	.....
12	Ouachita College	170	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Arkansas College	18	43	.....	.....	.....	.....	.....	.....	.....	.....	61	18	.....	.....	.....	.....	0
14	Arkansas Cumberland College*	3	.....	3	.....	.....	.....	.....	.....	.....	.....	3	3	.....	.....	.....	.....	.....
15	Hendrix College	46	5	.....	.....	.....	.....	.....	.....	.....	.....	41	8	.....	.....	8	0	.....
16	University of Arkansas	80	18	32	8	11	36	36	0	0	0	80	49	14	4	0	0	400
17	Philander Smith College	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	22	6	20	2	1	.....
18	Mountain Home College*	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	.....	.....	.....	.....	.....	.....
	CALIFORNIA.																	
19	University of California	281	926	178	42	a159	74	.....	141	216	14	550	200	140	549	.....	.....	692
20	Pomona College	23	27	49	.....	.....	.....	.....	.....	.....	.....	50	23	5	7	.....	.....	.....
21	Occidental College	5	5	4	.....	.....	.....	.....	.....	.....	.....	10	7	.....	.....	.....	.....	.....

22	St. Vincent's College	29		23								34	29			40	0	
23	University of Southern California	b 67																
24	California College	7		2								7	7					
25	Throop Polytechnic Institute	0	2	0	0	0	0	7	5	0	0	0	0	1	12	17	14	0
26	St. Ignatius College	155										155	120					
27	University of the Pacific	10	18	9								9	8			19	9	
28	Santa Clara College	119	89	0	0	0	0	0	0	0	0	89	87	0	0	66	0	0
29	Pacific Methodist College	2										2	2			2	7	
30	Leland Stanford Junior University	137	507	337	0	27	46	38	0	0	0	130	137	80	189			
	COLORADO.																	
31	University of Colorado	63	114	74	0	0	40	40	0	0	0					0	0	0
32	Colorado College	67	116	17	0	0	0	0	0	0	0	56	57	9	12	0	0	0
33	College of the Sacred Heart	30										30	30			37	0	
34	University of Denver	b 135										39	27					
	CONNECTICUT.																	
35	Trinity College	65	17	20								81	60					
36	Wesleyan University	165	98	68								263	98					
37	Yale University	1,190		448		73	52	37										
	DELAWARE.																	
38	State College for Colored Students		24			2						13			3			
39	Delaware College	11	25	3	5	11	16	10	2			36	12					74
	DISTRICT OF COLUMBIA.																	
40	Catholic University of America						5	2										
41	Columbian University																	
42	Gallaudet College	74					3					36		3	2			
43	Georgetown University	142																
44	Gonzaga College*	25										25	25			15	0	
45	Howard University	33			12							36	25	17	91	7	19	
46	St. John's College			20								0	0	0	0	47	0	
	FLORIDA.																	
47	John B. Stetson University	b 84												13	43	26	11	
48	Florida Agricultural College	10			28	5						35		4	19	20	11	106
49	St. Leo Military College	35										7	2			16	0	49
50	Florida State College	7	36	9	0	0	0	0	0	0	0	46	7	20	60	10	6	0
51	Rollins College	40																
	GEORGIA.																	
52	University of Georgia	121		69	35		8	7			2							120
53	Atlanta Baptist College	12										10	10	1	0			

* Statistics of 1899–1900.

a Including students in electrical engineering.

b Includes all undergraduates in liberal courses.

TABLE 30.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Name.	Number of students in undergraduate courses.										College students studying—		Number of students in pedagogy.		Number of students in business 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.	Latin.	Greek.	Men.	Women.	Men.	Women.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	GEORGIA—continued.																	
54	Atlanta University	40	0	0	0							31	31	5	4	0	0	0
55	Morris Brown College	10		1								11	10	1	31	4	10	
56	Bowdon College	80	20									60	50	25	15	21	18	
57	North Georgia Agricultural College	41	46									65	41	12	5	65	4	145
58	Mercer University	100		100								106	60					
59	Emory College	93	129	9								190	170	4	0	0	0	0
60	Clark University	9	2	6								17	9	0	62			
61	Nannie Lou Warthen Institute*	71										71		6	5			32
62	Young Harris College	81	40									96	34	16	14	8	1	
	IDAHO.																	
63	University of Idaho	43	18	36	1		9			24		43	10					110
	ILLINOIS.																	
64	Hedding College	28	4	5														
65	Illinois Wesleyan University*	28	82															
66	St. Viateur's College	60	40	40	0	0	0	0	0	0	0	60	40	30	0	60	0	120
67	Blackburn University	17	14									26	14			1	2	
68	Carthage College	13	7	28								24	11	0	8			
69	University of Illinois	21	457	140	150	109	128	91	4		55	54	26	29	15			468
70	St. Ignatius College	109										109	91			103	0	
71	St. Stanislaus College	90										90	31					
72	University of Chicago	a 2,347																
73	Austin College	2	150									50	5	75	70	50	40	
74	Evangelical Proseminary	89										89	60	6	0			
75	Eureka College	33	33											3	3	20	3	
76	Northwestern University	124	351									179	152	15	34			
77	Ewing College	10	15															

78	Northern Illinois College	a 75																
79	Knox College	a 243																
80	Lombard College	a 91																
81	Greenville College	10		13							23	10			10	4		
82	Illinois College	30	15	31							15	10	8	0				
83	Lake Forest University	a 108									30	10						
84	McKendree College	29		13							42	29						
85	Lincoln College	50	25	25							100	45	0	2				
86	Monmouth College	80	67								80	40						
87	Northwestern College	11	51	16							35	15	4	6	32	8		
88	St. Bede College	47	41								47	21			41	0		
89	St. Francis Solanus College	90									90	74			59	0		
90	Augustana College	51	34	19							27	48	7	22	53	59		
91	St. Joseph's College*	130									130	130						
92	Shurtleff College	19	38								38	19			9	8		
93	Westfield College	6	12								16	4	13	4	38	23		
94	Wheaton College	30	38												16	14		
	INDIANA.																	
95	Indiana University	502		432							150	32	90	71				
96	Wabash College	40	120								60	40	20	0				
97	Concordia College	112									112	112						
98	Franklin College	50	30	25							105	50						
99	De Pauw University	a 327																
100	Hanover College	41		46							85	40	3	2				
101	Butler College	120																
102	Union Christian College	39	25	3							32	16	49	28	4	2		
103	Moores Hill College	11		21							25	11	29	29				
104	University of Notre Dame	62	47	42		20	41	45		3	62	50			66	0		
105	Earlham College	30	109	33			17				37	21						
106	St. Meinrad College	67									67	47			45	0		
107	Taylor University	10	19	2							6	10	7	7	13	6	0	
	INDIAN TERRITORY.																	
108	Indian University	2	7								2	2						
109	Henry Kendall College	3		6							6	3			9	9		
	IOWA.																	
110	Coe College	55	98	0	0	0	0	0	0	0	110	55	8	14	0	0	0	
111	Charles City College	5		8							10	4	3	26	54	6		
112	Wartburg College	23									23	23			6	0		
113	Amity College	30	12								42	22	1	8	19	11		
114	Luther College	103	4								107	104						
115	Des Moines College	42	9	20							52	40	8	6				
116	Drake University	24	126	31							74	53	110	111	38	14		
117	St. Joseph's College	70									70	70						
118	Parsons College	27	21	24							60	27	5	4	5	2		
119	Upper Iowa University	a 114											13	34	51	11		

*Statistics of 1899–1900.

a Includes all undergraduates in liberal courses.

TABLE 30.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Name.	Number of students in undergraduate courses.										College students studying—		Number of students in pedagogy.		Number of students in business 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.	Latin.	Greek.	Men.	Women.	Men.	Women.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	IOWA—cont'd.																	
120	Iowa College	270	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
121	Lenox College	a70	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
122	Simpson College	50	60	23	.....	.....	.....	.....	.....	.....	.....	110	50	.....	.....	81	18	80
123	State University of Iowa	93	262	110	.....	.....	44	7	.....	.....	.....	146	56	28	35	.....	.....	227
124	Graceland College	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	0	.....	.....	14	15	.....
125	Palmer College	6	.....	5	.....	.....	.....	.....	.....	.....	.....	10	7	.....	.....	6	1	.....
126	German College	9	20	.....	.....	.....	.....	.....	.....	.....	.....	29	15	.....	.....	.....	.....	.....
127	Iowa Wesleyan University	32	45	0	0	0	0	0	0	0	0	32	32	0	0	17	13	0
128	Cornell College	78	144	105	0	0	33	0	0	0	0	.....	.....	.....	.....	.....	.....	0
129	Penn College	33	16	59	.....	.....	.....	.....	.....	.....	.....	49	33	.....	.....	.....	.....	.....
130	Central University of Iowa	10	17	.....	.....	.....	.....	.....	.....	.....	.....	15	12	4	10	2	3	.....
131	Morningside College	18	25	18	.....	.....	.....	.....	.....	.....	.....	25	18	25	5	23	10	.....
132	Buena Vista College	4	6	.....	.....	.....	.....	.....	.....	.....	.....	6	4	23	24	27	10	24
133	Tabor College	30	.....	36	.....	.....	.....	.....	.....	.....	.....	35	30	.....	.....	.....	.....	71
134	Western College	36	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	25	40	13	.....
	KANSAS.																	
135	Midland College	11	32	.....	.....	.....	.....	.....	.....	.....	.....	30	11	.....	.....	.....	.....	.....
136	St. Benedict's College	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	35	.....	.....	35	0	.....
137	Baker University	140	57	.....	.....	.....	.....	.....	.....	.....	.....	95	75	48	69	80	25	160
138	Soule College*	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
139	College of Emporia	40	31	.....	.....	.....	.....	.....	.....	.....	.....	50	25	9	4	.....	.....	.....
140	Highland University	4	.....	1	.....	.....	.....	.....	.....	.....	.....	0	1	.....	.....	.....	.....	.....
141	Kansas City University	4	31	.....	.....	.....	.....	.....	.....	.....	.....	21	15	.....	.....	.....	.....	.....
142	University of Kansas	585	.....	.....	.....	22	54	71	5	10	.....	.....	.....	.....	.....	.....	.....	.....
143	Lane University	9	16	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	9	.....	.....	.....
144	Kansas Christian College	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	3	0	0	2	8	2	.....
145	Bethany College	38	6	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	28	24	66	35	.....
146	Ottawa University	27	55	21	.....	.....	.....	.....	.....	.....	.....	122	27	8	12	73	67	.....

147	St. Mary's College	111										111	111			103	0	
148	Kansas Wesleyan University	12	39	8										37	22			
149	Cooper College	10		29								39	10	7	5	21	1	
150	Washburn College	49	31	57								37	49	0	2	8	2	
151	Albertus Magnus College					2						6	1			5	0	
152	Fairmount College	16	46									25	18	1	9	8	5	
153	St. John's Lutheran College	12												0	14	29	7	
154	Southwest Kansas College	21	9	10								40	21	8	20	66	34	
	KENTUCKY.																	
155	Union College	6										6	6			6	1	
156	Berea College	11	28									27	16	96	66			
157	Ogden College	1	9									10	1					
158	Centre College	57	98									152	57					
159	Georgetown College	90	17	80								53	22	22	8			
160	Liberty College	60	25	40								46	1	27	29			
161	Agricultural and Mechanical College of Kentucky.	99		55	4	122	44					99	12	86	47			509
162	Kentucky University	69		26								63	59	40	16	312	76	
163	Central University	100	50	15								60	32	40	25	12	10	88
164	Bethel College	44	30									27	17	0	0	0	0	0
165	St. Mary's College	14										14	14	0	0	65	0	104
166	Kentucky Wesleyan College	65	19									62	28	12	24			
	LOUISIANA.																	
167	Louisiana State University		58	47	38	38	28		44							32	0	310
168	Jefferson College	45		35								45	45			34	0	126
169	Centenary College of Louisiana	*a* 58										40	12			17	3	
170	College of the Immaculate Conception	166	96									166	166			96	0	379
171	Leland University	4										4	3					
172	New Orleans University	12	2									11	11	0	29			
173	Straight University	3										3	3	4	12	25	60	
174	Tulane University	25	146	40	0	*b* 81	6		2	0	2	117	25					
	MAINE.																	
175	Bowdoin College	239	13									67	70					
176	Bates College	295										295	285					
177	University of Maine	10	46	31	3	34	81	72				9	6	7	5			
178	Colby College	203			0	0	0	0	0	0	0			0	0	0	0	0
	MARYLAND.																	
179	St. John's College	14	52	21		15	*					70	14					141
180	Johns Hopkins University	16	63	92	0	0	0	0	0	0	0	40	11	0	0	0	0	0
181	Loyola College	54										54	54					
182	Morgan College	10	0	0	0	0	0	0	0	0	0	10	10	9	10	0	0	0
183	Washington College	20	40									65	20	2	29			
184	Maryland Agricultural College	13			19	31	3			0	0	19	0			0	0	129

* Statistics of 1899–1900.

a Includes all undergraduates in liberal courses.

b Includes electrical engineering students.

TABLE 30.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Name.	Number of students in undergraduate courses.										College students studying—		Number of students in pedagogy.		Number of students in business 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.	Latin.	Greek.	Men.	Women.	Men.	Women.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	MARYLAND—cont'd.																	
185	Rock Hill College	50	50	.....	.....	.....	.....	.....	.....	.....	.....	0	0	.....	.....	20	0	0
186	St. Charles College	173	.....	.....	.....	.....	.....	.....	.....	.....	.....	173	133	.....	.....	.....	.....	.....
187	Mount St. Mary's College	93	13	.....	.....	.....	.....	.....	.....	.....	.....	93	81	.....	.....	17	0	.....
188	Western Maryland College	*a* 92	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	MASSACHUSETTS.																	
189	Amherst College	*a* 393	.....	.....	.....	.....	.....	.....	.....	.....	.....	151	115	.....	.....	.....	.....	.....
190	Boston College	206	.....	.....	.....	.....	.....	.....	.....	.....	.....	206	206	.....	.....	.....	.....	.....
191	Boston University	*a* 534	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
192	Harvard University	1,992	.....	260	33	64	62	42	.....	42	37	.....	.....	.....	.....	.....	.....	.....
193	French-American College	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	11	.....	.....	.....	.....	.....
194	Tufts College	172	35	12	0	2	10	44	.....	0	0	90	52	13	25	0	0	0
195	Williams College	370	.....	.....	0	0	0	0	0	0	0	370	300	0	0	0	0	0
196	Clark University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	0	.....	.....	.....
197	College of the Holy Cross	200	0	0	0	0	0	0	0	0	0	200	200	0	0	0	0	0
	MICHIGAN.																	
198	Adrian College*	12	54	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	6	.....	.....	.....
199	Albion College*	125	94	.....	.....	.....	.....	.....	.....	.....	.....	219	72	14	20	62	20	.....
200	Alma College	23	38	25	.....	.....	.....	.....	.....	.....	.....	40	23	5	7	16	6	.....
201	University of Michigan	*a* 1,261	.....	.....	.....	*b* 284	51	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
202	Detroit College	94	.....	.....	.....	.....	.....	.....	.....	.....	.....	94	94	.....	.....	.....	.....	.....
203	Hillsdale College	42	73	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
204	Hope College	66	.....	.....	.....	.....	.....	.....	.....	.....	.....	66	66	.....	.....	.....	.....	.....
205	Kalamazoo College*	61	87	.....	.....	.....	.....	.....	.....	.....	.....	123	63	8	6	.....	.....	.....
206	Olivet College	45	76	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	6	.....	.....	.....

	MINNESOTA.																	
207	St. John's University	31	49	23								31	31			62	0	
208	Augsburg Seminary	75										56	75					
209	University of Minnesota	100	983		544	70	79	79	10	86	0	237	83	25	84			1,000
210	Carleton College	47	88	85								128	47	16	20			
211	St. Olaf College	61		16								52	63			15	9	
212	Hamline University	20	150									115	20					
213	Macalester College	65										65	20					
214	Gustavus Adolphus College	55	9									66	53	13	4	92	13	40
215	Parker College	7										28	7	0	5	13	2	20
	MISSISSIPPI.																	
216	Mississippi College	*a* 208																75
217	Rust University	9										9	9	41	50	10	8	
218	Millsaps College	85	10	52								80	45					
219	University of Mississippi	62	106	40			10	5		1		139	44	27	2			
	MISSOURI.																	
220	Central Christian College	12	43	5	0	0	0	0	0	0	0	12	6	3	5	20	5	0
221	Southwest Baptist College*	20	27	10								57	30					
222	Pike College	6	30	72								30	6	3	6	7	4	
223	Missouri Wesleyan College	14	10									24	14	4	14	16	4	
224	Christian University	*a* 36																
225	St. Vincent College	3										3				20	0	
226	Clarksburg College	8		5								8	5	12	14	10	5	
227	University of the State of Missouri	236		97	254	30	75	53		114		252	120	54	39			252
228	Central College	*a* 107														37	7	
229	Westminster College	*a* 58										22	18					
230	Pritchett College	11	12									11	10	0	4	0	1	
231	La Grange College	37	100									65	41	16	20	12	6	
232	William Jewell College	*a* 146																
233	Missouri Valley College	20	20									106						
234	Scarritt Collegiate Institute	5	10									15	5					
235	Odessa College	2	15									18		5	8	8	0	
236	Park College	131										80	80					167
237	Christian Brothers College	0	34	2												110	0	
238	St. Louis University	105										105	105			78	0	89
239	Washington University	11	96	14		14	28					44	11					
240	Drury College	35	8	19	0	0	0	0	0	0	0	45	35	1	1	0	0	40
241	Tarkio College	21	42									35	21			45	13	
242	Ruskin College	6	4									4	2	6	6	22	8	
243	Central Wesleyan College	24	13	5										14	22	16	6	
	MONTANA.																	
244	Montana Wesleyan University	5	4									9	5	6	4	3	5	20
245	University of Montana	16	14	16		9						35	5					

* Statistics of 1899–1900. *a* Includes all undergraduates in liberal courses. *b* Includes 212 engineering students whose specialty has not been chosen.

TABLE 30.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Name.	Number of students in undergraduate courses.										College students studying—		Number of students in pedagogy.		Number of students in business 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.	Latin.	Greek.	Men.	Women.	Men.	Women.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	NEBRASKA.																	
246	University of Omaha	15	21	14	.....	.....	.....	.....	.....	.....	.....	25	23	5	15	5	2	.....
247	Cotner University	5	9	.....	.....	.....	.....	.....	.....	.....	.....	16	16	1	5	4	3	.....
248	Union College	4	84	31	.....	.....	.....	.....	.....	.....	.....	12	9	4	17	25	10	.....
249	Doane College	44	51	.....	.....	.....	.....	.....	.....	.....	.....	69	44	.....	.....	6	3	.....
250	Grand Island College	13	13	2	.....	.....	.....	.....	.....	.....	.....	22	14	0	4	13	3	58
251	Hastings College	19	9	.....	.....	.....	.....	.....	.....	.....	.....	4	19	.....	.....	.....	.....	.....
252	University of Nebraska	a 807	.....	.....	36	152	53	93	.....	.....	.....	297	147	30	123	.....	.....	435
253	Creighton University	69	.....	.....	.....	.....	.....	.....	.....	.....	.....	69	64	.....	.....	.....	.....	.....
254	Nebraska Wesleyan University	14	89	60	.....	.....	.....	.....	.....	.....	.....	15	8	35	79	.....	.....	.....
255	York College	9	9	2	.....	.....	.....	.....	.....	.....	.....	20	15	10	12	77	14	40
	NEVADA.																	
256	Nevada State University	112	.....	5	5	7	8	.....	.....	64	.....	45	3	.....	.....	3	43	142
	NEW HAMPSHIRE.																	
257	Dartmouth College	313	147	176	.....	.....	36	.....	.....	.....	.....	451	297	7	0	27	0	.....
258	St. Anselm's College	54	5	3	.....	1	.....	.....	.....	.....	.....	61	53	.....	.....	18	0	.....
	NEW JERSEY.																	
259	St. Peter's College	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	23	23	.....	.....	.....	.....	.....
260	St. Benedict's College	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	4	.....	.....	.....	.....	.....
261	Rutgers College	59	.....	45	5	0	41	18	19	0	0	59	59	15	0	0	0	138
262	Princeton University	749	.....	315	.....	.....	97	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
263	Seton Hall College	50	10	.....	.....	.....	.....	.....	.....	.....	.....	60	50	.....	.....	.....	.....	.....
	NEW MEXICO.																	
264	University of New Mexico	3	2	6	0	0	0	0	0	0	0	3	0	1	12	12	20	0

	NEW YORK.																	
265	Alfred University	13	55	23	0	0	0	0	0	0	0	26	16	8	22	0	0	0
266	St. Bonaventure's College	90	0	0	0	0	0	0	0	0	0	90	30	0	0	35	0	0
267	St. Stephen's College	32										32	32					
268	Adelphi College	3	151	6								24	11	0	40	0	0	0
269	Polytechnic Institute of Brooklyn		14			3	14	23	20									
270	St. Francis College	41	0	0	0	0	0	0	0	0	0	41	41	0	0	51	0	144
271	St. John's College	40	0	0	0	0	0	0	0	0	0	40	40	0	0			37
272	Canisius College	42	0	0	0	0	0	0	0	0	0	42	42	0	0	0	0	0
273	St. Lawrence University	113																
274	Hamilton College	175										175	130	50	0			
275	Hobart College	52	49									57	52					
276	Colgate University	85	34	21								71	52	9	0			
277	Cornell University	a 755			193	482	183	179			52							600
278	College of St. Francis Xavier	126										93	93	28	0			350
279	College of the City of New York	374	649	0	0	0	0	0	0	0	0	374	374	110	0	0	0	0
280	Columbia University	476				101	81	110		116	58	203	84					
281	Manhattan College	0	60	13	0	0	20	0	0	0	2	0	0	31	0	50	0	0
282	New York University	48	63	35	0	39	48	0	0	0	0	111	48	69	137	65	2	0
283	St. John's College	108	22	0	0	0	0	0	0	0	0	108	108	0	0	54	0	238
284	Niagara University	74	0	0	0	0	0	0	0	0	0	74	74	0	0	70	0	0
285	University of Rochester	143	72	39	0	0	0	0	0	0	0	165	115	19	1	0	0	0
286	Union College	55	41	30	0	b 58						96	55	0	0	0	0	0
287	Syracuse University	245	290	61	0	3	25	53	0	0	31	350	170	45	83	0	0	0
	NORTH CAROLINA.																	
288	St. Mary's College	33	59									45	38			62	0	
289	University of North Carolina	a 378																
290	Biddle University	97		8								101	105	52	0			219
291	Davidson College	105		66								125	105	0	0	0	0	0
292	Trinity College	a 162										94	36					
293	Elon College	57	18									75	25					
294	Guilford College	21	49									50	21					
295	Lenoir College*	50										50	30					
296	North Carolina College	13	12									28	20			11	0	
297	Catawba College	16										16	10			23	3	
298	Shaw University	25																
299	Livingstone College	28										28	28	37	42			
300	Wake Forest College	a 264			0	0	0	0	0	0	0			27	0	0	0	0
301	Weaverville College	15		40								50	20					
	NORTH DAKOTA.																	
302	Fargo College	6	21									15	4			5	13	
303	University of North Dakota	20	35	16								20	15	10	15	6	4	118
304	Red River Valley University	4	4									6	3			18	4	6

*Statistics of 1899–1900.

a Includes all undergraduates in liberal courses.

b Includes all engineering students.

TABLE 30.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Name.	Number of students in undergraduate courses.										College students studying—		Number of students in pedagogy.		Number of students in business 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.	Latin.	Greek.	Men.	Women.	Men.	Women.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	OHIO.																	
305	Buchtel College	19	61	----	----	----	----	----	----	----	----	----	----	1	11	----	----	----
306	Mount Union College	39	42	----	----	----	----	----	----	----	----	78	55	45	20	55	12	----
307	Ohio University	a139	----	----	----	----	----	----	----	----	----	100	24	----	----	49	37	----
308	Baldwin University	6	45	----	----	----	----	----	----	----	----	18	4	10	17	----	----	----
309	German Wallace College	24	17	----	----	----	----	----	----	----	----	35	24	----	----	----	----	----
310	Cedarville College	40	7	----	----	----	----	----	----	----	----	40	40	----	----	----	----	----
311	St. Xavier College	114	----	----	----	----	----	----	----	----	----	114	114	----	----	80	0	----
312	University of Cincinnati	534	----	----	----	----	44	----	----	----	----	89	58	----	----	----	----	----
313	St. Ignatius College	42	----	----	----	----	----	----	----	----	----	42	42	----	----	----	----	----
314	Western Reserve University	a408	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
315	Capital University	39	----	----	----	----	----	----	----	----	----	39	39	----	----	----	----	----
316	Ohio State University	64	235	46	210	116	122	112	35	53	14	116	65	23	34	----	----	400
317	Defiance College	3	1	----	----	----	----	----	----	----	----	4	3	19	26	20	15	0
318	Ohio Wesleyan University	201	235	71	----	----	----	----	----	----	----	507	201	2	10	92	35	161
319	Findlay College	19	----	----	----	----	----	----	----	----	----	19	19	14	20	19	18	----
320	Kenyon College	86	13	5	----	----	----	----	----	----	----	62	50	----	----	----	----	----
321	Denison University	54	23	47	----	----	----	----	----	----	----	----	----	----	----	----	----	----
322	Hiram College	a146	----	----	----	----	----	----	----	----	----	----	----	----	----	22	10	----
323	Lima College	7	9	----	----	----	----	----	----	----	----	14	7	25	23	13	13	----
324	Marietta College	47	43	----	----	----	----	----	----	----	----	31	22	----	----	----	----	59
325	Franklin College	21	51	----	----	----	----	----	----	----	----	30	21	0	0	3	1	0
326	Muskingum College	44	52	----	----	----	----	----	----	----	----	70	56	----	----	12	8	----
327	Oberlin College	a422	----	----	----	----	----	----	----	----	----	219	103	----	----	0	0	0
328	Miami University	53	20	----	----	----	----	----	----	----	----	48	20	----	----	----	----	95
329	Richmond College	5	----	----	----	----	----	----	----	----	----	5	5	----	----	----	----	----
330	Rio Grande College	----	15	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
331	Scio College	10	26	2	----	----	----	----	----	----	----	29	21	6	11	50	48	----
332	Wittenberg College	118	51	----	----	----	----	----	----	----	----	169	95	----	----	----	----	----
333	Heidelberg University	66	18	29	----	----	----	----	----	----	----	113	66	9	11	23	29	----
334	Otterbein University	33	56	----	----	----	----	----	----	----	----	50	25	9	6	23	19	----

335	Wilberforce University	12		38								51	41	38	40	22	20	138
336	Wilmington College	17	35									19	12					
337	University of Wooster	89	104									164	89	21	16			
338	Antioch College	*a* 43										13	13					
	OKLAHOMA.																	
339	University of Oklahoma	58																
	OREGON.																	
340	Albany College	15	20									35	15	4	16	55	17	
341	Dallas College	5	6									11	4	1	3	6	4	
342	University of Oregon	41				7			17			102						
343	Pacific University	15	31									22	15	0	0	0	0	0
344	McMinnville College	16	6	22								36	16	0	3			
345	Pacific College	25		15								25	25	20	0			
346	Philomath College	13										9	3	2	4	4	4	
347	Willamette University	14	8	20								35	14	2	32	2	1	
	PENNSYLVANIA.																	
348	Western University of Pennsylvania	24		28		42	36	27		3								
349	Muhlenberg College	108		9								117	108	50	0			
350	Lebanon Valley College	*a* 146												78	36			
351	St. Vincent College	100										89	86	19	0	42	0	
352	Beaver College	*a* 19										19	6			30	23	
353	Geneva College	*a* 71										71	24	0	0	0	0	
354	Moravian College	15										15	14					
355	Dickinson College	115	146									193	119	229	32			
356	Pennsylvania Military College			32			90					28						153
357	Ursinus College	24	30									20	22	17	1			
358	Lafayette College	122	96	19	0		52	30	25	16		218	122	7	0	0	0	0
359	Pennsylvania College	160	22									185	160					
360	Thiel College	70		0	0	0	0	0	0	0	0	70	70	0	0	4	18	0
361	Grove City College	130	75	40								245	160			40	27	540
362	Haverford College	66	7	22		23						45	22					
363	Juniata College	16										16	16	42	35	17	8	
364	Franklin and Marshall College	172	7									155	145	11				80
365	Bucknell University	161	163									177	75	86	21			
366	Lincoln University	146										146	146					
367	Allegheny College	55	58	20			31					81	46					
368	Albright College	*a* 47										47	13					
369	Central Pennsylvania College	14	6	17								37	21	9	7	2	2	
370	Westminster College	147	28	17														
371	Central High School (Philadelphia)	238	1,202									967	238	16	0	362	0	
372	La Salle College		44									26				26	0	42
373	University of Pennsylvania	186	317	56		72	53	45	12		59			21	2			
374	Holy Ghost College	56	24									80	61			62	0	
375	Susquehanna University	53										50	38	8	8	7	1	

a Includes all undergraduates in liberal courses.

TABLE 30.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Name.	Number of students in undergraduate courses.										College students studying—		Number of students in pedagogy.		Number of students in business 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.	Latin.	Greek.	Men.	Women.	Men.	Women.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	PENNSYLVANIA—continued.																	
376	Lehigh University	24	9	.....	.....	128	111	91	31	51	.....	31	24	.....	.....	.....	.....	.....
377	Pennsylvania State College	[illegible]	22	12	10	84	55	97	32	28	.....	6	2	1	0	0	0	356
378	Swarthmore College	[illegible]	89	34	.....	36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
379	Villanova College	93	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	93	.....	.....	45	0	.....
380	Volant College	19	27	0	0	0	0	0	0	0	0	37	1	37	43	23	19	0
381	Washington and Jefferson College	141	126	.....	.....	.....	.....	.....	.....	.....	.....	203	141	.....	.....	.....	.....	.....
382	Waynesburg College	56	29	.....	.....	.....	.....	.....	.....	.....	.....	66	56	18	3	28	16	.....
	RHODE ISLAND.																	
383	Brown University	331	292	4	0	23	37	.....	.....	.....	.....	.....	.....	14	20	.....	.....	.....
	SOUTH CAROLINA.																	
384	College of Charleston	30	8	12	.....	.....	.....	.....	.....	.....	.....	29	6	.....	.....	.....	.....	.....
385	Presbyterian College of South Carolina	56	.....	.....	.....	.....	.....	.....	.....	.....	.....	45	18	.....	.....	15	0	.....
386	Allen University	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	19	5	12	7	.....	.....	.....
387	South Carolina College	9	90	47	.....	.....	2	.....	.....	.....	.....	87	18	31	9	.....	.....	.....
388	Erskine College	61	20	.....	.....	.....	.....	.....	.....	.....	.....	81	75	18	0	.....	.....	.....
389	Furman University	a 163	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
390	Newberry College	77	16	30	.....	.....	.....	.....	.....	.....	.....	109	77	.....	.....	.....	.....	.....
391	Claflin University	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	26	6	8	52	.....	.....	.....
392	Wofford College	a 184	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	SOUTH DAKOTA.																	
393	Huron College	8	5	.....	.....	.....	.....	.....	.....	.....	.....	10	8	4	13	35	7	.....
394	Dakota University	16	33	.....	.....	.....	.....	.....	.....	.....	.....	49	16	10	39	33	1	.....
395	Redfield College*	8	10	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	13	9	5	.....
396	University of South Dakota	29	59	50	.....	.....	.....	.....	.....	.....	.....	60	20	13	30	53	29	110
397	Yankton College	21	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

	TENNESSEE.																	
398	U. S. Grant University	23										13	9			220	80	
399	King College	40	8									40	30	12	0	18	0	
400	Southwestern Presbyterian University	80	11									54	42					
401	Greeneville and Tusculum College	18	12									30	13					
402	American University of Harriman	5	40									22	5	6	4	10	6	50
403	Hiwassee College	30																
404	Southwestern Baptist University*	a 184										149	115			31	7	
405	Carson and Newman College	a 97														38	25	
406	Knoxville College	16	6									22	16	28	32			42
407	University of Tennessee	a 152			66	b 87						106	31					197
408	Cumberland University	50	19									57	50			5	0	
409	Washington College	7	14									17	7					
410	Bethel College	10																
411	Maryville College*	45	48											21	30			
412	Christian Brothers College		60													41	0	
413	Milligan College	40	40									50	29	20	20	15	0	
414	Fisk University	75										60	58					
415	Roger Williams University	25	0	1	0	0	0	0	0	0	0	16	16	2	14	0	0	0
416	University of Nashville	a 507										500	100	270	280			
417	Vanderbilt University	a 172				9	14	2				88	72					
418	Walden University	15										15	12	15	36	7	5	
419	University of the South	130					5					60	36					
420	Burritt College	42	28									64	42	32	28	45	22	
421	Sweetwater College	10										10	5					
	TEXAS.																	
422	St. Edward's College	18	4									20	7			73	0	
423	University of Texas	165	97	182			42					138	130	54	75			
424	Howard Payne College	30	11									20	25	15	12	24	10	25
425	Henry College	32		13								27	5	5	3	22	7	
426	Fort Worth University	a 25																
427	Polytechnic College	20	50									50	20			15	10	
428	St. Mary's University	25	7									25	8					
429	Southwestern University	218														20	17	
430	Burleson College	40										40	4	5	6	4	2	
431	Texas Christian University	59	70									58	11			15	7	90
432	Wiley University	11										11	11					
433	St. Louis College	3		11								2	0	0	0	42	0	
434	Austin College	35		30								60	25					
435	Trinity University	a 74																
436	Baylor University	200	100	132	0	0	0	0	0	0	0	175	95	18	10	0	0	175
437	Paul Quinn College	3										29	4	3	3	5	7	78
	UTAH.																	
438	Brigham Young College		20									9	4	17	19	72	10	
439	University of Utah	a 95												115	271			

*Statistics of 1899-1900. a Includes all undergraduates in liberal courses. b Includes all engineering students.

TABLE 30.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Name.	Number of students in undergraduate courses.										College students studying—		Number of students in pedagogy.		Number of students in business course.		Students in military drill.
		Classical courses.	Other general culture courses.	General science course.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Latin.	Greek.	Men.	Women.	Men.	Women.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	VERMONT.																	
440	University of Vermont	73	75	0	24	24	29	28	.....	0	0	60	40	0	0	1	0	185
441	Middlebury College	123	.....	.....	.....	.....	.....	.....	.....	.....	.....	96	39	14	16	.....	.....	.....
442	Norwich University	1	3	.....	.....	.....	63	.....	11	.....	.....	2	1	.....	.....	.....	.....	78
	VIRGINIA.																	
443	Randolph-Macon College	127	.....	.....	.....	.....	.....	.....	.....	.....	.....	84	31	.....	.....	.....	.....	.....
444	Bridgewater College	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	10	9	17	20	5	.....
445	University of Virginia	258	.....	32	.....	.....	.....	1	.....	.....	.....	93	27	.....	.....	.....	.....	.....
446	Emory and Henry College	a57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
447	Fredericksburg College	a60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
448	Hampden-Sidney College	106	.....	.....	.....	.....	.....	.....	.....	.....	.....	97	41	.....	.....	5	0	.....
449	Washington and Lee University	129	.....	.....	.....	.....	27	.....	.....	.....	.....	52	20	.....	.....	.....	.....	.....
450	Richmond College	49	123	.....	.....	.....	.....	.....	.....	.....	.....	112	49	.....	.....	.....	.....	.....
451	Virginia Union University	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	11	.....	.....	.....	.....	.....
452	Roanoke College	121	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
453	College of William and Mary	101	46	.....	.....	.....	.....	.....	.....	.....	.....	95	15	103	0	.....	.....	.....
	WASHINGTON.																	
454	Vashon College	3	13	8	.....	.....	.....	.....	.....	.....	.....	24	3	1	3	12	5	89
455	University of Washington	a338	.....	.....	.....	6	11	26	.....	41	.....	33	55	4	21	.....	.....	120
456	Gonzaga College	119	50	.....	.....	.....	.....	.....	.....	.....	.....	119	90	.....	.....	50	0	90
457	Puget Sound University	10	5	.....	.....	.....	.....	.....	.....	.....	.....	8	5	.....	.....	.....	.....	.....
458	Whitworth College	6	3	.....	.....	.....	.....	.....	.....	.....	.....	8	4	.....	.....	.....	.....	.....
459	St. James College	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	0	.....
460	Whitman College	22	8	18	.....	.....	.....	.....	.....	.....	.....	48	22	0	3	.....	.....	.....

	WEST VIRGINIA.																	
461	Morris Harvey College *b*	2	0	0	0	0	0	0	0	0	0	2	0	30	29	0	0	0
462	Bethany College	*a* 41	----	----	----	----	----	----	----	----	----	41	29	----	----	----	----	----
463	West Virginia University	174	----	----	36	7	34	----	----	----	----	20	55	----	----	32	20	144
	WISCONSIN.																	
464	Lawrence University	39	138	49	----	----	----	----	----	----	----	194	39	20	18	24	43	----
465	Beloit College	79	95	53	----	----	----	----	----	----	----	55	45	17	9	23	0	----
466	Mission House	29	0	0	0	0	0	0	0	0	0	29	29	0	0	0	0	0
467	University of Wisconsin	213	565	146	440	*c* 238	77	89	----	0	0	388	114	142	100	85	0	563
468	Milton College	20	15	13	----	----	----	----	----	----	----	48	14	0	1	5	3	35
469	Concordia College	113	----	----	----	----	----	----	----	----	----	113	113	----	----	----	----	----
470	Marquette College	56	0	0	0	0	0	0	0	0	0	56	56	0	0	47	0	0
471	Ripon College	25	17	24	----	----	----	----	----	----	----	25	16	20	20	----	----	----
472	Northwestern University	42	----	----	----	----	----	----	----	----	----	42	42	----	----	17	6	78
	WYOMING.																	
473	University of Wyoming	12	2	11	3	14	0	0	0	11	0	12	8	4	23	17	28	70

a Includes all undergraduates in liberal courses.
b Formerly Barboursville College.
c Includes 167 engineering freshmen not assigned to courses and 8 students in general engineering.

TABLE 31.—*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	0	0	6,000	7,000	$10,000
2	Southern University	50	8	100	125	----	13	7,000	-------	5,000
3	Hartselle College	25	0	65	80	----	----	200	10	200
4	Lafayette College	6	------	85	95	----	----	200	150	500
5	Lineville College	16	0	110	150	----	5	250	150	-------
6	St. Bernard College	40	------	140	------	----	----	3,500	900	10,500
7	Alabama Baptist Colored University.	9	------	64	------	0	0	500	300	800
8	Spring Hill College	65	------	------	225	----	----	75,000	-------	-------
9	University of Alabama	(*a*)	20	130	175	5	----	36,000	-------	30,000
	ARIZONA.									
10	University of Arizona	0	0	140	175	0	0	6,000	10,000	9,127
	ARKANSAS.									
11	Arkadelphia Methodist College	50	10	100	120	----	----	2,000	100	1,000
12	Ouachita College	50	6	75	100	----	----	4,000	1,000	5,000
13	Arkansas College	50	5-7	90	110	0	6	3,000	1,200	6,000
14	Arkansas Cumberland College*	36	------	75	100	----	----	3,000	-------	3,000
15	Hendrix College	60	4	85	120	----	6	6,500	6,000	7,500
16	University of Arkansas	(*b*)	------	110	140	0	----	8,239	8,199	10,250
17	Philander Smith College	12	------	50	75	----	----	1,200	200	1,000
18	Mountain Home College*	50	2	55	75	----	1	300	100	500
	CALIFORNIA.									
19	University of California	0	------	150	300	3	67	88,000	60,000	180,000
20	Pomona College	60	3-25	130	175	----	6	5,500	3,000	5,000
21	Occidental College	60	15	150	200	0	3	3,000	500	2,500
22	St. Vincent's College	50	5	200	------	----	----	3,000	500	3,000
23	University of Southern California.	60	2	186	230	0	2	4,000	3,000	5,000
24	California College	70	------	200	200	----	3	2,500	400	2,000
25	Throop Polytechnic Institute	75	3-15	140	220	0	12	1,900	1,300	2,200
26	St. Ignatius College	80	------	------	------	----	----	31,753	8,184	71,500
27	University of the Pacific	50	------	150	250	0	0	7,500	-------	-------
28	Santa Clara College	------	------	*c*350	------	0	0	14,000	600	11,500
29	Pacific Methodist College	60	15	125	160	----	----	2,000	250	2,000
30	Leland Stanford Junior University.	0	25-55	225	300	0	0	52,000	22,000	-------
	COLORADO.									
31	University of Colorado	(*d*)	5	125	200	0	0	23,000	10,000	37,000
32	Colorado College	35	8	125	175	2	42	25,000	25,000	28,000
33	College of the Sacred Heart	30	------	150	220	----	11	6,500	-------	6,500
34	University of Denver	33	------	110	225	----	----	12,000	3,000	-------
	CONNECTICUT.									
35	Trinity College	100	30	250	400	1	62	43,000	27,000	-------
36	Wesleyan University	75	33	125	200	----	3	59,000	-------	59,000
37	Yale University	155	------	------	500	21	445	510,000	-------	-------
	DELAWARE.									
38	State College for Colored Students.	(*e*)	0	64	------	----	----	550	200	-------
39	Delaware College	60	7	160	200	0	----	12,000	1,400	30,000

* Statistics of 1899-1900.

a Free to residents; $40 to nonresidents.

b Free to residents; $50 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.	Federal appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
$6,000	$75,000	0	$10,400	0	0	0	$6,000	$16,400	$1,200	1
5,000	115,000	$34,000	4,500	$2,180	0	0	11,672	18,352	2,100	2
500	4,000	0	1,800	0	$450	0	0	2,250	2,250	3
300	15,000	0	700	0	2,000	0	600	3,300	----------	4
400	4,000	0	1,200	0	500	0	0	1,700	----------	5
15,000	88,000	0	15,000	0	0	0	1,500	16,500	----------	6
1,500	27,000	0	1,584	0	0	0	5,278	6,862	3,376	7
40,000	500,000	0	----------	0	0	0	----------	45,000	0	8
50,000	300,000	300,000	3,800	24,000	10,000	0	15,629	53,429	500	9
52,247	110,100	0	405	0	17,332	$40,000	0	57,737	3,000	10
3,000	75,000	0	----------	----------	----------	----------	----------	----------	----------	11
15,000	80,000	0	25,000	0	0	0	0	25,000	----------	12
1,500	25,000	0	4,850	0	0	0	0	4,850	3,500	13
500	30,000	15,000	2,000	1,500	0	0	0	3,500	250	14
3,000	65,000	30,000	3,969	1,000	0	0	1,530	6,499	5,000	15
49,000	240,000	130,000	3,315	10,460	35,035	33,181	175	82,106	0	16
800	40,000	0	2,300	0	0	0	2,100	4,400	200	17
----------	10,000	----------	1,200	0	0	0	0	1,200	----------	18
380,000	1,816,000	3,035,028	0	168,877	243,565	40,000	19,862	472,304	160,000	19
21,000	88,000	117,000	9,637	8,000	0	0	1,337	18,974	33,355	20
750	20,000	3,500	2,000	60	0	0	0	2,060	5,500	21
800	65,000	0	----------	----------	----------	----------	----------	----------	----------	22
4,000	70,000	129,500	6,612	1,260	0	0	0	7,872	----------	23
4,000	35,000	34,000	1,200	2,100	0	0	500	3,800	18,000	24
20,047	105,180	24,379	24,054	1,492	0	0	578	26,164	5,571	25
117,000	800,000	0	5,230	0	0	0	0	5,230	----------	26
4,000	125,000	30,000	----------	----------	----------	----------	----------	----------	----------	27
35,000	145,000	0	----------	----------	----------	----------	----------	----------	----------	28
500	30,000	7,000	1,426	304	0	0	680	2,410	1,000	29
250,000	2,000,000	20,000,000	25,000	*200,000	0	0	0	225,000	----------	30
41,795	232,300	44,000	10,000	----------	----------	0	0	80,000	7,000	31
30,000	500,000	392,340	15,905	25,522	0	0	0	41,427	125,358	32
26,500	150,000	0	----------	----------	----------	----------	----------	----------	----------	33
25,000	427,000	214,000	25,000	5,549	0	0	4,600	35,149	20,497	34
15,000	1,200,000	753,000	15,875	32,000	0	0	0	47,875	22,000	35
90,000	531,300	1,405,615	33,141	60,525	0	0	2,886	96,552	75,000	36
----------	----------	5,347,000	487,000	256,000	----------	----------	9,270	752,270	953,054	37
9,000	25,000	0	0	0	0	5,000	2,264	7,264	----------	38
40,000	79,700	83,000	240	4,980	0	35,000	2,850	43,070	----------	39

c Including tuition fee.
d Residents, $10; nonresidents, $20.
e Free to residents.

TABLE 31.—*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
	DISTRICT OF COLUMBIA.									
40	Catholic University of America	$75	.....	$300	$500	2	19	34,303	8,374	.....
41	Columbian University	100	$10	160	240	0	28	20,000	.....	.....
42	Gallaudet College	.....	.....	300	350	5	100	4,510	.....	$10,000
43	Georgetown University	100	20	300	380	0	7	85,000	50,000	80,000
44	Gonzaga College*	40	.....	.....	.....	.....	.....	10,000	.....	.....
45	Howard University	.....	2	100	125	.....	.....	14,000	2,000	40,000
46	St. John's College	100	.....	.....	.....	0	0	4,000	.....	.....
	FLORIDA.									
47	John B. Stetson University	66	0	.....	222	0	3	11,500	.....	31,000
48	Florida Agricultural College	(*a*)	6–18	100	130	.....	3	3,700	.....	7,500
49	St. Leo Military College	25	.....	140	175	.....	.....	4,000	1,000	2,500
50	Florida State College	0	10	120	150	0	90	1,000	50	1,500
51	Rollins College	52	0	.....	138	.....	.....	4,000	500	4,000
	GEORGIA.									
52	University of Georgia	(*b*)	10	108	175	0	0	30,000	.....	30,000
53	Atlanta Baptist College	12	.....	.....	80	.....	8	2,500	500	1,500
54	Atlanta University	16	0	80	80	0	0	11,000	700	11,000
55	Morris Brown College	9	.....	59	.....	.....	.....	1,500	300	1,000
56	Bowdon College	32	4	63	81	.....	4	2,100	3,000	2,500
57	North Georgia Agricultural College.	0	10	75	125	.....	.....	3,520	1,500	2,500
58	Mercer University	50	5	75	100	.....	18	10,000	1,000	15,000
59	Emory College	60	3–8	72	135	0	0	20,000	6,295	20,000
60	Clark University	.....	20	80	.....	.....	.....	1,000	200	1,000
61	Nannie Lou Warthen Institute*	20	.....	80	100	.....	.....	200	100	259
62	Young Harris College	10	.....	72	.....	.....	.....	1,000	200	1,000
	IDAHO.									
63	University of Idaho	(*c*)	.....	100	175	0	0	7,000	15,000	18,000
	ILLINOIS.									
64	Hedding College	38	6	140	175	0	24	2,000	2,500	.....
65	Illinois Wesleyan University*	40	10	175	225	0	2	8,000	3,000	.....
66	St. Viateur's College	.....	10	*d* 200	.....	0	0	5,000	1,000	10,000
67	Blackburn University	35	2	132	175	.....	6	3,000	500	2,000
68	Carthage College	32	2	115	150	0	9	5,000	2,000	5,000
69	University of Illinois	0	24	135	210	2	265	55,000	15,000	70,803
70	St. Ignatius College	40	10	.....	.....	.....	1	24,000	5,500	30,000
71	St. Stanislaus College	175	0	145	.....	0	0	1,000	.....	2,000
72	University of Chicago	120	.....	200	300	80	200	331,068	.....	292.597
73	Austin College	40	.....	100	110	.....	.....	4,000	1,000	3,000
74	Evangelical Proseminary	50	10	55	100	.....	4	2,500	.....	1,000
75	Eureka College	39	3	120	160	.....	.....	6,500	2,000	7,500
76	Northwestern University	70	4–18	150	250	4	86	45,764	30,300	75,000
77	Ewing College	30	5	85	125	.....	.....	5,000	2,000	8,000
78	Northern Illinois College	40	.....	100	125	.....	.....	575	200	650
79	Knox College	50	15	150	250	.....	.....	8,800	.....	.....
80	Lombard College	35	15	125	175	.....	16	7,000	1,000	7,000
81	Greenville College	48	.....	100	125	.....	10	1,000	200	500
82	Illinois College	50	5	100	140	0	11	10,300	.....	10,000
83	Lake Forest University	40	12	232	400	0	25	16,100	.....	15,000
84	McKendree College	36	.....	76	114	.....	.....	9,000	1,000	10,000
85	Lincoln College	10	7	95	133	.....	.....	2,500	500	2,500
86	Monmouth College	30	10	70	105	0	0	6,000	.....	3,000
87	Northwestern College	24	15	160	150	.....	.....	5,669	270	10,000
88	St. Bede College	30	0	200	.....	0	0	7,000	400	.....
89	St. Francis Solanus College	30	0	130	150	0	4	5,200	320	4,700

* Statistics of 1899–1900.

a Free to residents; $20 to nonresidents.

b Free to residents; $50 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.	Federal appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
$106,273	$757,607	$876,684	$8,250	$50,669	0	0	$4,773	$63,692	$134,972	40
20,000	1,000,000	256,075			0	0		122,836		41
1,000	700,000	0	0	0	0	$74,295	0	74,295		42
25,000	1,152,500	50,000	76,795	2,134	0	0	12,770	91,699		43
500	100,000									44
25,000	700,000	180,000	0	8,000	0	35,100	6,500	49,600		45
900	150,000	0	8,500	0	0	0	0	8,500	0	46
26,000	260,000	208,000	7,773	16,908	0	0	6,242	30,923	9,705	47
20,000	58,000	154,300	1,839	9,107	0	12,500	592	24,038		48
	25,000	0	5,000	0	0	0	0	5,000	3,000	49
6,000	45,000	65,000	900	4,500	$2,500	0	0	7,900		50
15,486	89,849	0	3,000	0	0	0	200	3,200	12,000	51
50,000	450,000	472,702	4,380	34,261	109,850	25,000	534	174,025	0	52
2,500	75,000	21,000	696	1,000	0	0	0	1,696		53
1,000	250,000	44,000	2,400	1,650	0	0	100	4,150	29,000	54
500	100,000	0		0	0	0		10,000		55
3,500	40,000	0	4,500	0	1,000	0	0	5,500		56
2,000	40,000	0	1,000	0	9,000	0	0	10,000	100	57
3,000	200,000	220,000	9,000	10,000	0	0	0	19,000	10,000	58
3,000	125,000	148,000	10,935	10,564	0	0	2,946	24,445	5,000	59
2,000	250,000	0	3,300	0	0	0	5,800	9,100	400	60
20	4,000		1,700	0	0	0	0	1,700		61
800	40,000	19,000	1,350	1,200	300	0	0	2,800	6,000	62
50,000	200,000	0	200	0	62,000	40,000	0	102,200	2,500	63
2,000	100,000	56,000								64
10,000	150,000	120,000	23,000	3,000	0	0	2,500	28,500		65
1,000	200,000	0	30,000	0	0	0	0	30,000	0	66
1,000	50,000	25,000	1,700	2,000	0	0	500	4,200	3,000	67
1,000	40,000	50,000	2,345	3,305	0	0	2,255	7,905	7,750	68
315,000	1,000,000	574,145	125,078	27,996	240,200	40,000	24,310	457,584	2,500	69
50,000	200,000	1,000	12,995	50	0	0	0	13,045	0	70
	100,000	0	5,000	0	0	0	0	5,000	0	71
391,700	4,135,640	6,459,083	295,855	213,446	0	0	266,354	775,655	2,575,492	72
2,500	40,000	0	6,000	0	0	0	1,500	7,500		73
300	50,000	4,000	4,855	190	0	0	12,482	17,527	2,391	74
3,000	120,000	40,000	6,700	1,300	0	0	2,000	10,000	5,000	75
140,000	2,096,000	2,950,000	215,210	128,000	0	0	46,750	389,960	121,273	76
1,000	65,000	15,000							15,000	77
600	100,000	0	6,500	0	0	0	500	7,000		78
26,813	207,533	249,822	14,526	9,487	0	0	5,222	29,235	2,744	79
7,000	75,000	175,000	6,000	9,500	0	0	2,000	17,500	28,000	80
300	30,000		4,400	0	0	0	1,000	5,400	6,000	81
	150,000	130,000	8,000	8,000	0	0	0	16,000		82
	722,500	600,000	90,000	30,000					90,000	83
1,500	65,000	36,976	3,746	2,587	0	0	0	6,333		84
2,000	75,000	65,000	3,300	2,100	0	0	0	5,400	75,000	85
4,000	80,000	192,282	8,627	9,487	0	0	2,044	20,158	200	86
8,000	100,000	104,000	5,479	4,360	0	0	8,841	18,680	10,570	87
5,000	225,000	0								88
10,500	150,000	0	23,000	0	0	0	0	23,000	0	89

c Free to residents; $15 to nonresidents.

d Including tuition fee.

TABLE 31.—*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
	ILLINOIS—cont'd.									
90	Augustana College	$36	$2	$135	$200	0	0	18,000	.....	.....
91	St. Joseph's College*	.....	.....	.....	.....	0	0	5,000	.....	$5,000
92	Shurtleff College	36	8	.....	.....	.....	30	8,000	1,000	10,000
93	Westfield College	30	.....	70	120	.....	.....	3,000	.....	1,000
94	Wheaton College	24	15	100	150	.....	.....	3,600	.....	1,000
	INDIANA.									
95	Indiana University	0	3	150	225	0	0	35,000	5,000	60,000
96	Wabash College	24	15	200	225	1	10	37,000	3,000	50,000
97	Concordia College	40	.....	72	.....	.....	.....	4,500	.....	4,000
98	Franklin College	42	.....	125	250	0	0	12,700	500	13,186
99	De Pauw University	0	45	120	200	.....	.....	20,000	500	25,000
100	Hanover College	0	21	100	175	.....	.....	15,000	2,000	.....
101	Butler College	45	.....	117	150	.....	.....	7,500	.....	.....
102	Union Christian College	30	5	62	75	.....	.....	3,980	400	7,000
103	Moores Hill College	37	.....	.....	100	.....	.....	5,000	2,000	10,000
104	University of Notre Dame	100	10	.....	200	.....	.....	55,000	.....	75,000
105	Earlham College	65	2-5	125	150	0	52	7,000	1,200	10,000
106	St. Meinrad College	30	0	.....	125	0	0	16,000	.....	.....
107	Taylor University	36	0	54	90	.....	.....	5,000	900	3,800
	INDIAN TERRITORY.									
108	Indian University	18	3	125	150	.....	.....	1,000	.....	800
109	Henry Kendall College	23	.....	90	120	0	0	1,200	1,000	600
	IOWA.									
110	Coe College	37	.....	120	160	0	0	4,000	.....	3,800
111	Charles City College	39	.1	100	120	.....	.....	1,200	1,000	1,500
112	Wartburg College	40	5	130	150	.....	.....	2,700	100	4,000
113	Amity College	30	5	100	150	.....	.....	4,000	.....	6,000
114	Luther College	0	20	80	.....	0	0	10,248	.....	10,000
115	Des Moines College	36	11	100	160	.....	.....	4,400	1,000	7,000
116	Drake University	45	9	124	134	.....	.....	7,000	1,000	10,000
117	St. Joseph's College	.....	.....	*a* 195	.....	.....	.....	2,500	650	3,800
118	Parsons College	41	3	160	225	.....	17	5,000	1,000	5,000
119	Upper Iowa University	36	2	76	168	.....	3	5,000	1,000	12,000
120	Iowa College	55	.....	150	225	.....	15	28,000	.....	.....
121	Lenox College	30	9	90	120	.....	.....	3,000	2,200	5,000
122	Simpson College	32	6	95	104	.....	.....	3,300	1,900	4,750
123	State University of Iowa	25	0	126	300	12	11	58,000	7,000	100,000
124	Graceland College	32	2	200	225	.....	12	925	200	1,000
125	Palmer College	30	.....	70	80	.....	.....	1,000	250	400
126	German College	30	10	125	150	.....	.....	800	.....	2,000
127	Iowa Wesleyan University	41	1	125	225	0	0	4,000	.....	.....
128	Cornell College	44	.....	96	165	0	100	19,959	5,000	30,000
129	Penn College	38	.....	80	175	0	4	5,000	1,300	5,000
130	Central University of Iowa	24	20	130	150	.....	.....	5,000	1,000	6,000
131	Morningside College	33	4	108	126	.....	.....	3,500	.....	.....
132	Buena Vista College	37	0	90	108	0	0	2,538	520	4,000
133	Tabor College	39	26	90	115	.....	10	12,000	6,000	.....
134	Western College	36	.....	150	170	.....	.....	3,000	500	3,000
	KANSAS.									
135	Midland College	40	9	110	125	0	0	6,000	1,000	5,000
136	St. Benedict's College	60	.....	140	.....	.....	1	15,000	3,000	.....
137	Baker University	32	.....	100	140	.....	.....	7,000	2,000	20,000
138	Soule College	20	.....	115	125	.....	.....	1,500	800	2,000
139	College of Emporia	30	.....	200	250	.....	.....	6,000	5,000	5,000
140	Highland University	25	3	118	140	0	3	1,500	.....	2,000
141	Kansas City University	36	.....	90	125	.....	.....	1,000	500	.....
142	University of Kansas	(*b*)	.....	135	230	6	4	35,237	.....	65,000

*Statistics of 1899–1900.

a Including tuition fee.

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.	Federal appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
$9,140	$166,000	$60,000	$15,415	$2,000	0	0	$14,704	$32,119	$30,000	90
	100,000									91
8,000	100,000	136,829	7,522	6,056	0	0	0	13,578	8,976	92
2,500	40,000	0	3,500	0	0	0	450	3,950		93
9,368	144,679	59,442	6,082	3,029	0	0	947	10,059	13,423	94
20,000	400,000	500,000	4,000	40,000	$80,000	0	0	124,000		95
50,000	250,000	468,000	5,000	30,000	0	0	0	35,000		96
500	90,000	0								97
15,944	67,013	234,294	4,667	10,062	0	0	0	14,729		98
38,700	160,000	235,105	15,000	7,580	0	0	8,000	30,580	180,000	99
10,000	150,000	200,000								100
7,500	150,000	250,000	5,000	15,000	0	0	0	20,000		101
1,500	60,000	27,800	3,120	2,250	0	0	1,120	6,490	17,000	102
2,000	30,000	22,500	3,000	1,000	0	0	1,500	5,500		103
200,000	2,000,000	0								104
15,000	250,000	203,000	16,580	7,225	0	0	0	23,805	40,000	105
30,000	300,000	0								106
3,000	60,000	0	4,000	0	0	0	500	4,500	7,050	107
2,000	35,000	0	600	0	0	0	700	1,300		108
1,500	60,000	0	5,000	0	0	0	0	5,000	10,000	109
2,000	100,000	60,000	5,900	2,500	0	0	0	8,400	12,000	110
500	55,000	23,000	3,100	1,100	0	0	1,000	5,200	5,000	111
1,500	75,000	1,137	2,979	0	0	0	7,893	10,872	10,307	112
2,000	40,000	20,000	2,400	1,600	0	0	1,400	5,400		113
2,500	80,000	10,589	2,022	332	0	0	0	2,354		114
1,200	125,000	56,000	2,600	3,548	0	0	0	6,148		115
20,000	150,000	150,000	38,000	10,000	0	0	0	48,000	20,000	116
10,000	100,000	0								117
15,000	80,000	100,000	4,000	9,000	0	0	0	13,000	15,000	118
5,000	150,000	67,500	7,000	5,000	0	0	0	12,000	70,500	119
20,000	350,000	400,000	22,000	23,000	0	0	2,000	47,000	35,000	120
10,000	45,000	8,000							5,500	121
4,500	100,000	56,298	12,096	3,333	0	0	0	15,429	9,283	122
207,750	653,000	235,120	81,180	14,000	186,500	0	0	281,680	50,000	123
1,500	30,000	0	3,160	0	0	0	0	3,160	18,000	124
	10,000	0	360						500	125
	20,000	28,000	768	2,132	0	0	0	2,900	5,000	126
2,000	125,000	68,000	5,800	3,000	0	0	0	8,800	8,000	127
14,925	190,000	321,527	20,014	4,820	0	0	3,442	37,276	30,000	128
4,000	51,000	55,000	7,745	1,450	0	0	400	9,595	70,000	129
3,000	60,000	24,000	1,900	1,450	0	0	2,000	5,350	1,500	130
6,500	150,000	0	11,000	0	0	0	3,000	14,000	30,000	131
3,500	34,000	1,400	3,040	125	0	0	0	3,165	44,210	132
5,000	100,000	150,000						25,000	18,000	133
5,000	70,000	0	9,000	0	0	0	2,500	11,500	15,000	134
4,500	50,000	26,097	4,500	1,429	0	0	5,565	11,494	4,415	135
	0		0	0	0	0				136
20,000	120,000	10,000	20,000	1,000	0	0	9,000	30,000	54,000	137
500	100,000									138
1,000	90,000	0	1,800	0	0	0	5,700	7,500	5,700	139
1,500	17,000	40,000	702	2,355	0	0	551	3,608		140
500	200,000	0		0	0	0			5,000	141
170,000	700,000	140,000	0	7,000	160,000	0	0	167,000		142

b Free to residents; $10 to nonresidents

TABLE 31.—*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
	KANSAS—continued.									
143	Lane University	$27	$3	$73	$90	----	----	1,000	500	$2,000
144	Kansas Christian College	25	0	130	145	0	1	3,000	500	3,000
145	Bethany College	40	----	130	150	----	----	5,000	2,000	10,000
146	Ottawa University	30	4	129	213	----	1	3,000	1,000	4,000
147	St. Mary's College	30	----	150	200	----	----	10,500	1,000	8,200
148	Kansas Wesleyan University	36	9	100	120	----	----	5,000	----	----
149	Cooper College	30	----	135	200	----	----	1,200	600	1,500
150	Washburn College	40	----	100	160	----	----	9,500	300	15,000
151	Albertus Magnus University	40	5	60	100	----	10	2,500	1,200	3,000
152	Fairmount College	36	10	138	200	----	----	21,000	30,000	20,000
153	St. John's Lutheran College	35	----	75	125	----	----	1,000	----	----
154	Southwest Kansas College	30	8	100	125	0	0	2,449	1,000	3,000
	KENTUCKY.									
155	Union College	38	----	110	125	----	2	1,200	300	300
156	Berea College	0	20	75	100	----	----	19,000	----	13,000
157	Ogden College	25	10	109	130	----	40	3,000	2,500	6,750
158	Centre College	50	16	100	130	0	49	15,786	5,171	----
159	Georgetown College	45	10	85	110	0	11	12,500	2,000	10,000
160	Liberty College	40	----	120	----	----	----	----	----	----
161	Agricultural and Mechanical College of Kentucky.	15	0	175	225	3	----	4,382	9,505	9,400
162	Kentucky University	22	8	130	175	----	----	18,000	3,000	15,000
163	Central University	50	10	120	160	----	35	5,000	1,000	----
164	Bethel College	55	----	100	125	0	14	6,000	2,000	----
165	St. Mary's College	30	----	135	----	----	2	4,000	2,000	4,000
166	Kentucky Wesleyan College	40	20	150	200	----	----	3,500	1,500	5,000
	LOUISIANA.									
167	Louisiana State University	0	17	108	----	----	----	23,000	----	25,000
168	Jefferson College	50	----	180	----	----	4	3,120	1,500	6,000
169	Centenary College of Louisiana	50	11	88	125	----	8	4,000	1,000	----
170	College of the Immaculate Conception.	60	----	----	----	----	----	15,000	1,000	30,000
171	Leland University	0	0	85	96	----	----	1,500	----	1,000
172	New Orleans University	8	0	90	90	----	----	5,000	1,000	3,000
173	Straight University	8	----	----	88	0	0	2,500	500	800
174	Tulane University	105	----	----	----	0	275	25,000	5,000	20,000
	MAINE.									
175	Bowdoin College	75	0	260	350	0	75	70,159	----	94,900
176	Bates College	50	18	90	140	----	57	24,000	----	30,000
177	University of Maine	30	30	125	200	12	103	19,833	7,500	22,500
178	Colby College	60	5	90	120	0	80	39,000	20,000	55,000
	MARYLAND.									
179	St. John's College	75	20	175	200	0	77	6,000	600	10,000
180	Johns Hopkins University	150	15	190	228	23	87	100,000	100,000	----
181	Loyola College	50	10	----	----	----	15	40,000	5,000	90,000
182	Morgan College	13	1	65	85	0	1	3,000	1,000	5,000
183	Washington College	50	----	90	104	0	43	2,500	----	3,000
184	Maryland Agricultural College	24	----	159	159	0	26	3,500	2,000	4,500
185	Rock Hill College	60	40	200	250	0	0	8,000	5,000	10,000
186	St. Charles College	----	----	b 180	----	----	----	19,000	----	----
187	Mount St. Mary's College	----	14	b 300	----	----	2	25,000	1,000	70,000
188	Western Maryland College	45	----	180	----	----	----	6,000	----	----
	MASSACHUSETTS.									
189	Amherst College	110	15	350	500	3	120	75,000	----	----
190	Boston College	60	20	----	----	----	15	44,000	----	----

a Including books.

b Including tuition fee.

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.	Federal appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
$1,000	$40,000	$12,000	$2,000	$800	0	0	$1,000	$3,800	----------	143
30	15,000	1,000	300	39	0	0	50	389	----------	144
10,000	140,000	0	14,000	0	0	0	5,000	19,000	$10,000	145
5,000	60,000	105,000	4,812	6,735	0	0	919	12,466	----------	146
----------	205,000	0	----------	0	0	0	----------	----------	----------	147
----------	35,000	0	2,850	0	0	0	2,150	5,000	----------	148
800	27,000	25,000	1,600	1,500	0	0	900	4,000	1,000	149
3,000	290,000	82,800	8,066	5,240	0	0	771	14,077	9,274	150
2,000	30,000	0	970	0	0	0	0	970	5,850	151
2,500	100,000	100,000	5,000	0	0	0	0	5,000	116,000	152
1,000	40,000	0	1,200	0	0	0	2,800	4,000	----------	153
2,500	60,000	0	6,400	0	0	0	2,300	8,700	5,600	154
600	10,000	3,000	1,929	130	0	0	172	2,231	1,575	155
20,570	125,000	451,000	5,671	18,027	0	0	447	24,145	23,982	156
1,500	40,000	130,000	1,250	7,000	0	0	0	8,250	0	157
5,000	100,000	250,000	----------	----------	0	0	----------	----------	----------	158
6,000	200,000	230,000	12,000	12,000	0	0	0	24,000	2,000	159
----------	20,000	0	6,500	0	0	0	0	6,500	----------	160
71,700	558,000	165,000	2,256	12,967	$31,310	$36,375	52,761	135,669	0	161
5,000	300,000	300,000	9,283	17,011	0	0	0	26,294	----------	162
4,000	116,000	150,000	24,000	8,000	0	0	10,000	42,000	15,000	163
5,000	75,000	100,000	3,500	5,000	0	0	0	8,500	0	164
200	60,000	0	----------	0	0	0	----------	----------	----------	165
5,000	65,000	50,000	2,800	5,000	0	0	200	8,000	20,000	166
70,000	228,300	318,313	1,903	14,556	48,000	27,107	4,859	96,425	----------	167
3,000	50,000	0	20,000	0	0	0	0	20,000	----------	168
2,000	114,000	0	7,500	0	0	0	0	7,500	1,000	169
5,000	300,000	0	----------	0	0	0	----------	----------	----------	170
200	120,000	117,500	0	6,117	0	0	0	6,117	500	171
1,000	125,000	10,000	3,000	400	0	0	0	3,400	30,000	172
200	80,000	6,000	2,000	600	0	0	340	2,940	400	173
103,000	830,000	1,231,000	31,000	78,000	0	0	0	109,000	355,200	174
9,975	675,327	788,442	31,090	42,033	0	0	0	73,123	170,293	175
15,000	250,000	366,000	11,000	21,000	0	0	0	32,000	30,000	176
47,500	240,900	219,900	16,817	9,915	20,000	40,000	26,772	113,504	3,073	177
75,000	250,000	417,500	14,000	15,880	0	0	1,120	31,000	5,412	178
15,000	250,000	0	7,000	0	14,200	0	0	21,200	25,000	179
a 255,085	983,126	2,428,000	37,820	102,245	24,000	0	0	171,065	51,785	180
----------	500,000	0	2,500	0	0	0	----------	2,500	7,000	181
500	30,000	20,000	1,200	1,000	0	0	6,030	8,200	----------	182
1,000	60,000	20,000	2,300	1,200	8,000	0	0	11,500	0	183
32,000	113,600	115,943	14,321	3,478	21,000	40,000	10,314	89,113	500	184
5,000	100,000	0	----------	0	0	0	----------	----------	0	185
----------	150,000	0	----------	0	0	0	----------	----------	----------	186
5,000	175,000	0	----------	0	0	0	----------	----------	----------	187
3,000	150,000	0	----------	0	0	0	----------	----------	----------	188
----------	1,000,000	1,600,000	42,000	63,000	0	0	0	105,000	170,000	189
11,000	537,800	0	16,000	0	0	0	0	16,000	5,000	190

TABLE 31.—*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
	MASSACHUSETTS—continued.									
191	Boston University	$100	$25	$144	$270	2	150	25,000	.....	.....
192	Harvard University	150	0	208	300	38	253	575,000	475,000	.....
193	French-American College	50	11	.....	105	.....	.....	2,500	500	.....
194	Tufts College	100	10	156	180	2	100	41,975	28,839	$40,000
195	Williams College	105	10	250	350	0	67	46,000	16,500	200,000
196	Clark University	100	.....	.....	.....	.....	.....	20,000	1,500	.....
197	College of the Holy Cross	60	.....	200	200	0	6	20,500	.....	20,000
	MICHIGAN.									
198	Adrian College*	5	10	123	126	0	10	6,000	500	4,000
199	Albion College*	.....	24	.....	100	.....	4	13,000	5,000	21,000
200	Alma College	32	7	130	150	.....	70	18,000	12,000	10,000
201	University of Michigan	30	10	133	190	7	0	145,460	20,000	285,000
202	Detroit College	60	10	.....	.....	0	8	10,000	200	20,000
203	Hillsdale College	2	23	85	104	.....	.....	9,861	4,287	16,116
204	Hope College	18	.....	128	160	.....	.....	15,000	.....	25,000
205	Kalamazoo College*	30	5	150	200	3	.....	6,944	8,517	4,000
206	Olivet College	45	.....	100	150	.....	.....	27,500	.....	50,000
	MINNESOTA.									
207	St. John's University	50	10	150	.....	0	0	16,000	10,000	32,000
208	Augsburg Seminary	25	5	90	110	.....	.....	1,000	.....	1,500
209	University of Minnesota	15	.....	150	300	1	28	75,000	.....	80,000
210	Carleton College	34	6	125	175	.....	.....	16,000	.....	16,000
211	St. Olaf College	15	6	80	.....	.....	.....	3,800	1,200	3,792
212	Hamline University	30	6	60	90	0	0	6,500	1,000	7,000
213	Macalester College	32	10	150	250	.....	.....	7,500	200	3,000
214	Gustavus Adolphus College	30	5	80	100	.....	.....	8,000	2,000	20,000
215	Parker College	10	10	100	150	0	0	700	.....	600
	MISSISSIPPI.									
216	Mississippi College	35	4	90	125	0	2	3,000	1,000	3,000
217	Rust University	15	.....	64	.....	.....	.....	4,000	300	3,000
218	Millsaps College	30	5	63	108	.....	5	3,500	2,500	10,000
219	University of Mississippi	0	16	103	148	1	6	10,000	3,000	25,000
	MISSOURI.									
220	Central Christian College	40	5	115	150	0	0	3,000	1,000	2,500
221	Southwest Baptist College*	36	.....	72	90	.....	.....	1,000	150	850
222	Pike College	40	3	90	108	.....	.....	500	300	250
223	Missouri Wesleyan College	35	3	100	120	.....	.....	2,000	1,000	2,000
224	Christian University	42	.....	.....	125	.....	.....	1,000	500	1,500
225	St. Vincent College	.....	.....	a175	.....	.....	.....	13,000	2,000	.....
226	Clarksburg College	40	10	120	150	.....	.....	1,600	100	2,000
227	University of the State of Missouri.	0	5	115	177	13	6	36,000	55,000	55,000
228	Central College	50	10–14	80	140	0	0	6,500	.....	10,000
229	Westminster College	40	10	92	114	.....	19	7,000	.....	.....
230	Pritchett College	46	11	120	150	0	14	625	.....	.....
231	La Grange College	40	.....	54	75	.....	.....	7,000	500	1,000
232	William Jewell College	40	10	100	150	.....	19	12,000	5,000	15,000
233	Missouri Valley College	36	9	90	108	.....	2	6,700	.....	20,100
234	Scarritt Collegiate Institute	40	8	140	160	.....	.....	2,000	300	1,500
235	Odessa College	40	0	150	175	.....	.....	300	100	250
236	Park College	30	.....	60	75	.....	.....	12,000	.....	12,000
237	Christian Brothers College	50	10	300	.....	.....	14	20,000	300	12,500
238	St. Louis University	60	10	.....	.....	.....	1	41,000	10,000	200,000
239	Washington University	150	5	225	300	0	32	13,500	.....	28,526
240	Drury College	48	3	.....	.....	0	8	25,100	27,000	12,000
241	Tarkio College	30	1	115	160	.....	.....	1,219	500	2,500

*Statistics of 1899–1900.

a Including tuition fee.

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.	Federal appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
----------	$840,000	$1,005,538	$75,665	$65,423	0	0	$8,548	$149,636	$70,019	191
----------	6,750,000	12,600,000	640,124	567,382	0	0	208,259	1,415,715	956,167	192
$2,500	95,000	0	1,900	0	0	0	----------	----------	22,533	193
50,000	1,000,000	1,250,000	84,000	65,000	0	0	0	149,000	80,000	194
200,000	445,825	1,142,000	52,739	57,281	0	0	6,332	116,352	----------	195
----------	*228,146	*722,242	*2,975	*33,666	0	0	*4,170	*40,811	----------	196
8,000	500,000	8,000	20,400	320	0	0	0	20,720	----------	197
1,000	100,000	80,000	5,750	3,474	0	0	3,220	12,444	----------	198
20,000	110,000	250,000	14,814	11,000	0	0	4,900	30,714	----------	199
7,350	53,900	225,000	5,800	12,095	0	0	0	17,895	----------	200
750,000	1,400,000	545,964	195,000	38,500	$285,250	0	57,900	576,650	39,000	201
10,000	160,000	0	6,000	0	0	0	0	6,000	----------	202
36,972	80,000	237,552	1,597	11,230	0	0	0	12,887	22,000	203
----------	75,000	249,967	1,526	13,501	0	0	0	15,027	25,000	204
1,000	60,000	208,686	6,716	11,980	0	0	3,110	21,806	----------	205
46,259	158,757	150,000	14,828	6,082	0	0	0	20,910	60,000	206
40,000	330,000	0	14,580	0	0	0	4,500	19,080	175	207
----------	50,000	0	2,400	0	0	0	0	2,400	9,000	208
210,000	1,420,000	1,327,867	90,658	53,186	220,003	$40,000	18,024	421,871	50,000	209
50,000	200,000	200,000	15,560	8,189	0	0	3,994	27,743	75,000	210
1,200	89,013	7,000	5,647	294	0	0	9,500	15,441	----------	211
17,000	180,000	100,000	10,000	6,000	0	0	7,000	23,000	100,000	212
3,000	160,000	0	6,000	0	0	0	8,000	14,000	----------	213
10,000	35,000	0	10,000	0	0	0	14,000	24,000	700	214
1,000	25,000	60,000	900	2,500	0	0	300	3,700	----------	215
3,000	40,000	40,000	8,600	2,700	0	0	3,000	14,300	3,000	216
2,000	100,000	0	7,000	0	0	0	350	7,350	2,000	217
7,000	80,000	110,000	4,000	6,500	0	0	2,000	12,500	10,000	218
80,000	200,000	750,000	5,000	32,000	0	0	0	37,000	1,500	219
300	30,000	6,000	1,500	400	0	0	100	2,000	----------	220
1,750	25,000	----------	----------	----------	----------	----------	----------	----------	----------	221
300	10,000	0	4,500	0	0	0	0	4,500	----------	222
500	33,000	18,000	3,400	750	0	0	1,155	5,305	6,000	223
300	60,000	20,000	5,000	1,000	0	0	0	6,000	----------	224
2,000	6,000	0	3,000	0	0	0	0	3,000	----------	225
2,500	10,000	0	5,150	0	0	0	0	5,150	6,500	226
120,000	975,000	1,235,849	16,068	62,187	100,614	38,437	11,063	228,389	----------	227
10,000	400,000	60,000	8,700	3,500	0	0	1,500	13,700	4,000	228
3,000	65,000	210,000	3,050	6,100	0	0	650	9,800	23,200	229
18,000	45,000	77,000	1,800	5,800	0	0	0	7,600	----------	230
750	35,000	12,000	3,000	500	0	0	0	3,500	----------	231
10,000	150,000	225,000	8,000	10,000	0	0	0	18,000	25,000	232
7,000	111,000	113,000	9,100	8,200	0	0	0	17,300	13,000	233
500	30,000	7,200	2,700	500	0	0	0	3,200	----------	234
100	6,000	0	1,900	0	0	0	0	1,900	50	235
15,000	500,000	200,000	797	11,000	0	0	500	12,297	8,000	236
6,000	650,000	0	----------	----------	----------	----------	----------	----------	----------	237
20,000	870,000	0	13,500	0	0	0	0	13,500	0	238
87,499	648,259	4,609,679	145,669	56,699	0	0	0	202,368	3,450,000	239
10,000	200,000	255,000	7,700	14,600	0	0	500	22,800	14,000	240
1,000	85,000	98,271	6,569	4,610	0	0	1,287	12,466	55,086	241

TABLE 31.—*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
	MISSOURI—continued.									
242	Ruskin College	$40	.0	$80	$100	----	25	1,000	200	$500
243	Central Wesleyan College	36	$4	145	170	0	0	6,500	1,000	7,000
	MONTANA.									
244	Montana Wesleyan University	40	------	190	------	0	0	2,000	1,000	2,000
245	University of Montana	0	10	150	200	----	----	6,000	6,000	----------
	NEBRASKA.									
246	University of Omaha	75	------	100	120	----	25	4,000	1,000	15,000
247	Cotner University	30	3	150	200	----	----	2,531	--------	3,000
248	Union College	36	9	------	90	----	24	3,000	--------	3,000
249	Doane College	24	4	100	140	----	7	8,396	5,194	5,500
250	Grand Island College	30	2	124	175	----	2	2,600	800	2,000
251	Hastings College	20	7	85	97	----	----	3,500	--------	3,500
252	University of Nebraska	(b)	8	200	275	14	15	52,000	--------	115,000
253	Creighton University	0	0	140	165	0	0	11,500	1,100	7,500
254	Nebraska Wesleyan University	--------	22	100	150	----	----	5,000	--------	10,000
255	York College	26	1	72	90	----	----	1,000	500	2,000
	NEVADA.									
256	Nevada State University	0	0	145	180	0	0	8,300	7,542	17,589
	NEW HAMPSHIRE.									
257	Dartmouth College	110	------	275	550	1	200	85,000	20,000	250,000
258	St. Anselm's College	60	14	115	135	----	----	9,300	6,250	12,000
	NEW JERSEY.									
259	St. Peter's College	40	11	150	294	----	7	5,000	1,000	----------
260	St. Benedict's College	60	------	------	------	----	----	1,200	--------	800
261	Rutgers College	75	24-54	171	228	----	----	42,656	5,000	40,000
262	Princeton University	150	10-25	136	200	17	107	150,256	42,118	----------
263	Seton Hall College	60	------	------	------	----	1	40,000	--------	----------
	NEW MEXICO.									
264	University of New Mexico	0	5	180	270	0	0	4,210	1,300	6,640
	NEW YORK.									
265	Alfred University	38	------	100	200	0	----	13,886	7,197	20,000
266	St. Bonaventure's College	60	5	150	180	0	4	8,707	500	35,000
267	St. Stephen's College	--------	--------	225	225	----	2	15,800	7,200	20,000
268	Adelphi College	160	0	190	266	0	6	8,629	--------	7,117
269	Polytechnic Institute of Brooklyn.	200	20	------	------	0	7	10,300	--------	16,000
270	St. Francis College	60	5	140	150	0	2	4,260	1,130	10,260
271	St. John's College	60	------	------	------	----	20	2,050	500	3,200
272	Canisius College	40	25	120	160	0	27	23,917	400	30,000
273	St. Lawrence University	50	3	133	152	----	30	15,000	6,000	15,000
274	Hamilton College	75	24	350	450	1	45	42,000	35,000	100,000
275	Hobart College	80	20	200	250	0	68	38,488	10,992	47,000
276	Colgate University	60	5	126	144	0	118	30,940	--------	75,000
277	Cornell University	(c)	------	300	450	24	566	249,634	40,500	509,380
278	College of St. Francis Xavier	60	2	------	------	----	50	105,700	--------	52,802
279	College of the City of New York	0	0	------	------	0	0	34,386	1,765	73,500
280	Columbia University	150	12	230	460	33	87	311,000	40,000	600,000
281	Manhattan College	100	------	300	350	0	20	10,290	2,904	17,984
282	New York University	100	20-55	200	400	5	----	60,000	0	84,026
283	St. John's College	60	10	290	325	----	4	39,000	--------	63,200
284	Niagara University	100	------	------	100	0	4	10,500	1,800	25,000

a 46,080 acres of land.

b Free to residents; $20 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.	Federal appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
$500	$40,000	$30,000	$4,000	$3,000	0	0	0	$7,000	$30,000	242
1,000	100,000	75,000	4,300	4,000	0	0	$2,000	10,300	12,000	243
500	50,000	0	8,000	0	0	0	0	8,000	20,000	244
50,000	100,000	(*a*)	0	12,000	$35,565	0	0	47,565	0	245
1,500	150,000	25,000	16,000	1,000	0	0	3,000	20,000	10,000	246
3,915	130,000	0								247
9,000	165,000	0	21,000	0	0	0	5,000	26,000		248
19,500	132,000	152,406	3,382	5,296	0	0	1,312	9,990	101,980	249
6,000	60,000	70,000	3,846	2,700	0	0	1,200	7,746	38,026	250
2,500	55,800	6,245	2,112	290	0	0	0	2,402	3,275	251
250,540	655,000	181,491	22,829	57,095	134,905	$40,000	0	254,829		252
25,000	250,000	150,000	200	8,000	0	0	1,000	9,200	79,000	253
5,000	100,000	0	5,327	0	0	0	23,803	29,130		254
5,000	40,000	0	4,740	0	0	0	0	4,740	3,600	255
45,515	179,745	129,000	1,159	5,160	28,340	40,000	4,079	78,738		256
200,000	1,000,000	2,500,000	36,000	96,000	10,000	0	0	142,000	125,000	257
800	150,000	0	22,000	0	0	0	4,000	26,000		258
										259
	30,000									260
70,000	366,000	500,000	5,224	24,392	0	40,000	198	69,814		261
		2,500,000	175,000	125,000	0	0	0	300,000		262
10,000	500,000	0								263
5,000	65,000	0	385	0	15,500	0	0	15,885	112	264
30,000	91,000	299,416	7,094	15,191	680	0	9,921	32,886	4,551	265
25,000	225,000	0	15,000	0	0	0	8,000	23,000	5,000	266
11,800	233,000	106,638	10,580	4,680	0	0	0	15,260	5,965	267
48,840	495,329	9,000	82,985	295	537	0	18,983	102,800	11,660	268
58,261	488,209	58,000	86,025	2,610	600	0	4,256	93,491		269
12,215	161,800	0	18,349	0	0	0	25,217	43,566	150	270
10,200	420,000	0	16,400	0	0	0	0	16,400		271
62,500	258,635	0	9,659	0	0	0	10,000	19,659	0	272
1,000	120,000	440,000			0	0		20,000	49,000	273
50,000	500,000	500,000	12,000	33,000	200	0	45,000	90,200		274
16,300	168,957	471,594	7,877	25,394	0	0	1,735	35,006	6,720	275
40,000	420,000	1,625,470	16,372	51,869	0	0	4,984	73,225	35,126	276
744,829	2,823,592	6,886,157	249,625	390,066	0	38,500	13,946	701,137	941,750	277
18,766	750,000	20,000	27,029	800	0	0	9,525	37,354	2,272	278
70,509	665,000	43,500	0	1,608	210,000	0	0	211,608	0	279
760,000	8,250,000	13,361,977	442,313	452,205	0	0	374,024	1,268,542	362,227	280
41,482	622,056	0	43,390	0	0	0	0	43,390	3,550	281
78,907	2,232,910	994,471	145,018	87,751	0	0	0	232,769	182,336	282
17,000	1,512,200	0	14,520	0	0	0	8,370	22,890	4,266	283
40,000	300,000	0	40,000	0	0	0	0	40,000	7,000	284

c General courses, $100; technical courses, $125.

TABLE 31.—*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
	NEW YORK—continued.									
285	University of Rochester	$60	$21	$133	$171	0	110	37,202	.....	$61,831
286	Union College	75	.....	.....	280	0	....	36,139	.....	45,174
287	Syracuse University	75	30	.....	.....	1	61	45,681	18,302	98,120
	NORTH CAROLINA.									
288	St. Mary's College	.....	.....	*a*200	.....	....	2	12,300	1,896	.....
289	University of North Carolina	60	23	.....	145	0	86	35,000	20,000	100,000
290	Biddle University	.....	.....	75	100	....	....	12,500	.....	.....
291	Davidson College	60	40	60	100	0	16	12,000	.....	10,000
292	Trinity College	50	17	75	100	6	62	15,000	5,000	25,000
293	Elon College	50	5	125	150	....	....	2,000	500	1,500
294	Guilford College	52	0	54	90	0	40	5,000	.....	10,000
295	Lenoir College*	38	0	50	60	....	....	500	100	500
296	North Carolina College	40	9	60	75	....	....	4,000	1,000	2,500
297	Catawba College	40	2	61	75	0	1	2,500	500	3,000
298	Shaw University	8	2	54	63	....	108	2,500	.....	1,500
299	Livingstone College	65	8	64	120	....	....	8,000	4,000	4,000
300	Wake Forest College	60	10	100	200	....	....	15,500	3,000	25,000
301	Weaverville College	36	2	75	125	0	5	300	.....	125
	NORTH DAKOTA.									
302	Fargo College	30	5	125	165	0	0	3,925	.....	3,800
303	University of North Dakota	0	7	137	150	0	0	7,000	1,000	10,000
304	Red River Valley University	30	6	100	175	0	0	400	.....	1,000
	OHIO.									
305	Buchtel College	40	6	.....	150	....	50	6,800	.....	7,000
306	Mount Union College	36	6	120	165	....	....	6,191	9,960	7,000
307	Ohio University	0	15	110	140	....	....	15,500	3,000	15,000
308	Baldwin University	36	.....	74	102	....	....	6,000	1,500	10,000
309	German Wallace College	26	.....	80	120	....	....	2,960	.....	2,500
310	Cedarville College	22	10	117	135	0	2	1,200	100	800
311	St. Xavier College	60	10	.....	.....	....	....	23,000	.....	.....
312	University of Cincinnati	(*b*)	5	190	228	18	24	67,769	62,000	.....
313	St. Ignatius College	40	.....	.....	.....	....	7	7,500	.....	18,000
314	Western Reserve University	85	.....	144	200	....	100	40,000	10,000	50,000
315	Capital University	40	.....	75	100	....	....	5,000	1,000	.....
316	Ohio State University	0	15	150	225	19	80	36,000	8,000	70,000
317	Defiance College	32	5	60	80	0	25	600	400	300
318	Ohio Wesleyan University	15	31	110	225	....	35	40,000	7,000	40,000
319	Findlay College	32	20	100	150	0	0	1,000	300	3,000
320	Kenyon College	75	26	150	250	....	17	35,000	.....	15,000
321	Denison University	39	8	110	200	....	....	21,000	18,000	30,000
322	Hiram College	45	0	100	125	0	14	8,000	.....	5,000
323	Lima College	40	.....	100	120	....	....	1,000	500	1,000
324	Marietta College	30	20	85	150	....	50	60,000	30,000	65,000
325	Franklin College	40	5	100	.....	....	....	3,000	.....	3,000
326	Muskingum College	41	.....	112	140	....	....	3,650	340	3,000
327	Oberlin College	9	66	150	225	0	47	62,400	52,000	60,000
328	Miami University	10	.....	125	150	....	....	18,000	2,000	20,000
329	Richmond College	36	3	100	150	....	....	3,000	1,000	3,000
330	Rio Grande College	28	0	80	100	....	....	3,200	600	1,500
331	Scio College	36	0	81	95	....	....	2,000	600	1,900
332	Wittenberg College	50	10	145	154	....	6	12,000	.....	15,000
333	Heidelberg University	61	61	160	150	....	....	15,000	2,000	20,000
334	Otterbein University	41	1	100	175	....	1	10,000	3,000	5,000
335	Wilberforce University	28	15	63	75	....	8	5,000	1,000	10,000
336	Wilmington College	39	1	90	130	....	6	3,000	500	4,000
337	University of Wooster	60	.....	75	120	....	45	25,000	5,000	40,000
338	Antioch College	30	8	100	125	0	0	7,200	3,000	15,000

* Statistics of 1899-1900.

a Including tuition fee.

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.	Federal appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
$24,874	$426,849	$723,779	$12,432	$40,921	0	0	$129	$53,482	0	285
93,700	500,000	----------	2,710	19,147	0	0	75,615	97,472	$2,823	286
104,286	1,069,550	1,377,235	80,440	75,995	0	0	37,947	194,382	73,402	287
4,000	150,000	0	24,000	0	0	0	0	24,000	18,000	288
----------	450,000	65,000	29,000	4,000	$25,000	0	0	58,000	6,000	289
7,000	145,000	7,000	4,000	250	0	0	3,750	8,000	----------	290
20,000	130,000	125,000	7,500	7,500	0	0	0	15,000	12,000	291
15,000	253,000	333,750	6,974	19,860	0	0	0	26,834	50,000	292
500	75,000	51,000	5,000	1,000	0	0	12,000	18,000	----------	293
25,000	50,000	50,000	12,000	2,000	0	0	1,000	15,000	1,500	294
300	25,000	0	2,200	0	0	0	0	2,200	----------	295
1,000	25,000	15,000	3,500	900	0	0	0	4,400	300	296
1,500	12,000	12,000	3,000	720	0	0	700	4,420	----------	297
8,000	90,000	32,000	4,887	----------	0	0	----------	16,338	1,081	298
150	125,000	100,000	3,359	6,000	1,600	0	1,350	12,300	5,674	299
10,000	125,000	250,000	10,369	21,366	0	0	1,907	33,582	20,000	300
400	30,000	----------	----------	----------	----------	----------	----------	----------	2	301
925	37,000	65,000	1,691	2,000	0	0	689	4,380	15,261	302
10,000	100,000	0	2,150	0	47,307	0	2,439	51,896	250	303
----------	45,000	0	2,200	0	0	0	0	2,200	15,000	304
15,000	187,000	200,000	4,200	10,000	0	0	1,800	16,000	24,000	305
80,525	180,000	175,000	14,080	4,835	0	0	0	18,915	8,000	306
25,000	360,000	150,000	5,100	9,900	31,000	0	0	46,000	----------	307
1,000	80,000	102,363	3,885	5,351	0	0	0	9,236	1,275	308
1,000	96,933	107,463	----------	----------	0	0	----------	12,952	1,500	309
300	15,000	20,000	1,300	1,500	0	0	500	3,300	125	310
7,000	100,000	0	----------	0	0	0	----------	----------	----------	311
75,000	1,250,000	3,357,308	47,542	35,000	66,182	0	5,000	153,724	----------	312
2,000	150,000	0	----------	----------	----------	----------	----------	----------	----------	313
95,000	1,500,000	1,500,000	70,000	75,000	0	0	0	145,000	200,000	314
2,000	125,000	50,000	3,500	2,000	0	0	0	5,500	----------	315
250,000	2,279,000	558,052	38,841	33,310	182,704	$25,000	56,246	336,101	1,300	316
1,000	30,000	20,000	1,500	3,000	100	0	0	4,600	20,000	317
74,500	740,789	728,029	22,130	34,469	0	0	7,500	64,099	138,000	318
300	100,000	49,000	4,595	2,913	0	0	513	8,021	11,484	319
25,000	350,000	450,000	5,000	15,500	0	0	0	20,500	152,500	320
25,000	235,000	655,000	23,000	30,000	0	0	2,000	55,000	107,000	321
2,000	100,000	140,000	10,500	7,500	0	0	0	18,000	----------	322
3,000	50,000	0	----------	----------	----------	----------	----------	----------	----------	323
----------	240,000	232,311	4,595	12,437	0	0	742	17,774	2,625	324
1,500	22,000	0	2,500	0	0	0	0	2,500	----------	325
4,000	27,000	37,000	6,500	2,300	0	0	1,356	10,156	1,900	326
50,000	656,200	1,066,787	89,605	49,071	0	0	71,467	210,143	154,700	327
10,000	250,000	50,000	1,650	2,458	22,447	0	6,548	33,103	125	328
200	40,000	0	3,000	0	0	0	0	3,000	----------	329
2,000	40,000	71,000	1,700	4,200	0	0	0	5,900	350	330
3,000	70,000	0	6,500	0	0	0	1,600	8,100	3,600	331
2,000	250,000	175,000	13,293	9,000	0	0	0	22,293	----------	332
5,000	250,000	90,000	4,361	4,000	0	0	850	9,211	1,000	333
6,000	65,000	70,000	6,042	4,035	0	0	0	10,077	7,000	334
5,000	150,000	25,000	3,000	1,800	35,000	0	3,000	42,800	----------	335
2,000	25,000	40,000	3,500	1,500	0	0	600	5,600	----------	336
25,000	100,000	250,000	12,600	10,750	0	0	12,240	35,590	75,000	337
4,000	75,000	101,000	2,684	3,800	0	0	50	6,534	100	338

b Free to residents of Cincinnati; $75 to nonresidents.

TABLE 31.—*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
	OKLAHOMA.									
339	University of Oklahoma	0	$3	$130	$180	0	0	7,000	3,000	$8,000
	OREGON.									
340	Albany College	$50	0	75	100	0	0	2,200	300	1,000
341	Dallas College	32	.....	95	110	.....	.....	500	300	500
342	University of Oregon	0	10	85	150	0	1	12,000	1,000	.....
343	Pacific University	48	8	110	150	0	3	10,700	1,500	12,000
344	McMinnville College	30	.....	75	120	.....	11	2,700	2,000	5,000
345	Pacific College	35	1	95	115	.....	.....	500	300	600
346	Philomath College	28	.....	75	100	.....	.....	325	125	500
347	Willamette University	45	.....	75	100	.....	.....	4,817	2,785	21,000
	PENNSYLVANIA.									
348	Western University of Pennsylvania.	105	.....	160	200	1	20	20,000	.....	20,000
349	Muhlenberg College	50	10-25	117	156	.....	.....	10,700	.....	.....
350	Lebanon Valley College	40	5	.....	.....	.....	15	10,000	.....	10,000
351	St. Vincent College	60	.....	.....	200	0	0	40,000	.....	40,000
352	Beaver College	45	6	108	168	.....	.....	1,400	300	3,500
353	Geneva College	42	0	200	225	0	0	4,000	.....	4,000
354	Moravian College	50	.....	.....	200	0	.....	7,000	.....	7,000
355	Dickinson College	6	70	80	100	.....	12	45,000	3,000	40,000
356	Pennsylvania Military College	.....	.....	a500	a530	.....	.....	1,500	.....	.....
357	Ursinus College	50	50	100	150	.....	16	9,000	1,000	7,000
358	Lafayette College	100	36	160	200	0	.....	21,200	3,000	20,000
359	Pennsylvania College	30	26	95	140	.....	50	25,000	3,000	.....
360	Thiel College	50	0	125	165	0	21	7,320	4,000	10,000
361	Grove City College	45	.....	93	111	.....	.....	3,000	1,000	10,000
362	Haverford College	150	.....	250	350	1	44	38,300	6,000	50,000
363	Juniata College	60	3	120	140	.....	12	21,000	4,000	20,000
364	Franklin and Marshall College	0	60	114	133	.....	.....	35,702	4,677	32,000
365	Bucknell University	50	35	125	175	1	52	21,000	.....	.....
366	Lincoln University	25	2	96	96	.....	.....	16,500	250	9,000
367	Allegheny College	45	6	100	150	.....	.....	15,000	.....	50,000
368	Albright College	40	.....	.....	178	.....	.....	1,400	.....	.....
369	Central Pennsylvania College	48	14	85	100	.....	4	5,325	1,270	8,080
370	Westminster College	42	.....	133	180	.....	.....	12,000	2,000	12,000
371	Central High School	0	0	.....	.....	0	0	4,800	.....	12,000
372	La Salle College	80	15	.....	.....	.....	2	8,500	550	20,000
373	University of Pennsylvania	150-200	10-20	350	500	31	140	200,000	50,000	387,121
374	Holy Ghost College	60	0	150	200	0	3	3,000	.....	3,000
375	Susquehanna University	46	.....	110	130	.....	.....	5,000	7,000	4,000
376	Lehigh University	60-125	.....	220	350	.....	.....	83,008	32,198	100,000
377	Pennsylvania State College	(b)	35	.....	200	2	70	17,526	.....	.....
378	Swarthmore College	150	.....	250	.....	2	63	13,621	.....	20,000
379	Villanova College	60	.....	190	225	.....	2	13,250	.....	.....
380	Volant College	29	0	.....	.....	0	0	400	300	500
381	Washington and Jefferson College.	60	36	130	148	.....	.....	16,000	.....	20,000
382	Waynesburg College	30	6	135	180	0	0	3,000	1,000	3,500
	RHODE ISLAND.									
383	Brown University	105	45	300	400	1	100	115,000	25,000	250,000
	SOUTH CAROLINA.									
384	College of Charleston	40	.....	90	110	.....	66	14,000	.....	.....
385	Presbyterian College of South Carolina.	40	5	55	.....	.....	6	1,800	2,000	2,200
386	Allen University	8	8	45	.....	.....	.....	150	.....	100
387	South Carolina College	40	18	125	175	.....	52	33,000	1,000	54,000
388	Erskine College	30	5	125	140	.....	16	3,000	600	3,000

a Including tuition fee.

b 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.	Federal appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
$7,000	$60,000	0	$3,000	0	$90,000	0	$35,000	$128,000	0	339
1,250	36,000	$1,213	4,167	$30	0	0	0	4,257	$2,506	340
1,000	8,000	9,000	1,200	450	0	0	200	1,850	----------	341
17,000	150,000	155,000	2,898	8,200	47,760	0	900	59,758	----------	342
5,350	84,000	143,000	7,600	9,025	0	0	750	17,375	1,250	343
3,000	40,000	35,000	2,000	2,000	0	0	500	4,500	4,500	344
300	16,000	17,500	1,703	1,504	0	0	0	3,207	14,000	345
400	7,000	4,000	500	350	0	0	0	850	1,200	346
5,000	200,000	40,000	5,000	3,000	0	0	0	8,000	----------	347
96,500	250,000	438,784	----------	17,309	2,500	0	----------	----------	37,000	348
2,000	100,000	161,774	6,493	8,100	0	0	849	15,442	5,684	349
2,000	200,000	75,000	----------	----------	----------	----------	----------	----------	----------	350
----------	150,000	0	40,000	0	0	0	0	40,000	0	351
11,500	100,000	10,000	16,505	0	0	0	500	17,005	52,100	352
----------	175,000	127,000	----------	----------	0	0	----------	----------	13,000	353
500	100,000	115,000	1,000	5,000	0	0	0	6,000	4,500	354
14,000	309,800	530,000	33,476	32,012	0	0	0	65,488	2,003	355
----------	100,000	0	----------	----------	----------	----------	----------	----------	----------	356
15,000	120,000	185,000	9,959	7,625	0	0	11,966	29,550	7,671	357
90,000	670,000	445,828	24,463	20,276	0	0	0	44,739	----------	358
75,000	275,000	210,000	14,500	9,500	0	0	1,000	25,000	6,000	359
4,000	75,000	62,500	----------	----------	0	0	----------	11,500	----------	360
10,000	180,000	0	21,464	0	20,000	0	0	41,464	----------	361
30,000	800,000	1,000,000	37,000	42,000	0	0	6,000	85,000	120,000	362
10,000	107,000	30,000	7,703	610	0	0	0	8,316	963	363
30,000	285,000	346,000	11,000	16,000	0	0	0	27,000	15,000	364
----------	340,000	430,000	----------	----------	----------	----------	----------	----------	64,000	365
5,500	265,500	493,000	1,156	21,386	0	0	12,090	34,632	----------	366
50,000	200,000	200,000	12,000	8,000	0	0	3,000	23,000	105,000	367
10,000	40,000	62,500	----------	----------	----------	----------	----------	----------	----------	368
2,908	22,600	69,320	2,654	1,322	0	0	760	4,736	100	369
40,000	200,000	200,000	16,128	7,872	0	0	0	24,000	30,000	370
15,000	1,011,363	0	0	0	123,590	0	0	123,590	0	371
5,000	250,000	0	----------	0	0	0	----------	----------	----------	372
1,605,300	4,462,797	3,384,705	323,486	141,593	0	0	0	465,079	477,836	373
5,000	250,000	0	8,000	0	0	0	0	8,000	450	374
8,500	55,000	40,000	5,000	2,200	0	0	800	8,000	21,000	375
50,000	1,200,000	1,200,000	25,000	50,000	0	0	10,000	85,000	----------	376
60,000	790,000	517,000	17,620	31,020	27,776	$40,000	5,041	121,457	5,000	377
15,000	500,000	420,000	60,000	18,509	0	0	3,500	82,000	----------	378
2,000	350,000	0	----------	0	0	0	----------	----------	----------	379
1,000	7,500	0	1,500	0	0	0	0	1,500	500	380
14,650	415,000	207,000	29,000	12,000	0	0	0	32,000	75,000	381
600	100,000	41,000	4,550	1,600	0	0	225	6,375	500	382
90,650	1,200,000	1,874,098	99,287	91,870	0	0	1,372	192,529	567,360	383
55,000	125,000	239,660	650	11,500	3,000	0	0	15,150	----------	384
1,500	14,000	0	2,000	0	0	0	0	2,000	500	385
50	35,000	0	1,130	0	0	0	8,426	9,556	----------	386
12,000	300,000	0	6,200	0	27,000	0	1,400	34,600	----------	387
2,000	80,000	100,000	2,890	6,000	0	0	10,000	18,890	----------	388

TABLE 31.—*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.	Values.
	1	2	3	4	5	6	7	8	9	10
	SOUTH CAROLINA—continued.									
389	Furman University	$50	$15	$55	$90	----	30	4,000	2,000	----------
390	Newberry College	40	3	----------	----------	0	0	8,000	----------	----------
391	Claflin University	14	----------	50	65	----	20	5,600	4,000	$6,000
392	Wofford College	40	15	110	160	----	2	8,000	----------	----------
	SOUTH DAKOTA.									
393	Huron College	30	3	----------	90	0	0	1,000	----------	1,000
394	Dakota University	30	3	75	110	----	----	3,000	500	4,500
395	Redfield College*	30	----------	100	----------	----	----	4,500	----------	----------
396	University of South Dakota	12	----------	125	250	----	45	7,500	1,000	20,000
397	Yankton College	30	15	125	150	----	9	7,000	3,000	7,000
	TENNESSEE.									
398	U. S. Grant University	30	9	57	90	----	----	6,000	2,000	5,000
399	King College	50	3	100	100	----	5	5,000	3,000	4,000
400	Southwestern Presbyterian University.	60	16	85	120	----	4	12,000	2,000	10,000
401	Greeneville and Tusculum College.	36	----------	63	100	----	5	8,000	500	2,600
402	American University of Harriman.	30	9	75	100	----	----	1,500	400	2,000
403	Hiwassee College	50	----------	80	125	----	----	3,000	5,000	3,000
404	Southwestern Baptist University.*	50	----------	----------	85	----	----	4,000	500	4,000
405	Carson and Newman College	30	5	75	125	----	42	3,500	1,000	3,000
406	Knoxville College	5	0	60	75	----	5	2,000	1,000	1,800
407	University of Tennessee	60	5	115	145	0	----	17,100	7,000	10,500
408	Cumberland University	50	20	100	140	0	3	15,000	1,000	20,000
409	Washington College	27	4	65	75	----	1	3,500	500	3,000
410	Bethel College	45	----------	81	90	----	----	1,000	----------	1,000
411	Maryville College*	12	----------	70	100	0	0	13,000	----------	----------
412	Christian Brothers College	72	----------	----------	----------	----	----	2,000	1,500	----------
413	Milligan College	36	0	70	120	----	----	2,500	500	1,500
414	Fisk University	14	6	90	----------	0	11	7,142	----------	10,000
415	Roger Williams University	8–12	0	72	72	0	0	4,000	----------	5,000
416	University of Nashville	25	11	120	150	----	192	20,000	----------	15,000
417	Vanderbilt University	85	15–40	100	125	19	25	30,000	5,000	75,000
418	Walden University	18	10	50	68	----	12	4,500	500	----------
419	University of the South	100	5	150	200	0	20	31,500	----------	50,000
420	Burritt College	40	5	60	80	0	0	4,325	500	3,500
421	Sweetwater College	40	----------	70	90	----	----	100	50	200
	TEXAS.									
422	St. Edward's College	60	0	160	190	0	2	10,300	----------	----------
423	University of Texas	0	10	150	225	9	13	35,000	10,000	50,000
424	Howard Payne College	50	0	95	110	0	0	2,000	500	500
425	Henry College	30	3	85	90	----	----	600	400	1,000
426	Fort Worth University	48	----------	----------	135	----	----	3,000	----------	3,000
427	Polytechnic College	50	6	80	100	----	----	2,500	----------	----------
428	St. Mary's University	36	----------	----------	----------	----	----	7,000	5,000	5,000
429	Southwestern University	60	5	160	200	----	5	3,000	2,000	5,000
430	Burleson College	50	----------	----------	125	----	----	1,000	400	2,000
431	Texas Christian University	50	----------	100	125	0	0	4,000	----------	4,000
432	Wiley University	10	5	72	84	----	----	3,600	700	5,000
433	St. Louis College	40	0	150	200	----	----	900	200	800
434	Austin College	50	11	125	160	----	----	6,000	800	5,000
435	Trinity University	50	10	80	100	----	----	5,000	1,000	4,000
436	Baylor University	60	10	120	163	1	13	10,500	10,000	10,000
437	Paul Quinn College	23	2	60	73	----	----	1,000	800	1,800

*Statistics of 1899-1900.

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.	Federal appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
----------	$200,000	$65,000	$7,000	$4,000	0	0	0	$11,000	----------	389
----------	45,000	35,000	4,200	1,908	0	0	$763	6,871	$2,000	390
$3,500	150,000	5,000	4,000	0	0	0	10,000	14,000	6,000	391
4,000	180,000	66,000	8,000	6,000	0	0	0	14,000	4,000	392
2,500	50,000	0	2,500	0	0	0	0	2,500	7,500	393
2,000	100,000	0	7,750	0	0	0	5,781	13,531	----------	394
----------	20,000	0	----------	----------	----------	----------	----------	----------	----------	395
20,000	180,000	0	6,000	0	$45,000	0	2,000	53,000	----------	396
10,000	117,500	60,000	4,000	2,800	0	0	0	6,800	7,800	397
15,000	300,000	10,800	13,071	750	0	0	11,104	24,925	11,000	398
600	20,000	17,000	2,000	1,200	0	0	400	3,600	500	399
2,500	50,000	276,000	4,000	16,000	0	0	1,500	21,500	1,500	400
500	32,000	2,205	3,700	50	0	0	0	3,750	----------	401
2,500	100,000	0	2,500	0	0	0	5,000	7,500	----------	402
----------	20,000	----------	----------	----------	----------	----------	----------	----------	----------	403
4,500	50,000	70,000	8,500	4,200	0	0	0	12,700	----------	404
1,500	65,000	49,000	5,000	2,500	0	0	500	8,000	27,000	405
2,000	110,000	0	1,100	0	0	0	13,000	14,100	----------	406
102,407	481,159	425,000	13,399	25,058	0	$40,000	7,930	86,387	1,500	407
12,000	100,000	85,000	12,600	6,715	0	0	0	19,315	3,500	408
1,500	45,000	5,000	800	300	0	0	600	1,700	6,000	409
500	14,000	0	3,000	0	0	0	0	3,000	----------	410
5,000	98,568	247,364	4,030	12,926	0	0	883	17,839	----------	411
----------	80,000	0	----------	0	0	0	----------	----------	----------	412
250	15,000	0	4,000	0	0	0	0	4,000	691	413
15,000	350,000	48,225	6,849	2,893	0	0	29,809	39,551	2,062	414
5,000	150,000	0	1,478	0	0	0	421	1,899	8,079	415
2,500	200,000	0	10,000	0	20,000	0	40,000	70,000	0	416
200,000	750,000	1,400,000	80,000	55,000	0	0	0	135,000	140,000	417
8,000	150,000	0	8,260	0	312	0	18,928	27,500	----------	418
5,000	365,000	204,430	31,952	11,061	0	0	20,051	63,064	27,300	419
500	20,000	0	3,659	0	0	0	0	3,659	0	420
100	20,000	----------	----------	----------	----------	----------	----------	----------	----------	421
15,000	110,000	0	22,500	0	0	0	0	22,500	0	422
100,000	400,000	623,716	12,855	47,500	78,500	0	31,895	170,750	----------	423
1,200	40,000	0	4,000	0	0	0	0	4,000	21,000	424
3,000	16,000	0	9,000	0	0	0	1,200	10,200	----------	425
8,000	150,000	----------	----------	----------	----------	----------	----------	----------	----------	426
3,000	40,000	0	----------	0	0	0	----------	----------	----------	427
400	60,000	0	----------	0	0	0	----------	----------	----------	428
3,500	200,000	0	10,787	0	0	0	10,914	21,701	----------	429
200	30,000	0	----------	----------	----------	----------	----------	----------	----------	430
1,000	100,000	10,000	10,000	500	0	0	0	10,500	2,000	431
250	40,000	0	10,000	0	0	0	4,000	14,000	4,000	432
950	200,000	0	16,000	0	0	0	0	16,000	0	433
4,000	80,000	50,000	3,500	3,300	0	0	0	6,800	----------	434
2,000	80,000	32,000	5,913	970	0	0	4,099	10,982	----------	435
10,000	260,000	61,600	42,000	3,100	0	0	0	45,100	113,500	436
1,500	75,000	0	1,707	0	0	0	7,773	9,480	3,580	437

TABLE 31.—*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
	UTAH.									
438	Brigham Young College	$11	.....	$95	$125	0	0	2,700	970	$3,239
439	University of Utah	0	$25	95	175	....	....	20,600	11,200	25,000
	VERMONT.									
440	University of Vermont	60	22	125	250	0	....	61,000	12,000	100,000
441	Middlebury College	80	12	120	150	0	120	24,895	2,700	26,000
442	Norwich University	65	35	120	.....	....	31	6,000	4,000	.....
	VIRGINIA.									
443	Randolph-Macon College	75	15	135	144	....	31	9,000	.....	6,800
444	Bridgewater College	48	2	110	150	....	....	2,400	500	2,000
445	University of Virginia	75	40	162	180	3	4	50,775	1,333	85,000
446	Emory and Henry College	25	10	85	115	0	2	10,000	.....	12,000
447	Fredericksburg College	55	5	.....	140	....	....	500	250	600
448	Hampden-Sidney College	50	27	90	120	2	21	15,000	2,000	15,000
449	Washington and Lee University	50	30	100	150	1	20	40,000	10,000	50,000
450	Richmond College	70	19	100	150	....	28	14,000	2,500	25,000
451	Virginia Union University	12	.....	72	72	....	5	7,000	500	4,000
452	Roanoke College	50	12	87	111	....	24	22,000	.....	30,000
453	College of William and Mary	35	13	108	117	0	110	10,000	.....	20,000
	WASHINGTON.									
454	Vashon College	60	12	200	225	0	0	1,329	825	1,000
455	University of Washington	0	.....	135	180	0	0	12,520	12,200	15,000
456	Gonzaga College	50	.....	250	.....	....	....	10,000	.....	.....
457	Puget Sound University	45	5	120	150	0	0	3,000	500	5,000
458	Whitworth College	48	.....	220	250	0	....	7,000	1,000	5,000
459	St. James College	30	.....	.....	200	....	....	8,000	1,000	8,000
460	Whitman College	50	0	175	248	0	29	8,000	4,000	10,000
	WEST VIRGINIA.									
461	Morris Harvey College *a*	30	3	75	100	....	....	1,500	650	1,800
462	Bethany College	40	10	.....	.....	....	40	1,000	.....	1,000
463	West Virginia University	38	6	250	300	0	0	18,000	5,000	40,000
	WISCONSIN.									
464	Lawrence University	6	32	100	125	2	....	18,127	8,672	35,000
465	Beloit College	36	13	118	265	....	51	28,000	10,500	28,000
466	Mission House	20	10	100	100	0	0	6,000	.....	.....
467	University of Wisconsin	(*b*)	20-30	200	350	21	9	70,000	20,000	111,337
468	Milton College	21-30	6	120	150	....	....	6,342	1,745	9,123
469	Concordia College	40	.....	68	.....	....	3	4,000	300	3,000
470	Marquette College	60	10	.....	.....	0	4	9,950	1,250	4,000
471	Ripon College	40	.....	140	200	0	10	11,000	.....	.....
472	Northwestern University	32	.....	68	120	....	....	4,523	500	10,000
	WYOMING.									
473	University of Wyoming	0	3	150	200	0	0	10,800	6,500	15,800

a Formerly Barboursville College. *b* Free to residents; $30 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.	Federal appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
$11,085	$85,082	$100,000	$3,710	$5,994	0	0	$12,533	$22,237	$403	438
20,000	450,000	----------	7,006	---------	$59,708	0	6,188	72,902	0	439
65,000	600,000	463,117	12,035	26,409	6,000	$25,000	6,000	75,444	3,000	440
22,000	200,000	380,000	1,050	18,000	2,460	0	3,550	25,000	17,500	441
2,000	36,000	3,500	4,200	160	7,000	0	350	11,710	----------	442
10,000	95,000	155,000	11,915	10,324	0	0	0	22,239	1,600	443
3,000	30,000	11,000	4,200	250	0	0	0	4,450	1,600	444
100,000	1,250,000	376,850	76,570	20,621	50,000	0	2,973	150,164	----------	445
1,500	100,000	25,000	6,217	500	0	0	3,397	10,114	----------	446
600	12,000	0	---------	---------	---------	---------	---------	---------	---------	447
5,000	150,000	150,000	5,000	8,000	0	0	0	13,000	----------	448
16,000	200,000	634,353	12,500	34,500	0	0	0	47,000	6,000	449
10,000	600,000	275,000	---------	---------	0	0	---------	---------	---------	450
200	250,000	90,000	1,400	4,000	0	0	12,000	17,400	5,000	451
5,000	100,000	65,000	5,500	2,800	0	0	5,800	14,100	8,000	452
5,000	125,000	129,000	3,400	5,100	15,000	0	0	23,500	3,209	453
4,000	35,000	0	24,525	0	0	0	6,475	31,000	----------	454
35,000	658,500	0	0	0	50,000	0	0	50,000	----------	455
3,000	300,000	0	---------	0	0	0	---------	---------	---------	456
5,000	20,000	0	2,500	0	0	0	1,500	4,000	----------	457
1,000	125,000	0	3,000	0	0	0	8,000	11,000	50,000	458
8,000	10,000	---------	---------	---------	---------	---------	---------	---------	---------	459
10,000	160,000	200,000	10,000	12,000	0	0	0	22,000	11,000	460
1,000	25,000	0	1,500	0	0	0	0	1,500	2,000	461
1,000	200,000	80,000	2,500	2,000	0	0	6,500	11,000	5,100	462
50,000	350,000	114,369	9,731	6,240	93,550	20,000	0	129,521	----------	463
25,000	180,000	213,807	15,800	13,211	0	0	3,000	32,011	16,000	464
75,000	365,000	448,132	11,345	12,554	0	0	2,950	26,849	----------	465
5,000	35,000	24,000	1,564	703	0	0	0	2,267	13,825	466
366,059	1,443,807	531,624	48,144	23,826	424,799	40,000	2,887	539,656	5,130	467
8,737	29,291	83,245	2,221	6,319	0	0	1,300	9,840	3,281	468
1,500	150,000	0	40	0	0	0	---------	---------	---------	469
2,700	130,000	5,000	9,000	228	0	0	0	9,228	0	470
5,000	125,000	218,919	3,872	13,849	0	0	0	17,721	33,000	471
10,000	68,000	0	1,250	0	0	0	10,000	11,250	500	472
85,900	250,000	0	437	0	20,366	40,000	664	61,467	17,479	473

TABLE 32.—*Statistics of colleges for women, Division A.*

	Location.	Name.	Religious or nonsectarian control.	Year of 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	Mills College	Nonsect.	1871	----	----	7	19	7	19	185	32	0	217	4	28	0	----	----	----	10	
	ILLINOIS.																					
2	Rockford	Rockford College	Nonsect.	1849	0	2	0	12	0	14	33	61	1	95	55	0	6	38	7	----	----	
	MARYLAND.																					
3	Baltimore	Woman's College of Baltimore	M. E.	1888	0	0	12	18	12	18	0	326	2	328	*a* 326	----	----	155	33	----	----	
	MASSACHUSETTS.																					
4	Cambridge	Radcliffe College	Nonsect.	1879	0	0	104	0	104	0	0	404	53	457	*a* 404	----	----	103	80	47	----	
5	Northampton	Smith College	Nonsect.	1875	0	0	28	49	28	49	0	1,107	8	1,133	*a* 1,107	----	----	----	----	----	----	
6	South Hadley	Mount Holyoke College	Nonsect.	1837	0	0	4	45	4	45	0	544	6	550	543	----	----	260	120	75	----	
7	Wellesley	Wellesley College	Nonsect.	1875	0	0	8	67	8	67	0	693	23	716	*a* 693	----	----	183	85	42	----	
	NEW YORK.																					
8	Aurora	Wells College	Nonsect.	1868	0	0	6	14	6	14	0	123	0	123	*a* 123	----	----	108	5	----	----	
9	Elmira	Elmira College*	Presb.	1855	0	0	8	12	8	12	0	117	0	117	65	----	34	99	12	3	----	
10	New York	Barnard College	Nonsect.	1889	0	0	35	7	25	7	0	384	0	384	*a* 384	----	----	175	79	93	0	
11	Poughkeepsie	Vassar College	Nonsect.	1865	0	0	14	54	14	54	0	693	9	702	*a* 693	----	----	365	182	----	----	
	PENNSYLVANIA.																					
12	Bryn Mawr	Bryn Mawr College	Nonsect.	1885	0	0	26	16	26	16	0	349	49	398	*a* 349	----	----	----	----	5	----	
	VIRGINIA.																					
13	Lynchburg	Randolph-Macon Woman's College.	M. E. So.	1893	0	0	11	11	11	11	0	276	0	276	*a* 276	----	----	145	10	47	----	

* Statistics of 1899–1900.

a Includes all students in liberal courses.

TABLE 33.—*Statistics of colleges for women, Division A*—Continued.

	Location.	Annual expenses in college department.		Annual living expenses.		No. of fellowships.	No. of scholarships.	Library.			Value of scientific apparatus.	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	----	----	a$200	----	0	15	6,000	500	$20,000	$2,000	$250,000	$75,000	----	----	----	----	----
	ILLINOIS.																	
2	Rockford College	$60	----	300	----	1	5	7,000	----	15,000	25,000	150,000	120,906	$18,861	$3,618	$1,562	$24,041	$47,425
	MARYLAND.																	
3	Woman's College of Baltimore	125	0	----	$250	2	34	8,000	1,700	10,000	45,000	680,000	337,000	32,583	17,000	----	49,583	40,000
	MASSACHUSETTS.																	
4	Radcliffe College	200	----	250	450	0	15	17,000	----	----	30,000	340,000	300,000	79,831	12,000	740	92,571	----
5	Smith College	100	----	----	300	----	100	7,500	----	7,800	112,166	650,000	868,361	123,232	69,563	31,122	223,917	20,763
6	Mount Holyoke College	100	----	150	----	----	25	20,000	2,000	39,000	40,000	625,000	568,000	120,000	25,000	----	145,000	188,000
7	Wellesley College	175	----	225	225	----	71	52,335	600	135,000	215,800	1,122,100	383,799	245,747	8,100	----	253,847	225,000
	NEW YORK.																	
8	Wells College	100	$10	----	----	0	4	8,500	----	15,701	35,365	141,000	200,000	10,000	9,281	43,908	63,189	475
9	Elmira College*	75	5	250	300	0	29	6,070	150	5,100	41,000	182,000	70,275	13,205	4,075	14,925	32,205	----
10	Barnard College	150	5	----	----	1	32	2,000	200	3,000	10,000	725,000	----	65,382	9,671	1,748	76,801	----
11	Vassar College	100	----	300	300	1	7	38,000	1,000	56,922	107,560	1,216,196	874,454	257,714	50,364	157,177	465,255	63,162
	PENNSYLVANIA.																	
12	Bryn Mawr College	150	----	275	300	14	54	33,753	8,000	70,000	47,998	718,810	1,000,000	45,730	62,000	270	108,000	----
	VIRGINIA.																	
13	Randolph-Macon Woman's College	75	15	160	160	----	18	4,000	750	5,000	12,000	148,000	102,600	58,200	5,200	----	63,400	6,400

* Statistics of 1899–1900.

a Including tuition fee.

TABLE 34.—*Statistics of colleges for women, Division B.*

	Location.	Name.	Religious or nonsectarian control.	Year of opening.	Professors and instructors.		Students.																
													College students pursuing courses leading to—					College students studying—		Number in—		
					Men.	Women.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1901.	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	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	ALABAMA.																						
1	Athens	Athens Female College*	M. E. So	1843	3	13	27	31	80	5	143	10	15	....	50	15	....	30	2	5	50	20	
2	East Lake	East Lake Atheneum*	Nonsect	1890	1	5	42	23	32	0	97	7	10	....	14	....	....	10	0	....	18	1	
3	Eufaula	Union Female College	Nonsect	1854	1	10	26	18	63	5	112	5	18	....	40	5	....	....	....	....	55	....	
4	Marion	Marion Female Seminary	Nonsect	1836	3	8	20	20	68	0	108	8	39	....	....	....	....	29	0	....	40	19	
5	Talladega	Isbell College	Presb	1852	1	6	10	14	43	0	67	....	43	....	....	....	....	25	....	....	6	5	
6	Tuscaloosa	Tuscaloosa Female College	M. E. So	1860	1	13	0	53	116	0	169	27	45	....	....	15	28	36	....	....	92	14	
7	Tuskegee	Alabama Conference Female College	M. E	1855	3	9	10	20	101	1	132	28	....	....	101	....	....	40	0	0	80	16	
	ARKANSAS.																						
8	Conway	Central Baptist College	Bapt	1892	1	9	20	24	66	0	110	7	6	....	40	10	....	50	0	....	90	9	
	CALIFORNIA.																						
9	San Jose	College of Notre Dame	R. C	1851	1	22	11	34	32	1	78	6	1	....	5	2	....	26	12	35	78	40	
	GEORGIA.																						
10	Athens	Lucy Cobb Institute	Nonsect	1858	0	16	65	45	50	....	160	15	....	....	....	....	....	....	....	....	....	....	
11	College Park	Southern Female College	Nonsect	1843	5	15	0	0	161	4	165	25	....	....	....	....	....	152	0	0	165	12	
12	Cuthbert	Andrew Female College	M. E. So	1854	4	8	60	40	105	0	205	9	75	....	10	20	....	75	4	4	80	15	
13	Dalton	Dalton Female College	M. E. So	1872	4	6	20	30	110	9	169	4	30	0	20	26	....	56	0	7	20	7	
14	Forsyth	Monroe Female College	Bapt	1849	4	13	40	38	118	0	196	32	78	0	0	40	....	71	0	8	110	9	
15	Gainesville	Brenau College	Nonsect	1878	5	10	0	0	160	0	160	19	80	....	40	....	....	....	....	....	10	20	
16	La Grange	La Grange Female College	M. E. So	1853	5	12	22	39	120	15	196	14	26	0	0	42	0	26	5	7	106	13	
17	....do	Southern Female College	Bapt	1843	5	15	20	10	135	10	175	26	100	0	0	20	15	100	....	50	130	25	
18	Macon	Wesleyan Female College	M. E. So	1839	7	17	0	60	265	0	325	21	100	0	9	0	40	108	9	....	246	73	
19	Rome	Shorter College	Bapt	1877	8	11	40	40	110	0	190	11	45	....	20	5	....	90	....	....	115	20	
20	Thomasville	Young Female College *a*	Nonsect	1870	1	3	25	20	45	0	90	4	36	....	....	....	....	15	....	....	18	....	

	ILLINOIS.																						
21	Jacksonville	Illinois Woman's College	M. E	1847	2	17	22	70	200	0	292	34						65	6	12	105	32
22	Knoxville	St. Mary's School	P. E	1868	3	12	0	30	75	0	105	11	75	0	0	0	0	50	4	0	80	20
	KANSAS.																						
23	Topeka	College of the Sisters of Bethany	P. E	1861	2	14	31	62	20	0	113	5	20					30	1		110	21
	KENTUCKY.																						
24	Bowling Green	Potter College	Nonsect	1889	1	19	0	25	175	0	200	10	75					42			106	27
25	Danville	Caldwell College	Presb	1860	1	12	23	22	115	3	163	20	8			90		90	8		90	22
26	Harrodsburg	Beaumont College	Nonsect	1894	2	9	20	30	56	6	112	16	10	0	30	10		30	1	0	50	10
27	Hopkinsville	Bethel Female College	Bapt	1854	3	8	10	15	90	0	115	4							0	2	59	0
28	Lexington	Sayre Female Institute	Presb	1854	4	9	40	25	63	0	128											
29	Millersburg	Millersburg Female College	M. E. So	1850	2	12	30	30	54	6	120	2	25	0	20	9	0	35	0	20	57	9
30	Nicholasville	Jessamine Female Institute	Nonsect	1854	0	11	27	17	70	1	115	14										
31	Owensboro	Owensboro Female College	Nonsect	1890	3	6	20	25	76	0	121	3	15			25		20	2		36	2
32	Russellville	Logan Female College	M. E. So	1856	3	4	25	25	60	2	112	6	7	2	2	5	1	30		5	20	3
33	Stanford	Stanford Female College	Nonsect	1869	1	4	2	6	25	0	33	7	15					11			20	1
	LOUISIANA																						
34	Clinton	Silliman Collegiate Institute	Presb	1852	2	7	30	40	55	2	127	10				50		25			27	1
35	Keatchie	Louisiana Female College	Bapt	1856	3	4	0	15	41	0	56	6	9		14	18		27	1		28	4
36	Mansfield	Mansfield Female College	M. E. So	1855	1	7	23	40	25	0	88	12	15		10			25			50	
	MAINE.																						
37	Kents Hill	Maine Wesleyan Seminary and Female College.	M. E	1864	8	7	0	169	4	3	176	28	4	0	0	0	0	4	4	14	60	32
38	Woodfords	Westbrook Seminary*	Univ	1834	3	4	9	75	10	5	99	3					10	40	15	12	10	4
	MARYLAND.																						
39	Baltimore	Notre Dame of Maryland	R. C	1873	8	24	20	120	80	0	220	4	12		30	20		80		15	120	30
40	Frederick	Woman's College	Reformed	1893	4	15	0	64	99	0	163	14	9			8	16	58	11		107	16
41	Hagerstown	Kee Mar College	Nonsect	1852	4	12	25	18	95	4	142	10	35			20	9	34	8	9	47	13
42	Lutherville	Maryland College for Women	Luth	1853	7	7	0	7	86	0	93	15	11		10	52		60	11		60	10
	MASSACHUSETTS.																						
43	Auburndale	Lasell Seminary	Nonsect	1851	8	25	0	9	87	0	168	16						45	3		82	8
	MINNESOTA.																						
44	Albert Lea	Albert Lea College	Presb	1885	0	11	0	76	6	0	82	1	5					6	3	5	34	1

* Statistics of 1899–1900.

a Suspended June, 1901.

TABLE 34.—*Statistics of colleges for women, Division B*—Continued.

	Location.	Name.	Religious or nonsectarian control.	Year of opening.	Professors and instructors.		Students.											College students studying—		Number in—		
					Men.	Women.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1901.	College students pursuing courses leading to— 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	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	Blue Mountain Female College*	Nonsect	1873	2	18	15	20	270	0	305	9	150	....	.....	120	....	150	0	40	145	13
46	Brookhaven	Whitworth Female College	M. E. So	1859	3	12	25	25	100	1	151	14	75	....	25	....	....	40	....	12	75	52
47	Clinton	Hillman College	Bapt	1853	3	7	44	20	78	0	163	8	....	....	....	....	....	....	....	....	.....	.....
48	Columbus	Industrial Institute and College	State	1885	3	25	0	313	169	0	482	12	169	....	....	....	....	135	....	129	.....	.....
49	French Camp	Central Mississippi Institute	Presb	1884	2	4	25	15	40	0	80	10	20	....	10	....	....	25	....	3	30	10
50	Jackson	Belhaven College for Young Ladies	Nonsect	1894	0	8	10	30	90	2	132	13	....	....	85	5	....	30	0	....	85	20
51	Meridian	East Mississippi Female College	M. E	1869	3	20	42	62	240	0	380	14	....	....	....	....	....	81	9	55	257	24
52	Natchez	Stanton College for Young Ladies	Nonsect	1894	1	14	49	86	56	0	191	7	21	....	....	....	....	34	15	....	37	31
53	Oxford	Woman's College	M. E	1854	1	12	0	31	69	0	100	12	2	....	13	....	....	30	....	....	80	8
54	Pontotoc	Chickasaw Female College	Presb	1852	1	5	15	45	35	0	95	4	20	....	10	5	....	29	....	12	49	11
	MISSOURI.																					
55	Columbia	Christian College	Christian	1851	4	22	22	30	190	6	248	42	30	....	120	40	....	78	25	....	180	34
56	do	Stephens College	Bapt	1856	7	11	....	....	....	....	167	11	....	....	....	....	....	....	....	....	105	17
57	Fayette	Howard Payne College	M. E. So	1844	2	10	0	81	50	3	134	18	....	....	....	....	....	43	0	....	65	10
58	Fulton	Synodical Female College	Presb	1872	1	11	10	20	120	3	153	16	50	0	0	15	....	100	....	0	60	10
59	Lexington	Baptist Female College	Bapt	1855	4	12	10	40	63	3	116	14	20	....	43	....	....	26	....	....	86	30
60	do	Central Female College	M. E. So	1869	5	9	....	....	....	....	138	....	....	....	....	....	....	....	....	....	95	17
61	Liberty	Liberty Ladies College	Nonsect	1890	5	11	0	50	126	0	176	12	....	....	121	5	....	45	6	0	124	34
62	Mexico	Hardin College	Bapt	1873	10	12	....	....	....	....	206	25	....	....	....	....	....	....	....	....	150	40
63	Nevada	Cottey College for Young Ladies	M. E. So	1884	2	12	24	34	60	0	183	3	....	....	40	20	....	60	4	20	140	15
64	St. Charles	Lindenwood College for Women	Presb	1830	4	11	0	5	60	0	65	10	....	....	....	....	....	45	....	....	40	20
	NEW YORK.																					
65	Brooklyn	Packer Collegiate Institute	Nonsect	1854	5	48	38	456	114	4	612	35	0	0	0	0	0	114	18	0	0	0
	NORTH CAROLINA.																					
66	Asheville	Asheville College for Young Women*	Nonsect	1842	5	10	30	72	80	2	184	8	50	....	20	10	....	70	....	....	90	20
67	Charlotte	Elizabeth College	Luth	1897	7	9	5	20	89	1	115	13	45	....	.....	....	....	45	....	....	72	19

68	Dallas	Gaston College	Luth	1879	2	4	0	47	32	0	109	0	12	0	20	0	0	24	3	0	18	12
69	Greensboro	Greensboro Female College	M. E. So	1846	3	9	0	0	167	3	170	7										
70	Hickory	Claremont Female College	Nonsect	1880	3	10	0	25	100	2	127	14	25	0	30	10	35	40		6	60	20
71	Louisburg	Louisburg Female College	M. E	1857	1	11	36	40	89	3	168	54						54	0		60	16
72	Oxford	Oxford Female Seminary	Bapt	1850	0	10	15	40	50	0	105	7	40					50	0	0	60	10
73	Raleigh	Baptist Female University	Bapt	1899	5	19	27	150	74	2	253		7	0	0	0		50	2	9	85	16
74	Salem	Salem Female Academy and College	Moravian	1802	3	31	0	80	152	1	324	37	27					190	26		240	40
	OHIO.																					
75	Oxford	Oxford College	Nonsect	1849	2	15	0	84	59	2	145	24	6		47	6		38	8	0	75	53
76	do	Western College	Nonsect	1855	3	25	0	68	58	0	126	5	56	0	0	0	0	58	12	2	46	2
77	Painesville	Lake Erie College	Nonsect	1859	2	22	0	21	85	0	132	16	20	0	0		36	43	20	0	122	6
	PENNSYLVANIA.																					
78	Allentown	Allentown College for Women	Reformed	1867	6	7	19	43	72	0	134	14			72			72			38	34
79	Bethlehem	Moravian Seminary and College for Women.	Moravian	1749	4	18					100	21									45	10
80	Blairsville	Blairsville College	Nonsect	1851	3	9	0	50	30	1	81	15	30					25	5		50	12
81	Chambersburg	Wilson College	Presb	1870	5	24	0	50	223	5	278	31	120				58	137	14		130	27
82	Mechanicsburg	Irving Female College	Luth	1856	9	8	0	0	132	0	132	17	25	0	50	57	0	64	11	0	110	20
83	Pittsburg	Pennsylvania College for Women	Presb	1869	5	22	17	188	38	0	243	5	34	0	1	0	0	38		0		
	SOUTH CAROLINA.																					
84	Columbia	Columbia Female College	M. E. So	1859	4	10	0	0	146	0	146	18	115			30	1	120	3	0	46	15
85	do	Presbyterian College for Women	Presb	1890	5	14	30	22	145	0	197	8	77								87	30
86	Due West	Due West Female College	A. R. Presb	1859	4	7	0	0	93	2	95	23	25	0	0	0	15	49	1	15	45	6
87	Gaffney	Limestone College	Bapt	1845	4	15	0	43	100	2	145	2	80	0	0	0	0	85	6	0	80	24
88	Greenville	Greenville College for Women	Nonsect	1894	2	5	30	15	35	2	82	8	20	0	15	0	0	12	0	0	26	
89	do	Greenville Female College	Bapt	1854	5	12	20	20	124	0	164	26	54	0	0	0	21			8	45	22
90	Spartanburg	Converse College	Nonsect	1890	10	20	0	0	420	6	426	39	205	0	52			200	5		220	24
91	Union	Clifford Seminary	Presb	1881	1	6	13	6	38	0	57	2	27					24	0	0	24	18
92	Williamston	Williamston Female College	M. E. So	1872	2	4	0	57	50	0	107	2					50	48			37	16
	TENNESSEE.																					
93	Bristol	Sullins College	M. E. So	1870	4	14	25	70	75	4	220	10	40	0	35	0	0	50	0		140	22
94	Brownsville	Brownsville Female College	Bapt	1851	3	8	10	20	50	0	80	6	20		8	2	20	25		10	10	
95	Franklin	Tennessee Female College	Nonsect	1856	2	12	25	50	100	0	175	9						35	12		75	25
96	Gallatin	Howard Female College	Nonsect	1836	2	6	20	25	40	0	85	10	10		20	10		30			70	15
97	Jackson	Memphis Conference Female Institute.	M. E. So	1843	2	14	15	26	175	2	218	19	69		100			56	2	3	119	16
98	Murfreesboro	Soule Female College	M. E. So	1852	1	14					209	11									72	8
99	Nashville	Boscobel College	Nonsect	1889	3	12	10	40	39	2	91	8	2	0	4	2		35			45	10
100	do	Ward Seminary	Presb	1865	11	21	50	50	294	0	394	41			225			108	6	38	182	34
101	Pulaski	Martin Female College	M. E	1870	2	6	20	10	89	2	121	10	60		29			58	2	0	60	6
102	Rogersville	Rogersville Synodical College	Presb	1849	3	12	0	20	150	3	173	3	40		30	40		50	0	15	60	10

* Statistics of 1899–1900.

TABLE 34.—*Statistics of colleges for women, Division B*—Continued.

	Location.	Name.	Religious or nonsectarian control.	Year of opening.	Professors and instructors.		Students.												College students studying—		Number in—		
					Men.	Women.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1901.	College students pursuing courses leading to— 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	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		18	19	20	21	22
	TEXAS.																						
103	Belton	Baylor Female College	Bapt	1845	4	14	0	75	240	2	317	21	50	....	60	70	....		75	40	0	275	15
104	Bonham	Carlton College	Christian	1867	2	9	68	20	31	0	119	6	....	....	....	....	....		....	....	....	....	....
105	Chappell Hill	Chappell Hill Female College	M. E. So	1852	1	6	18	6	60	0	84	12	....	....	....	....	....		21	0	0	40	12
106	San Antonio	San Antonio Female College	M. E. So	1894	3	8	15	40	60	0	127	3	....	....	....	....	....		....	....	....	77	17
107	Sherman	Mary Nash College*	Nonsect	1877	4	10	0	136	102	0	238	12	34	....	68	....	....		83	19	....	177	84
	VIRGINIA.																						
108	Abingdon	Martha Washington College	M. E. So	1858	4	14	30	95	70	0	195	9	....	....	....	....	....		40	3	....	130	25
109	do	Stonewall Jackson Institute	Presb	1869	0	10	17	64	32	0	113	10	....	....	....	....	....		....	....	....	....	....
110	Bristol	Southwest Virginia Institute	Bapt	1884	9	4	....	....	....	....	57	0	....	....	....	....	....		....	....	....	....	....
111	Charlottesville	Albemarle College for Young Ladies*	Nonsect	1897	1	6	7	12	8	0	27	3	7	....	....	....	....		8	....	....	11	2
112	Danville	Roanoke Female College	Bapt	1860	2	6	0	25	62	0	87	8	....	....	....	....	....		49	0	....	50	7
113	Hollins	Hollins Institute	Nonsect	1842	11	15	0	13	223	0	236	14	....	....	....	....	....		77	0	0	160	31
114	Marion	Marion Female College	Luth	1874	2	7	43	10	69	0	122	6	30	....	....	30	....		30	....	....	43	17
115	Petersburg	Southern Female College	Nonsect	1863	4	8	15	25	100	0	140	3	....	....	....	....	....		....	....	....	75	12
116	Winchester	Valley Female College	M. E. So	1874	1	6	10	20	15	0	45	8	....	....	....	....	....		25	....	....	....	....
	WEST VIRGINIA.																						
117	Lewisburg	Lewisburg Female Institute	Presb	1876	1	10	18	43	55	0	116	5	34	....	....	17	....		44	....	14	80	8
118	Parkersburg	Parkersburg Seminary*	Nonsect	1872	1	4	0	20	10	0	30	....	....	....	....	....	....		....	....	....	....	....
	WISCONSIN.																						
119	Milwaukee	Milwaukee-Downer College	Nonsect	1895	2	20	0	169	56	0	225	5	7	....	49	....	....		35	7	....	70	16

*Statistics of 1899–1900.

TABLE 35.—*Statistics of colleges for women, Division B*—Continued.

	Name.	Annual expenses in college department.		Annual living expenses.		Library.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.
		Tuition fee.	Other fees.	Lowest.	Moderate.	Volumes.	Value.				From tuition and other fees.	From productive funds.	State or municipal appropriations.	From other sources.	Total.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	ALABAMA.															
1	Athens Female College*	$36	$4	$90	$110	500	$500	$300	$35,000	-------	$6,600	-------	-------	$800	$7,400	-------
2	East Lake Atheneum*	45	-------	112	135	100	75	0	7,000	0	-------	-------	-------	-------	-------	-------
3	Union Female College	50	2	100	125	-------	-------	-------	20,000	-------	-------	-------	-------	-------	-------	-------
4	Marion Female Seminary	50	-------	-------	-------	600	600	500	25,000	-------	-------	-------	-------	-------	-------	-------
5	Isbell College	40	-------	108	126	-------	-------	-------	18,000	-------	-------	-------	-------	-------	-------	-------
6	Tuscaloosa Female College	50	-------	180	225	1,100	800	250	25,000	0	12,000	0	0	0	12,000	-------
7	Alabama Conference Female College	50	0	150	150	6,000	6,000	1,000	100,000	$6,000	5,000	$250	0	1,501	6,751	-------
	ARKANSAS.															
8	Central Baptist College	50	1	130	-------	1,500	500	150	60,000	0	10,000	0	0	0	10,000	$2,500
	CALIFORNIA.															
9	College of Notre Dame	-------	-------	*a*300	-------	7,110	10,250	15,000	240,000	0	23,400	0	0	12,000	35,400	2,240
	GEORGIA.															
10	Lucy Cobb Institute	60	-------	-------	-------	4,000	-------	-------	30,000	-------	10,000	0	0	0	10,000	0
11	Southern Female College	50	9	-------	150	5,000	-------	1,500	-------	-------	-------	-------	-------	-------	-------	-------
12	Andrew Female College	45	3	72	125	1,000	250	25	50,000	0	3,500	0	0	5,000	8,500	-------
13	Dalton Female College	40	2	130	160	200	400	-------	12,000	0	3,670	-------	-------	-------	3,670	-------
14	Monroe Female College	41	6	84	84	200	200	500	40,000	0	11,680	0	$200	3,000	14,880	1,000
15	Brenau College	60	2	130	160	3,000	4,500	1,000	80,000	0	50,000	0	0	0	30,000	500
16	La Grange Female College	54	5	125	150	2,800	3,000	1,000	150,000	13,800	7,400	650	600	6,000	14,650	5,000
17	Southern Female College	50	-------	90	120	2,000	1,500	500	50,000	0	20,000	0	0	0	20,000	-------
18	Wesleyan Female College	50	10	150	150	5,000	3,000	2,500	275,000	50,000	50,000	2,000	0	18,000	70,000	11,000
19	Shorter College	60	12	-------	150	5,000	5,000	3,000	150,000	41,000	21,000	2,400	0	300	23,700	-------
20	Young Female College	30	-------	125	150	-------	-------	400	20,000	-------	1,200	0	0	0	1,200	-------

*Statistics of 1899-1900.

a Including tuition fee.

TABLE 35.—*Statistics of colleges for women, Division B*—Continued.

	Name.	Annual expenses in college department.		Annual living expenses.		Library.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.
		Tuition fee.	Other fees.	Lowest.	Moderate.	Volumes.	Value.				From tuition and other fees.	From productive funds.	State or municipal appropriations.	From other sources.	Total.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	ILLINOIS.															
21	Illinois Woman's College	$50	.....	.....	$225	1,500	$1,000	$1,000	$100,000	0	$18,000	0	0	$17,000	$35,000	$6,000
22	St. Mary's School	.....	.....	.....	*a* 400	2,500	2,000	5,000	100,000	0	54,000	0	0	0	54,000	0
	KANSAS.															
23	College of the Sisters of Bethany	45	.....	$205	255	2,500	2,000	1,000	375,000	$40,000	18,107	$1,080	0	2,320	21,507	33,366
	KENTUCKY.															
24	Potter College	60	.....	.....	200	5,000	5,000	500	80,000	0	25,000	0	0	0	25,000	.....
25	Caldwell College	50	$2	.....	160	1,200	1,000	200	12,000	0	9,500	0	0	0	9,500	.....
26	Beaumont College	60	.....	.....	175	5,000	1,000	500	30,000	0	10,000	0	0	0	10,000	0
27	Bethel Female College	50	.....	160	160	2,500	.....	.....	35,000	100	10,000	6	0	0	10,006	.....
28	Sayre Female Institute	65	.....	200	.....	.....	.....	3,000	100,000	.....	.....	.....	.....	.....	.....	.....
29	Millersburg Female College	50	4	100	150	300	200	300	10,000	0	3,000	0	0	5,000	8,000	0
30	Jessamine Female Institute	50	1	160	.....	200	200	.....	30,000	.....	.....	.....	.....	.....	.....	.....
31	Owensboro Female College	50	0	125	150	.....	.....	.....	25,000	0	3,500	0	0	0	3,500	.....
32	Logan Female College	50	4	130	150	1,200	1,500	400	30,000	2,000	5,000	0	0	0	5,000	2,000
33	Stanford Female College	50	.....	.....	120	300	.....	.....	10,000	0	2,500	0	0	0	2,500	.....
	LOUISIANA.															
34	Silliman Collegiate Institute	50	1	135	150	300	225	500	45,000	22,000	4,500	2,000	0	0	6,500	.....
35	Louisiana Female College	50	.....	130	150	1,500	2,000	500	30,000	0	4,560	0	0	0	4,560	.....
36	Mansfield Female College	50	2	100	125	2,000	.....	.....	30,000	0	5,000	0	0	0	5,000	.....
	MAINE.															
37	Maine Wesleyan Seminary and Female College.	48	3	90	120	8,000	.....	3,000	140,000	110,000	5,150	6,372	0	208	11,730	100
38	Westbrook Seminary*	36	2	145	150	3,000	1,500	500	75,000	40,000	2,250	2,000	$1,000	0	5,250	.....

	MARYLAND.															
39	Notre Dame of Maryland	100	14	156	300	6,000	16,000	4,000	450,000	3,000	25,000	1,000	0	10,000	36,000	700
40	Woman's College	50	5	.....	190	3,000	5,000	1,500	70,000	25,000	8,500	1,000	0	9,000	18,500	1,500
41	Kee Mar College	50	.....	180	190	5,000	5,000	300	75,000	0	13,000	0	0	500	13,500	.....
42	Maryland College for Women	60	20	.....	175	1,000	1,500	500	40,000	.....	.....	.....	.....	.....	.....	.....
	MASSACHUSETTS.															
43	Lasell Seminary	100	.....	.....	400	2,400	5,000	2,000	150,000	1,000	15,000	35	0	64,965	80,000	.....
	MINNESOTA.															
44	Albert Lea College	31	3	169	169	1,400	1,500	200	20,000	6,000	4,000	290	0	3,635	7,925	2,885
	MISSISSIPPI.															
45	Blue Mountain Female College*	50	1	50	110	2,000	1,500	200	45,000	0	.....	.....	.....	.....	.....	.....
46	Whitworth Female College	50	8	.....	130	800	800	200	80,000	0	15,000	0	0	0	15,000	2,100
47	Hillman College	45	.....	.....	.....	1,000	1,000	500	12,000	.....	.....	.....	.....	.....	.....	.....
48	Industrial Institute and College	0	.....	.....	.....	2,500	2,500	3,000	150,000	156,489	.....	.....	$68,150	.....	68,150	.....
49	Central Mississippi Institute	40	.....	.....	100	3,000	1,000	100	7,500	.....	.....	.....	.....	.....	.....	0
50	Belhaven College for Young Ladies	50	.....	150	150	500	800	300	30,000	0	13,000	0	0	0	13,000	.....
51	East Mississippi Female College	60	2	100	135	3,000	2,000	750	30,000	0	.....	.....	.....	.....	.....	0
52	Stanton College for Young Ladies	60	0	162	162	500	500	750	20,000	0	15,972	0	0	0	15,972	0
53	Woman's College	40	3	120	.....	400	200	.....	30,000	0	5,000	0	0	0	5,000	.....
54	Chickasaw Female College	40	.....	.....	100	2,000	600	750	30,000	.....	.....	.....	.....	.....	.....	.....
	MISSOURI.															
55	Christian College	50	.....	225	.....	5,000	7,500	1,000	110,000	0	35,000	0	0	0	35,000	5,500
56	Stephens College	40	.....	.....	150	800	.....	500	125,000	20,000	13,500	1,000	0	0	14,500	.....
57	Howard Payne College	55	0	.....	150	1,200	1,200	1,000	50,000	11,800	12,000	500	0	0	12,500	0
58	Synodical Female College	50	.....	160	.....	350	350	250	25,000	0	12,000	0	0	0	12,000	6,000
59	Baptist Female College	50	.....	160	.....	1,200	1,200	150	35,000	0	17,000	0	0	0	17,000	.....
60	Central Female College	50	3	175	.....	1,500	2,000	2,000	95,000	1,700	21,000	72	0	0	21,072	27,000
61	Liberty Ladies College	50	0	.....	175	800	500	0	60,000	0	28,000	0	0	0	28,000	0
62	Hardin College	50	3	.....	185	1,100	1,000	800	90,000	64,000	.....	.....	.....	.....	.....	.....
63	Cottey College for Young Ladies	45	0	60	70	1,000	1,000	250	35,000	0	15,000	0	0	0	15,000	0
64	Lindenwood College for Women	55	5	180	235	2,500	2,000	1,500	50,000	30,000	20,000	1,500	0	0	21,500	2,500
	NEW YORK.															
65	Packer Collegiate Institute	160	0	.....	.....	8,000	13,380	13,199	222,047	45,700	66,451	1,226	1,246	720	69,643	2,200
	NORTH CAROLINA.															
66	Asheville College for Young Women*	100	.....	200	275	3,000	4,500	1,000	100,000	.....	10,000	.....	.....	15,000	25,000	.....
67	Elizabeth College	50	25	170	.....	1,000	2,000	500	250,000	.....	.....	.....	.....	.....	.....	15,000
68	Gaston College	20–40	0	75	110	750	1,000	0	8,000	0	990	0	0	600	1,590	0

* Statistics of 1899–1900.

a Including tuition fee.

TABLE 35.—*Statistics of colleges for women, Division B*—Continued.

	Name.	Annual expenses in college department.		Annual living expenses.		Library.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.
		Tuition fee.	Other fees.	Lowest.	Moderate.	Volumes.	Value.				From tuition and other fees.	From productive funds.	State or municipal appropriations.	From other sources.	Total.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	NORTH CAROLINA—continued.															
69	Greensboro Female College	$60	------	------	$130	7,000	$10,000	$2,500	$100,000	0	$30,000	0	0	0	$30,000	------
70	Claremont Female College	40	$2	$100	100	1,500	1,100	------	32,000	0	6,000	0	0	0	6,000	------
71	Louisburg Female College	45	------	85	------	1,000	1,500	500	20,000	0	5,000	0	0	0	5,000	------
72	Oxford Female Seminary	40	------	------	90	1,000	------	500	20,000	0	12,000	0	0	0	12,000	------
73	Baptist Female University	52	10	125	170	600	1,000	500	100,000	0	26,000	0	0	0	26,000	$1,500
74	Salem Female Academy and College	40	------	150	200	6,000	6,000	1,000	200,000	$10,000	------	------	0	0	25,000	1,000
	OHIO.															
75	Oxford College	50	5	300	400	2,000	------	2,000	75,000	0	------	0	0	------	------	0
76	Western College	------	------	*a* 250	------	10,600	------	6,000	154,424	34,345	31,514	$1,820	0	0	33,334	3,500
77	Lake Erie College	75	3-5	------	175	8,000	12,000	10,000	300,000	40,000	24,000	1,500	0	$3,700	29,200	16,000
	PENNSYLVANIA.															
78	Allentown College for Women	40	------	------	220	1,300	1,300	5,000	60,000	------	9,000	0	0	0	9,000	------
79	Moravian Seminary and College for Women	------	------	*a* 300	------	5,000	------	500	100,000	0	------	------	------	------	------	------
80	Blairsville College	40	2	250	------	300	400	300	50,000	0	15,000	0	0	5,000	20,000	5,000
81	Wilson College	60	0	190	190	11,000	10,000	50,000	200,000	0	78,000	0	0	0	78,000	3,000
82	Irving Female College	50	0	------	175	1,000	1,000	------	70,000	0	12,000	0	0	18,000	30,000	25
83	Pennsylvania College for Women	110	17	200	250	2,500	------	4,000	150,000	0	40,000	0	0	0	40,000	150
	SOUTH CAROLINA.															
84	Columbia Female College	40	10	120	150	700	500	800	50,000	------	6,800	------	------	13,000	19,800	2,500
85	Presbyterian College for Women	60	0	190	------	500	------	600	75,000	------	20,500	------	------	------	20,500	------
86	Due West Female College	38	0	75	112	1,000	500	0	10,000	0	------	------	------	------	------	------
87	Limestone College	50	3	------	100	4,000	4,100	2,000	130,000	------	16,000	0	0	0	16,000	------
88	Greenville College for Women	50	5	200	210	700	1,200	------	8,000	------	------	------	------	------	------	------
89	Greenville Female College	45	5	120	120	650	650	25	40,000	0	12,000	0	0	0	12,000	15,000
90	Converse College	50	5	------	180	5,000	5,500	2,500	250,000	16,000	49,900	670	0	0	50,570	107,000

91	Clifford Seminary	40	------	95	110	400	------	200	8,000	0	----------	0	0	0	----------	0
92	Williamston Female College	35	2	------	120	3,500	2,500	1,500	17,500	0	----------	0	$300	------	----------	0
	TENNESSEE.															
93	Sullins College	40	0	125	150	700	1,000	------	80,000	0	20,000	0	0	0	20,000	------
94	Brownsville Female College	45	------	125	150	3,000	3,000	500	20,000	0	----------	----------	----------	----------	----------	------
95	Tennessee Female College	50	0	150	200	2,000	2,000	250	15,000	0	12,000	0	0	0	12,000	0
96	Howard Female College	50	------	160	200	300	200	------	20,000	0	3,500	0	0	2,500	6,000	------
97	Memphis Conference Female Institute	60	4	150	180	4,683	3,000	600	50,000	0	25,000	0	0	5,000	30,000	0
98	Soule Female College	70	0	------	------	500	500	------	15,000	0	----------	----------	----------	----------	----------	0
99	Boscobel College	50	------	------	175	500	500	150	50,000	----------	----------	----------	----------	----------	----------	0
100	Ward Seminary	80	0	225	225	2,500	3,500	------	100,000	0	30,000	0	0	25,500	55,500	------
101	Martin Female College	54	------	71	90	1,000	------	------	100,000	30,000	6,000	1,800	0	0	7,800	0
102	Rogersville Synodical College	34	2	80	120	1,000	1,000	100	40,000	0	5,000	0	0	5,300	10,300	------
	TEXAS.															
103	Baylor Female College	50	2	100	150	5,000	4,000	300	150,000	0	40,000	0	0	0	40,000	37,000
104	Carlton College	45	5	126	------	650	1,450	300	8,000	0	5,025	0	0	0	5,025	------
105	Chappell Hill Female College	50	------	110	110	500	500	200	12,000	0	3,000	0	0	0	3,000	------
106	San Antonio Female College	65	1	------	135	1,200	2,000	500	35,000	0	7,000	0	0	304	7,304	4,000
107	Mary Nash College*	50	------	250	350	5,000	5,000	------	75,000	----------	----------	----------	----------	----------	----------	------
	VIRGINIA.															
108	Martha Washington College	40	------	125	------	----------	----------	1,000	60,000	----------	----------	----------	----------	----------	----------	------
109	Stonewall Jackson Institute	50	3	125	135	----------	----------	------	30,000	0	----------	----------	----------	----------	----------	2,700
110	Southwest Virginia Institute	50	2	100	125	1,200	2,000	------	125,000	0	----------	0	0	0	----------	------
111	Albemarle College for Young Ladies*	36	------	100	125	100	175	------	----------	----------	----------	----------	----------	----------	----------	------
112	Roanoke Female College	50	------	116	126	1,000	600	500	25,000	0	3,726	0	0	0	3,726	------
113	Hollins Institute	60	0	190	190	2,000	3,000	2,500	150,000	----------	----------	----------	----------	----------	----------	------
114	Marion Female College	30	0	100	100	200	200	200	25,000	0	3,000	0	0	0	3,000	50
115	Southern Female College	80	------	------	------	3,000	------	1,000	25,000	----------	----------	----------	----------	----------	----------	------
116	Valley Female College	45	------	125	------	150	150	100	20,000	----------	----------	----------	----------	----------	----------	------
	WEST VIRGINIA.															
117	Lewisburg Female Institute	60	------	150	175	1,500	1,600	300	30,000	0	8,900	0	0	2,300	11,200	8,000
118	Parkersburg Seminary*	------	------	180	------	350	350	------	6,500	----------	----------	----------	----------	----------	----------	------
	WISCONSIN.															
119	Milwaukee-Downer College	100	4	200	250	4,932	3,840	3,000	158,000	162,326	49,672	7,500	0	0	57,172	8,470

*Statistics of 1899–1900.

a Including tuition fee.

TABLE 36.—*Statistics of*

	Location.	Name.	Control.	Year of 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	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	(a)	1893
7	Lafayette, Ind	Purdue University	State	1874
8	Terre Haute, Ind	Rose Polytechnic Institute	(a)	1883
9	Ames, Iowa	Iowa State 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	(a)	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	Durham, N. H	New Hampshire College of Agriculture and Mechanic Arts.	State	1867
21	Hoboken, N. J	Stevens Institute of Technology	(a)	1871
22	Mesilla Park, N. Mex	New Mexico College of Agriculture and Mechanic Arts.	Territory	1891
23	Socorro, N. Mex	New Mexico School of Mines	Territory	1893
24	Potsdam, N. Y	Clarkson School of Technology	(a)	1896
25	Troy, N. Y	Rensselaer Polytechnic Institute	(a)	1824
26	West Point, N. Y	United States Military Academy	Nation	1802
27	Greensboro, N. C	Agricultural and Mechanical College for the Colored Race.	State	1894
28	West Raleigh, N. C	North Carolina College of Agriculture and Mechanic Arts.	State	1889
29	Agricultural College, N. Dak.	North Dakota Agricultural College	State	1891
30	Cleveland, Ohio	Case School of Applied Science	(a)	1881
31	Stillwater, Okla	Oklahoma Agricultural and Mechanical College.	Territory	1891
32	Corvallis, Oreg	Oregon State Agricultural College	State	1870
33	Kingston, R. I	Rhode Island College of Agriculture and Mechanic Arts.	State	1890
34	Charleston, S. C	South Carolina Military Academy	State	1843
35	Clemson College, S. C	Clemson Agricultural College	State	1893
36	Brookings, S. Dak	South Dakota Agricultural College	State	1884
37	Rapid City, S. Dak	State School of Mines	State	1886
38	College Station, Tex	Agricultural and Mechanical College of Texas.	State	1876
39	Logan, Utah	Agricultural College of Utah	State	1890
40	Blacksburg, Va	Virginia Agricultural and Mechanical College and Polytechnic Institute.	State	1872
41	Lexington, Va	Virginia Military Institute	State	1839
42	Pullman, Wash	Washington Agricultural College and School of Science.	State	1892

a Private corporation.

schools of technology.

Professors and instructors.						Students.										
Preparatory department.		Collegiate department.		Total number.		Preparatory.		Collegiate.		Graduate.				Total number.		
										Resident.		Nonresident.				
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	0	31	0	31	0	55	0	335	5	11	6	0	0	401	11	1
6	2	24	3	24	3	81	20	141	47	1	0	0	0	273	114	2
0	0	13	0	13	0	0	0	234	1	0	0	0	0	234	1	3
1	0	15	1	16	1	4	0	51	19	5	0	0	0	60	19	4
6	0	24	0	30	0	100	0	363	0	0	0	0	0	463	0	5
13	2	32	0	45	2	273	65	226	2	0	0	0	0	499	67	6
0	0	63	8	63	8	0	0	934	73	17	13	12	0	963	86	7
0	0	21	0	21	0	0	0	132	0	0	0	1	0	133	0	8
		49	19	49	19	175	41	602	141	16	4	0	0	878	186	9
1	7	37	14	38	21	256	62	453	232	10	22	6	2	955	366	10
0	0	65	0	65	0	0	0	281	0	0	0	0	0	281	0	11
0	0	22	0	22	0	0	0	184	0	14	0	0	0	198	0	12
0	0	179	2	179	2	0	0	1,229	44	4	0	0	0	1,233	44	13
0	0	32	0	32	0	0	0	265	0	5	0	0	0	270	0	14
0	0	45	9	45	9	0	0	447	116	5	3	0	0	531	131	15
0	0	23	0	23	0	0	0	146	0	0	0	0	0	146	0	16
4	0	20	0	24	0	235	1	260	10	3	0	2	1	504	12	17
10	0	6	0	16	0	346	32	35	2	0	0	0	0	381	34	18
6	2	15	6	15	8	85	60	54	18	1	2	0	0	140	80	19
6	0	25	0	27	0	11	2	76	4	1	1	0	0	125	15	20
0	0	23	0	23	0	0	0	241	0	0	0	0	0	241	0	21
1	3	17	4	18	7	106	34	15	17	1	0	0	0	125	60	22
1	2	3	0	4	2	22	27	14	3	0	0	0	0	36	30	23
		7	1	7	1	0	38	60	5	0	0	0	0	60	43	24
0	0	19	0	19	0	0	0	225	0	0	0	0	0	225	0	25
0	0	63	0	63	0	0	0	319	0	0	0	0	0	319	0	26
4	3	5	0	9	3	89	83	19	9	0	0	0	0	108	92	27
0	0	30	0	30	0	0	0	291	0	10	0	0	0	301	0	28
17	4	17	2	20	6	115	60	15	8	2	0	0	0	345	259	29
0	0	23	0	23	0	0	0	266	0	1	0	0	0	267	0	30
1	1	16	2	17	3	94	50	107	29	0	0	0	0	269	135	31
		23	5	23	5			281	146	4	5	0	0	285	151	32
6	4	18	8	18	8	32	11	46	12	1	2	0	0	130	27	33
0	0	8	0	8	0	0	0	130	0	0	0	0	0	130	0	34
5	0	30	0	35	0	82	0	386	0	5	0	0	0	485	0	35
3	0	23	3	26	3	170	33	157	77	3	5	0	0	373	135	36
4	2	6	0	8	2	41	21	34	3	0	0	0	0	75	24	37
0	0	26	0	26	0	0	0	380	0	2	0	0	0	382	0	38
4	3	22	4	26	7	202	78	65	35	0	0	0	0	267	113	39
0	0	34	0	34	0	0	0	367	0	19	0	0	0	386	0	40
0	0	19	0	19	0	0	0	248	0	0	0	0	0	248	0	41
8	6	33	3	36	9	123	60	143	30	5	0	0	0	414	214	42

TABLE 37.—*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	.....	89	116	57
2	Colorado Agricultural College	.....	56	40	74
3	State School of Mines (Colorado)	0	0	0	0
4	Connecticut Agricultural College	0	17	35	13
5	Georgia School of Technology	0	0	0	a 236
6	Armour Institute of Technology	.....	.....	.....	.....
7	Purdue University	.....	199	108	274
8	Rose Polytechnic Institute	.....	.....	.....	42
9	Iowa State College of Agriculture and Mechanic Arts	.....	375	184	116
10	Kansas State Agricultural College	.....	b 243	152	170
11	United States Naval Academy	.....	.....	.....	.....
12	Massachusetts Agricultural College	.....	.....	184	.....
13	Massachusetts Institute of Technology	.....	.....	.....	127
14	Worcester Polytechnic Institute	.....	3	.....	120
15	Michigan Agricultural College	.....	.....	211	241
16	Michigan College of Mines	.....	.....	.....	.....
17	Mississippi Agricultural and Mechanical College	.....	228	27	19
18	Alcorn Agricultural and Mechanical College	.....	37	.....	.....
19	Montana College of Agriculture and Mechanic Arts	.....	29	2	c 22
20	New Hampshire College of Agriculture and Mechanic Arts	10	8	13	2
21	Stevens Institute of Technology	.....	.....	.....	d 241
22	New Mexico College of Agriculture and Mechanic Arts	.....	.....	1	4
23	New Mexico School of Mines	.....	3	.....	.....
24	Clarkson School of Technology	.....	.....	.....	16
25	Rensselaer Polytechnic Institute	.....	7	.....	.....
26	United States Military Academy	.....	.....	.....	.....
27	Agricultural and Mechanical College for the Colored Race (North Carolina).	.....	10	11	6
28	North Carolina College of Agriculture and Mechanic Arts	.....	.....	19	134
29	North Dakota Agricultural College	0	16	2	5
30	Case School of Applied Science	.....	27	.....	60
31	Oklahoma Agricultural and Mechanical College	.....	.....	36	47
32	Oregon State Agricultural College	.....	b 103	61	92
33	Rhode Island College of Agriculture and Mechanic Arts	.....	.....	31	9
34	South Carolina Military Academy	.....	130	.....	.....
35	Clemson Agricultural College	0	0	156	33
36	South Dakota Agricultural College	0	92	38	96
37	State School of Mines (South Dakota)	.....	.....	.....	.....
38	Agricultural and Mechanical College of Texas	.....	.....	163	209
39	Agricultural College of Utah	.....	45	13	35
40	Virginia Agricultural and Mechanical College and Polytechnic Institute.	.....	15	30	106
41	Virginia Military Institute	.....	248	.....	.....
42	Washington Agricultural College and School of Science	30	.....	6	27

a Includes all engineering students except those in textile engineering.
b In domestic science.
c Includes 20 engineering students not classified.
d Includes students in electrical engineering.

of technology—Continued.

College students in—							Students in—					
							Pedagogy.		Business course.			
Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Textile engineering.	Architecture.	Latin.	Men.	Women.	Men.	Women.	Military drill.	
6	7	8	9	10	11	12	13	14	15	16	17	
23	55					119					381	1
18									55	30	268	2
0	0	0	235	0	0	0	0	0	0	0	0	3
5	0	0	0	0	0	0	0	0	0	0	54	4
			0	127	0	0	0	0	0	0	0	5
												6
162	214											7
31	57	17			5							8
117	173		14			41					594	9
											500	10
											281	11
											160	12
89	84	34	60		53						318	13
43	63	41										14
											378	15
			146									16
											504	17
												18
1	3					7			36	24		19
	3								8	0	85	20
												21
												22
1		2	11									23
11	31	2					0	5				24
218												25
											319	26
					1							27
47	41	23		37							291	28
0	0	0	0	0	0	0	0	0	0	0	88	29
50	30		50		3							30
	5					45						31
	19		6			52					285	32
1	6	10									71	33
											130	34
4	75			70		0	0	0	0	0	485	35
0	8	0	0	0	0	13	3	15	21	5	162	36
			34						27	6		37
						21					380	38
15									25	19	165	39
41	108					10					365	40
											248	41
10		9	32			4	8	5	35	15	244	42

TABLE 38.—*Statistics of schools*

	Name.	Annual 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
1	Alabama Polytechnic Institute	(*a*)	----	$134	$156	12	----	15,458	1,000	$31,000
2	Colorado Agricultural College	0	0	150	200	0	0	10,056	-------	10,377
3	State School of Mines (Colorado)	(*b*)	$10	200	300	0	0	5,250	1,200	10,500
4	Connecticut Agricultural College	0	0	----	125	0	0	8,127	800	20,000
5	Georgia School of Technology	(*c*)	20	120	150	0	0	2,000	-------	-------
6	Armour Institute of Technology	$75	0	----	----	0	2	15,000	300	-------
7	Purdue University	(*d*)	27–35	150	250	----	----	19,951	2,800	17,500
8	Rose Polytechnic Institute	75	25	150	200	2	----	11,000	2,000	20,000
9	Iowa State College of Agriculture and Mechanic Arts.	----	----	93	120	----	----	14,000	2,500	27,000
10	Kansas State Agricultural College	0	0	100	200	0	0	22,856	14,600	38,300
11	United States Naval Academy	0	0	----	----	0	0	41,903	-------	74,000
12	Massachusetts Agricultural College	(*f*)	35	151	200	1	----	21,680	0	21,680
13	Massachusetts Institute of Technology	----	----	----	----	----	----	53,851	15,235	116,702
14	Worcester Polytechnic Institute	150	10	130	175	2	65	7,000	3,000	20,000
15	Michigan Agricultural College	----	----	----	----	----	----	22,000	4,000	-------
16	Michigan College of Mines	(*g*)	----	325	425	----	3	16,258	2,809	36,200
17	Mississippi Agricultural and Mechanical College.	(*a*)	5	75	----	----	3	8,228	8,568	15,739
18	Alcorn Agricultural and Mechanical College	----	----	----	----	----	----	2,200	5,000	5,000
19	Montana College of Agriculture and Mechanic Arts.	12	----	150	200	0	0	5,200	5,000	10,000
20	New Hampshire College of Agriculture and Mechanic Arts.	60	15	148	200	----	----	8,800	5,700	8,700
21	Stevens Institute of Technology	(*h*)	40–50	240	320	0	24	9,600	-------	18,000
22	New Mexico College of Agriculture and Mechanic Arts.	----	----	----	----	----	----	9,000	3,500	11,200
23	New Mexico School of Mines	10	25	153	198	0	0	500	400	600
24	Clarkson School of Technology	80	----	125	160	0	0	847	2,144	2,285
25	Rensselaer Polytechnic Institute	200	----	190	266	----	----	6,500	4,000	12,950
26	United States Military Academy	0	0	----	----	0	0	46,206	8,006	-------
27	Agricultural and Mechanical College for the Colored Race (North Carolina).	8	----	48	56	----	----	793	3,000	1,000
28	North Carolina College of Agriculture and Mechanic Arts.	20	21	82	100	----	120	3,900	1,100	5,632
29	North Dakota Agricultural College	0	2–5	125	150	0	0	8,200	500	15,000
30	Case School of Applied Science	100	----	----	144	----	----	-------	-------	-------
31	Oklahoma Agricultural and Mechanical College.	(*i*)	----	100	130	0	0	7,070	8,000	13,269
32	Oregon State Agricultural College	----	----	90	125	----	----	3,100	-------	-------
33	Rhode Island College of Agriculture and Mechanic Arts.	----	----	----	----	----	----	10,000	4,000	13,129
34	South Carolina Military Academy	----	----	*j*250	----	----	----	5,000	-------	6,000
35	Clemson Agricultural College	40	0	130	----	0	0	5,000	2,000	8,000
36	South Dakota Agricultural College	12	0	165	200	0	0	6,536	10,500	5,000
37	State School of Mines (South Dakota)	6	6	200	250	----	----	600	-------	800
38	Agricultural and Mechanical College of Texas.	0	5	135	----	----	----	5,000	4,000	5,500
39	Agricultural College of Utah	0	5	125	200	0	0	8,546	7,543	5,591
40	Virginia Agricultural and Mechanical College and Polytechnic Institute.	30	33	----	81	0	200	3,500	1,300	2,500
41	Virginia Military Institute	----	----	*j*275	----	----	----	11,492	5,626	25,000
42	Washington Agricultural College and School of Science.	(*a*)	----	----	----	----	95	5,719	1,705	10,000

a Free to residents; $20 to nonresidents.
b Free to residents; $100 to nonresidents.
c $25 to residents; $50 to nonresidents.
d Free to residents.
e Includes $3,000,000 for new buildings.
f Free to citizens of the United States; $80 to others.
g $25 to residents; $150 to nonresidents.
h $150 to residents; $225 to nonresidents.
i Free to residents of Oklahoma and Indian Territory; $15 to others.
j Including tuition.

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Value of scientific apparatus and machinery.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State appropriations.	Federal appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
$50,000	$150,000	$253,500	$5,750	$20,280	$14,014	$28,850	$1,703	$70,597	.....	1
77,002	181,749	236,485	0	9,625	32,945	40,000	4,688	87,258	0	2
75,000	90,000	0	8,500	0	41,000	0	0	49,500	$26,000	3
11,061	100,450	135,000	0	7,719	15,000	32,500	10,000	65,219	0	4
150,000	250,000	0	12,500	0	56,000	0	37,000	105,500	37,500	5
									.....	6
362,000	307,000	340,000	24,659	17,000	70,160	40,000	11,329	163,148	.....	7
75,000	200,000	600,000	9,050	33,000	0	0	0	42,050	1,500	8
213,000	458,245	683,709	400	43,801	25,000	40,000	0	109,201	.....	9
97,830	321,360	491,181	0	32,300	22,700	40,000	0	95,000	.....	10
160,000	1,890,000	0	0	0	0	c3,194,085	0	3,194,085	.....	11
84,000	258,125	360,575	3,110	10,936	23,000	31,667	0	68,713	.....	12
341,140	717,039	3,313,059	211,574	55,189	25,000	8,333	47,036	347,132	.....	13
135,000	500,000	700,000	30,500	35,000	6,000	0	0	71,500	.....	14
201,573	507,375	875,285	4,280	57,621	72,782	40,000	29,606	204,289	.....	15
105,141	137,600	0	13,844	0	43,750	0	0	57,594	.....	16
119,894	224,030	98,575	1,815	5,915	25,719	26,624	21,080	81,153	.....	17
8,000	128,000	209,871	.....	12,592	12,850	13,376	800	39,618	.....	18
50,000	120,000	0	3,069	0	25,000	40,000	4,049	72,118	.....	19
20,520	104,516	80,000	1,328	4,800	10,500	40,000	22,204	78,832	.....	20
60,000	400,000	500,000	36,102	25,242	0	0	0	61,344	.....	21
41,000	51,700	0	1,145	0	4,376	40,000	572	46,093	.....	22
6,000	50,000	0	699	0	8,241	0	0	8,940	.....	23
32,287	120,189	300,000	4,059	10,500	0	0	0	14,559	.....	24
65,000	162,000	243,342	41,295	8,169	0	0	168	49,632	17,000	25
.....	5,518,220	0	0	0	0	442,066	0	442,066	.....	26
19,800	53,300	0	5,282	0	7,500	8,765	0	21,547	.....	27
34,696	114,664	125,000	5,838	7,500	10,000	31,235	5,491	60,064	.....	28
18,000	182,800	.....	559	2,351	18,000	40,000	24,692	85,602	0	29
									.....	30
58,700	59,500	.....	1,300	5,767	3,800	37,500	2,000	50,367	.....	31
19,000	109,000	152,669	778	12,738	5,459	40,000	1,301	60,276	.....	32
100,791	216,600	50,000	400	2,500	15,000	40,000	0	57,900	.....	33
5,000	85,000	0	16,500	0	26,500	0	0	43,000	.....	34
150,000	350,000	175,900	2,560	9,266	89,965	27,500	6,607	135,898	0	35
12,000	115,500	0	5,393	0	20,500	40,000	13,601	79,494	0	36
9,000	22,000	.....	691	914	11,400	0	86	13,091	.....	37
28,787	462,353	209,000	0	14,280	20,400	33,750	0	68,430	.....	38
40,090	170,175	.....	1,767	2,122	18,638	40,000	10,026	72,553	.....	39
101,386	177,615	344,312	11,113	20,659	15,000	31,667	5,062	83,501	.....	40
75,000	300,000	20,000	26,356	1,200	25,000	0	0	52,556	0	41
75,000	215,000	0	4,959	0	24,781	40,000	5,076	74,816	.....	42

TABLE 39.—*Technical courses of study offered by universities, colleges, and schools of technology.*

[NOTE.—× indicates that the course is offered.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Chemical engineering.	Electrical engineering.	Irrigation engineering.	Mechanical engineering.	Metallurgical engineering.	Mining engineering.	Marine engineering.	Sanitary engineering.	Naval architecture.	Forestry.	Domestic science.	Horticulture.	Textile engineering.	Railway engineering.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ALABAMA.																	
Alabama Polytechnic Institute	×		×		×*a*		×*a*		×								
Howard College			×														
Agricultural and Mechanical College for Negroes	×						×*b*							×			
Alabama Baptist Colored University														×			
University of Alabama			×						×								
ARIZONA.																	
University of Arizona	×		×						×					×			
ARKANSAS.																	
University of Arkansas	×		×		×		×								×		
CALIFORNIA.																	
University of California	×		×		×	×	×		×		×						
Throop Polytechnic Institute					×									×			
Leland Stanford Junior University			×	×	×		×		×								
COLORADO.																	
University of Colorado			×		×		×										
Colorado Agricultural College	×	×	×*a*			×*a*	×							×			
Colorado School of Mines					×			×*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		×	×		×		×										
Howard University	×																
FLORIDA.																	
John B. Stetson University			×		×		×										
Florida Agricultural College	×						×										
GEORGIA.																	
University of Georgia	×		×		×												
Atlanta University														×			
Georgia School of Technology			×	×	×		×									×	
Morris Brown College														×			
Clark University														×			
IDAHO.																	
University of Idaho	×		×				×		×								

a Combined in one course. *b* Mechanical course.

TABLE 39.—*Technical courses of study offered by universities, colleges, and schools of technology*—Continued.

[NOTE.—× indicates that the course is offered.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Chemical engineering.	Electrical engineering.	Irrigation engineering.	Mechanical engineering.	Metallurgical engineering.	Mining engineering.	Marine engineering.	Sanitary engineering.	Naval architecture.	Forestry.	Domestic science.	Horticulture.	Textile engineering.	Railway engineering.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ILLINOIS.																	
University of Illinois	×	×	×	×	×		×				×			×			×
Armour Institute of Technology		×	×	×	×		×										
University of Chicago														×			
Lake Forest University														×			
Rockford College														×			
INDIANA.																	
Purdue University	×		×		×		×				×						
University of Notre Dame		×	×		×		×										
Earlham College			×														
Rose Polytechnic Institute		×	×		×		×										
IOWA.																	
Iowa State College of Agriculture and Mechanic Arts	×		×		×		×		×					×	×		
State University of Iowa			×		×												
Cornell College			×														
KANSAS.																	
Baker University			×														
University of Kansas			×	×	×		×		×								
Kansas State Agricultural College	×				×		×							×			
KENTUCKY.																	
Berea College	×													×			
Agricultural and Mechanical College of Kentucky	×		×		×		×										
LOUISIANA.																	
Louisiana State University	×		×	×a			×										
Tulane University		×	×	×	×		×										
MAINE.																	
University of Maine	×		×		×		×										
MARYLAND.																	
St. John's College							×										
Johns Hopkins University					×												
Maryland Agricultural College	×						×										
MASSACHUSETTS.																	
Massachusetts Agricultural College	×																
Massachusetts Institute of Technology		×	×	×	×		×		×		×	×					
Harvard University	×	×	×		×		×		×						×		
Tufts College			×	×	×		×										
Worcester Polytechnic Institute			×		×		×										
MICHIGAN.																	
Michigan Agricultural College	×						×							×			
University of Michigan			×	×	×		×			×		×		×			
Michigan College of Mines			×		×		×		×								

a Sugar course.

TABLE 39.—*Technical courses of study offered by universities, colleges, and schools of technology*—Continued.

[NOTE.—× indicates that the course is offered.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Chemical engineering.	Electrical engineering.	Irrigation engineering.	Mechanical engineering.	Metallurgical engineering.	Mining engineering.	Marine engineering.	Sanitary engineering.	Naval architecture.	Forestry.	Domestic science.	Horticulture.	Textile engineering.	Railway engineering.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MINNESOTA.																	
University of Minnesota	×		×		×		×	×	×					×			×
MISSISSIPPI.																	
Mississippi Agricultural and Mechanical College	×						×									×	
Rust University														×			
University of Mississippi			×		×				×								
Alcorn Agricultural and Mechanical College	×																
MISSOURI.																	
University of the State of Missouri	×	×	×	×	×		×	×	×		×			×			
Christian Brothers College		×															
Washington University		×	×		×		×										
Ruskin College														×			
MONTANA.																	
Montana College of Agriculture and Mechanic Arts	×		×		×		×							×			
University of Montana							×										
NEBRASKA.																	
Union College														×			
University of Nebraska	×		×		×		×							×	×		
NEVADA.																	
Nevada State University	×		×				×		×					×			
NEW HAMPSHIRE.																	
New Hampshire College of Agriculture and Mechanic Arts	×				×		×										
Dartmouth College			×														
NEW JERSEY.																	
Stevens Institute of Technology							×										
Rutgers College	×		×		×												
Princeton University			×		×												
NEW MEXICO.																	
New Mexico College of Agriculture and Mechanic Arts	×						×							×			
New Mexico School of Mines			×					×	×								
NEW YORK.																	
Polytechnic Institute of Brooklyn			×		×		×										
Cornell University	×	×	×		×		×			×	×	×	×				×
College of the City of New York							×										
Columbia University		×	×	×	×		×	×	×	×	×	×					×
Manhattan College		×	×									×					
New York University			×	×			×			×		×					
Clarkson School of Technology			×		×		×							×			

TABLE 39.—*Technical courses of study offered by universities, colleges, and schools of technology*—Continued.

[NOTE.—× indicates that the course is offered.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Chemical engineering.	Electrical engineering.	Irrigation engineering.	Mechanical engineering.	Metallurgical engineering.	Mining engineering.	Marine engineering.	Sanitary engineering.	Naval architecture.	Forestry.	Domestic science.	Horticulture.	Textile engineering.	Railway engineering.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—cont'd.																	
Union University			×		×						×						
Syracuse University		×	×		×												
Rensselaer Polytechnic Institute			×														
NORTH CAROLINA.																	
University of North Carolina									×								
Shaw University														×			
Livingstone College														×			
North Carolina College of Agriculture and Mechanic Arts	×		×	×	×		×									×	
NORTH DAKOTA.																	
North Dakota Agricultural College	×						×							×			
University of North Dakota							×		×								
OHIO.																	
Ohio University					×												
University of Cincinnati			×	×	×		×										
Case School of Applied Science		×	×	×	×		×		×								
Ohio State University	×	×	×		×		×		×				×a	×	×a		
Wilberforce University														×			
OKLAHOMA.																	
Oklahoma Agricultural and Mechanical College	×						×							×			
OREGON.																	
Oregon Agricultural College	×				×		×		×					×			
University of Oregon			×	×	×				×		×						
PENNSYLVANIA.																	
Western University of Pennsylvania			×		×		×		×								
Pennsylvania Military College			×														
Lafayette College			×		×				×								
Haverford College					×		×										
Allegheny College			×														
University of Pennsylvania		×	×	×	×		×										
Lehigh University			×	×	×		×	×	×								
Pennsylvania State College	×		×	×	×		×		×								
Swarthmore College			×		×		×										
Washington and Jefferson College			×														
RHODE ISLAND.																	
Rhode Island College of Agriculture and Mechanic Arts	×				×		×										
Brown University			×		×		×										

a Combined in one course.

TABLE 39.—*Technical courses of study offered by universities, colleges, and schools of technology*—Continued.

[NOTE.—× indicates that the course is offered.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Chemical engineering.	Electrical engineering.	Irrigation engineering.	Mechanical engineering.	Metallurgical engineering.	Mining engineering.	Marine engineering.	Sanitary engineering.	Naval architecture.	Forestry.	Domestic science.	Horticulture.	Textile engineering.	Railway engineering.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
SOUTH CAROLINA.																	
Clemson Agricultural College	×		×		×		×									×	
South Carolina College			×		×												
Claflin University														×			
SOUTH DAKOTA.																	
South Dakota Agricultural College	×				×		×							×	×		
State School of Mines									×								
University of South Dakota			×				×										
TENNESSEE.																	
Knoxville College	×						×							×			
University of Tennessee	×		×		×		×										
Cumberland University			×														
Vanderbilt University			×		×		×		×								
Walden University														×			
University of the South			×														
TEXAS.																	
University of Texas			×						×								
Agricultural and Mechanical College of Texas	×		×				×										
Wiley University														×			
UTAH.																	
Brigham Young College														×			
Agricultural College of Utah	×		×				×							×			
University of Utah					×				×								
VERMONT.																	
University of Vermont	×		×		×		×										
Norwich University			×														
VIRGINIA.																	
Virginia Agricultural and Mechanical College	×		×		×		×								×		
University of Virginia	×		×		×		×		×								
Hampden-Sidney College			×														
Washington and Lee University			×	×	×												
Virginia Military Institute			×		×												
WASHINGTON.																	
Washington Agricultural College	×		×		×		×		×						×		
University of Washington			×		×		×	×	×								
WEST VIRGINIA.																	
West Virginia University	×		×		×		×							×			
WISCONSIN.																	
University of Wisconsin	×		×		×		×				×						
WYOMING.																	
University of Wyoming	×						×		×								

CHAPTER XXXVI.

STATISTICS OF PROFESSIONAL AND ALLIED SCHOOLS.

There were 150 theological schools in 1901, with 7,567 students in attendance, a decrease of 442 since the previous year. For three successive years a decrease in the number of theological students has occurred, while the number in the other professions increased, and in some of them rapidly. By referring to the table showing the number of theological students for a series of years in each of the leading denominations (Table 4), it will be seen that without a single exception there was a decrease in the number from 1899 to 1901. In fact the number of theological students is smaller than it was several years ago, in 1892, while dental and law students in the same time have increased over 100 per cent. The value of grounds and buildings of theological schools is over $15,000,000 and the endowment funds over $21,000,000 and the number of bound volumes in libraries is over 1,500,000.

Law schools now number an even hundred, with 13,642 students, an increase during the year of 1,126. The number of students in law is now nearly twice as great as the number in theology, just the reverse of the condition in 1885. Of the whole number of 13,642 law students, over 10,000 are in the North Atlantic and North Central States. In these States, too, the law course usually occupies three years, while in several schools of other divisions there is only a one-year's course. The full comprehensive course of the Northern schools probably results from the rigid written examinations which are required in some of those States before admission to the bar—examinations which are said to be passed with difficulty by students who have received only an office training.

In the 154 medical schools there were 26,757 students, of whom 1,812 were homeopathic and 746 eclectic. This represents an increase during the year of 1,544 students. It is notable that the number of homeopathic students, which during the long period from 1877 to 1892 remained practically stationary, during the next three years was nearly doubled, and during the last six years has again become stationary. The length of the annual session in medical schools is being increased. More than one-third of them (54 out of 154) now have sessions of eight or nine months, 18 having sessions of nine months. The grounds and buildings of medical schools are reported at $14,500,000 and the endowment funds at $2,000,000, some schools failing to report this item. While a new school is occasionally started, there appears a greater tendency toward consolidation of those already founded, while occasionally one is discontinued, so that the whole number is now one less than in 1895. Although theological schools continue to be the principal recipients of benefactions, medical schools are coming into greater prominence as institutions worthy of the gifts of the wealthy.

The number of dental students, which, similar to that in law, has shown remarkable growth in the last few years, is now 8,308, an increase of 380 over the previous

year, and 741 more than all the students in theology, although only eight years ago, in 1893, there were twice as many in theology as in dentistry; but since 1893 the number of students in theology has decreased by 269, while dental students have increased by 5,456.

The 58 schools of pharmacy report 4,429 students, an increase during the year of 387.

The number of schools for training nurses is 448, with 11,599 nurses receiving instruction. Of this number 3,710 completed the course. The length of the training course is being rapidly changed from two to three years. Of the 403 schools not connected with hospitals for the insane, nearly one-half have courses of three years. In 1895 only 5 schools required three years.

TABLE 1.—*General summary of statistics of professional and allied schools for 1900–1901.*

Class of schools.	Schools.	Instructors.	Students.	Increase (+) or decrease (−).	Graduated in 1901.	Per cent graduated.	Students having A. B. or B. S. degree.
Theological	150	988	a 7,567	− 442	1,585	21	2,160
Law	100	1,106	b 13,642	+1,126	3,366	25	2,119
Medical	154	4,752	26,757	+1,544	5,472	20	2,473
Dental	57	1,184	8,308	+ 380	2,311	28	108
Pharmaceutical	58	522	4,429	+ 387	1,373	31	58
Veterinary	12	189	461	+ 99	109	24	29
Nurse training	448	.....	11,599	+ 435	3,710	32	.....

Class of schools.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Income.	Volumes in libraries.
Theological	$15,217,164	$21,165,174	$946,473	$1,095,095	1,591,038
Law	1,875,000	1,151,920	103,000	508,694	338,167
Medical	14,472,635	2,048,182	209,192	1,356,600	187,207
Dental	1,213,122	.....	.....	363,068	6,860
Pharmaceutical	836,442	23,726	.....	118,934	30,216
Veterinary	270,500	.....	4,500	49,750	3,722
Nurse training (hospitals)	96,188,818	18,967,377	2,124,582	.....	.....

a 181 of these were women. b 170 of these were women.

Four years in dentistry.—The National Association of Dental Faculties, at its meeting in Milwaukee, Wis., in August, 1901, adopted the following resolution:

Attendance upon four full courses of not less than seven months each in separate academic years shall be required before examination for graduation for all students matriculating after the session of 1902–1903.

Evening schools.—It was also resolved, by the same association—

That full credit shall not be given by members of this association for courses of instruction which do not commence in the morning and continue through the day.

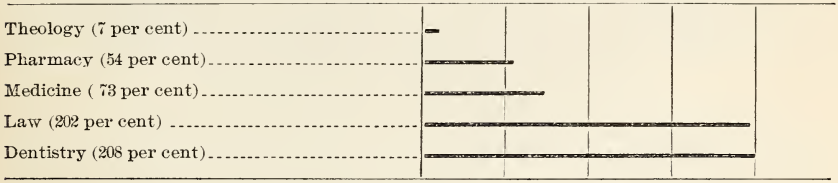
Georgetown University no longer an evening school.—The medical department of Georgetown University, Washington, D. C., was conducted as a day school in 1900–1901. The announcement for the year said:

The demands of modern medical education are such that the faculty has found it necessary to extend the hours of instruction so that more time may be given to practical work in laboratories and hospitals. The instruction will, therefore, begin in the morning and continue throughout the day. Students are required to devote their entire time to the study of medicine.

TABLE 2.—*Comparative statistics of professional and allied schools.*

Class.	1870.	1875.	1880.	1885.	1890.	1895.	1900.	1901.
Theology:								
Schools	80	123	142	152	145	149	154	150
Students	3,254	5,234	5,242	5,775	7,013	8,050	8,009	7,567
Graduates		782	719	790	1,372	1,598	1,773	1,585
Law:								
Schools	28	43	48	49	54	72	96	100
Students	1,653	2,677	3,134	2,744	4,518	8,950	12,516	13,642
Graduates		823	1,089	744	1,424	2,717	3,241	3,366
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	26,757
Graduates		2,391	3,241	3,622	4,556	4,827	5,219	5,472
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	24,199
Graduates		2,082	2,673	3,113	3,853	4,196	4,720	4,903
Medicine (homeopathic):								
Schools		11	12	12	14	20	22	21
Students	275	664	1,220	1,088	1,164	1,875	1,909	1,812
Graduates		168	380	342	380	463	413	402
Dentistry:								
Schools		12	16	18	27	45	54	57
Students	257	469	730	1,116	2,696	5,347	7,928	8,308
Graduates		151	266	458	943	1,297	2,029	2,311
Pharmacy:								
Schools		14	14	21	30	39	53	58
Students	512	922	1,347	1,746	2,871	3,859	4,042	4,429
Graduates		208	186	396	759	1,067	1,130	1,373
Veterinary medicine:								
Schools					7	9	13	11
Students					463	474	362	461
Graduates							100	109
Nurse training:								
Schools			15	34	35	131	432	448
Students			323	793	1,552	3,985	11,164	11,599
Graduates			157	218	471	1,498	3,456	3,710

Growth in number of students since 1890.



Discontinuance of the Northwestern University Woman's Medical School.[1]—The secretary of the board of trustees, Mr. Frank P. Crandon, on January 6 [1902] presented the following statement:

"1. It has been decided to discontinue said department at the end of the present scholastic year.

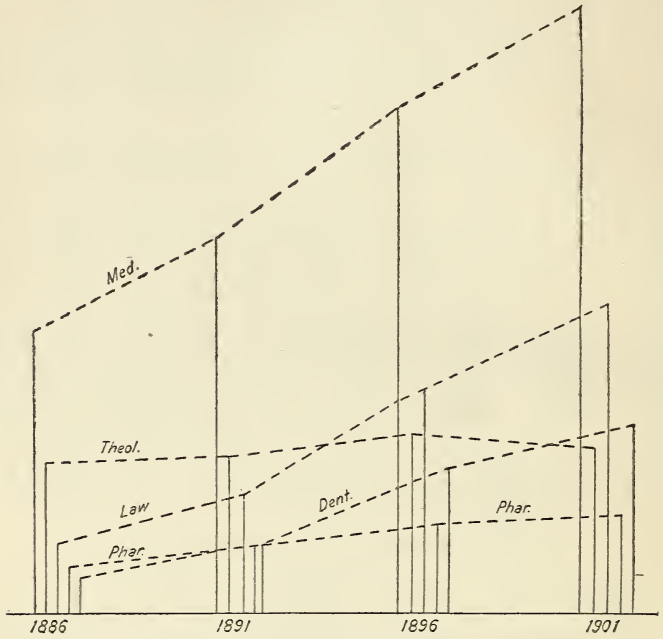
"2. This decision is based upon purely financial considerations. The maintenance of the Woman's Medical School has resulted in such an annual deficit for several years that the University trustees do not feel justified in continuing its operations."

It is worthy of note in favor of medical education of women that "at a recent meeting of the trustees of the University of Chicago it was voted to permit the enrollment of women in Rush Medical College.

Discontinuance of the veterinary school of Harvard University.—The Harvard authorities announced the discontinuance of the veterinary school after June, 1901, and the students were transferred to other schools.

[1] Jour. A. M. A., Jan. 11, 1902.

University of Pennsylvania, new laboratories.[1]—A contract has been entered into by the trustees of the University of Pennsylvania for the erection at a cost, including equipment, of $600,000, on the south side of Hamilton Walk, of new medical laboratories. The building will have a length of 340 feet and an extreme depth of 245 feet. Halfway between the eastern and western ends, at the rear, a hexagonal structure will be erected containing two amphitheaters, each with a seating capacity of 400 persons. The building will be two stories in height and fireproof.



Comparative number of students at different periods.

Evening law schools.—An evening law school has been established under the auspices of the Evening Institute of the Boston Young Men's Christian Association. A course of four years is required. The McDonald Educational Institute of the Young Men's Christian Association of Cincinnati also has a night law school.

The course occupies three years. Seven hours for lectures and recitations and court practice will be given to the junior year class, and nine hours to the senior and middle year classes, each week during the school year. Upon completion of the course and compliance with the other conditions for graduation, the degree of LL. B. is given.

Written examinations in law in North Carolina.[2]—The supreme court of North Carolina has prescribed written examinations for applicants for license to practice law. That this action necessitates thorough training is evidenced by the fact that at the February term, 1899, only 20 out of 52 applicants were successful, and of these successful applicants 17 were prepared at the University law school. At the February term, 1900, of the supreme court, of the 47 applicants 33 were licensed.

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[1] N. Y. Medical Record, March 1, 1902.
[2] Announcement of law school of University of North Carolina, 1901.

TABLE 3.—*Theological schools and students, by denominations, in 1901.*

Denomination.	Schools.	Students.	Value of grounds and buildings. *a*	Endowment funds. *a*	Volumes in libraries.
Catholic	28	1,836	$3,773,000	$747,300	242,355
Presbyterian	29	1,249	3,476,622	7,905,860	434,417
Northern	13	739	2,595,622	5,830,306	280,317
Southern	5	161	310,000	658,541	49,500
United	2	93	156,000	465,000	12,000
Cumberland	1	51	----------	80,000	3,000
Associate Reformed	1	6	----------	32,000	1,500
Reformed	1	11	20,000	87,013	3,600
Reformed Church in United States	4	135	125,000	215,000	34,000
Reformed Church in America	2	53	270,000	538,000	50,500
Baptist *b*	12	1,092	829,631	2,258,952	147,304
Methodist	18	989	1,430,000	1,470,500	127,600
Methodist Episcopal	12	819	1,372,000	1,406,500	116,100
Methodist Protestant	3	66	10,000	4,000	6,000
African Methodist Episcopal	1	35	10,000	----------	2,000
Free Methodist	1	10	----------	----------	----------
United Brethren *c*	1	59	38,000	60,000	3,500
Lutheran	22	953	1,348,650	708,423	97,302
Congregational	10	397	1,161,783	3,482,325	232,205
Protestant Episcopal	13	363	2,695,197	3,532,574	157,481
Nonsectarian	3	208	165,000	47,610	31,323
Christian *d*	3	153	20,000	69,058	2,237
Disciples *d*	3	77	9,000	5,000	1,014
Jewish	2	99	38,000	----------	18,200
Universalist	3	49	85,000	165,000	----------
Evangelical Association	1	45	----------	20,000	600
Moravian	1	27	100,000	100,000	7,000
Unitarian	1	24	25,281	439,686	28,000
Swedenborgian, or New Jerusalem	1	6	60,000	152,886	4,000
Total	150	7,567	15,217,164	21,165,174	1,531,038

a So far as reported.
b Including 3 Free Baptist schools with 58 students.
c This is an independent body; according to the U. S. census of 1890, however, "in doctrine, practice, and usage the United Brethren are Methodistic."
d Some schools are reported as "Disciples or Christian."

TABLE 4.—*Theological students of leading denominations.*

Denominations.	1874.	1879.	1884.	1889.	1894.	1899.	1901.	Increase.
								Per cent.
Catholic	1,238	950	1,214	1,051	1,250	1,994	1,836	48
Presbyterian	815	880	786	1,118	1,558	1,443	1,249	53
Baptist	681	955	911	1,345	1,101	1,186	1,092	60
Methodist	396	559	815	1,237	973	1,133	989	150
Lutheran	426	401	620	713	938	984	953	124
Congregational	329	378	392	445	626	490	397	21
Protestant Episcopal	294	272	223	328	444	409	363	23

Mr. J. P. Morgan's gift to Harvard Medical School.[1]—It is with a very peculiar sense of gratification that we make note of Mr. Morgan's munificent donation of upward of $1,000,000 for the furtherance of medical education as represented by the Harvard Medical School. The money is to be expended for the erection of three of the new medical buildings contemplated for several years, the only stipulation being that the buildings are to be memorial halls, in memory of Junius Spencer Morgan, a native of Massachusetts, formerly a merchant of Boston, and at the time of his death a merchant in London. This gift is the more significant from the fact that neither Mr. Morgan nor his father, so far as we are aware, had any special interest in medicine or in medical education. It goes to show how widespread

[1] Boston M. and S. Jour., July 4, 1901.

the feeling is coming to be among the laity that medicine both needs and deserves the recognition for which it has long been waiting. It is apparently difficult to uproot the idea, based, we regret to say, to some extent on fact, that medical schools are, in the first place, founded for mercenary ends, and, in the second place, are easily supported. These conceptions are every day being disproved. In the better medical schools, of which unfortunately there are none too many, the mercenary element is wholly overshadowed by the higher demands which medicine as a branch of liberal education is making, and certainly it takes but little experience to know that the expense of properly conducting a medical department is exceedingly large. In announcing Mr. Morgan's gift President Eliot said: "There is no department of the university to which a great gift of this sort could be made with greater hope of an abounding return. The progress of medicine and surgery during the last twenty years is simply amazing. The triumphs of the physician and surgeon over disease and death are unparalleled in the whole history of the world; but we have as much more to look forward to, and I know of no department of scientific research from which greater hope can be entertained than the department of applied biology. Moreover, this great gift comes as a reward to one of the most laborious, enthusiastic, and hopeful of all the faculties of the university—the faculty of medicine."

Mr. John D. Rockefeller's gift to Harvard University.[1]—Just seven months ago we had the pleasant editorial task of recording and commenting upon Mr. J. P. Morgan's gift to Harvard University for its new medical school buildings, and this week we find a similar agreeable duty imposed upon us by the announcement that Mr. Rockefeller proposes to offer Harvard University $1,000,000 to aid in carrying to completion the same project. Mr. Morgan's gift of something more than $1,000,000 was for the erection of three of the five new buildings as previously planned for upon the new territory of 26 acres which had previously been secured by friends of the medical school for this and kindred purposes. As we understand it, Mr. Rockefeller's gift may be used for buildings or for endowment, and is to be accompanied by the stipulation that something in the neighborhood of $500,000 additional should be raised for these purposes by other contributors.

Fund for the study of chronic diseases.[1]—The late Miss Ellen O. Proctor has given by will to the president and fellows of Harvard College and their successors the sum of $50,000, the same to constitute a fund to be known as the Proctor Fund for the Study of Chronic Diseases; the income of said fund to be devoted to the care in a hospital or hospitals of persons afflicted with chronic diseases, and to investigations into the nature and treatment of the same.

ENDOWMENT OF MEDICAL TEACHING.

The provost of the University of Pennsylvania, in his report for 1901, says:

The preservation of health and the prolongation of life have become more and more the profession of the votaries of medicine. It is no exaggeration to say that to-day as much thought on the part of the physician is given to the means of preventing disease as to the manner of its treatment. The great activity that characterizes medical science has for its ultimate aim the suppression and eventual disappearance of many of the diseases that now cause disability, produce suffering, and bring about the largest number of premature deaths.

That this purpose is not chimerical and that it has not been fruitless is abundantly shown by the steady march and progress within the past ten to twenty years of preventive medicine. That many diseases formerly regarded as unavoidable are now conceived to be due to carelessness or indifference, or have been to a great extent entirely abolished, is almost too common an experience to awaken interest in the manner of achievement of these results or their importance from an economic standpoint. And yet these wholesome and invaluable results have been accomplished by the medical profession, which in one sense is directly benefited by the prevalence of disease.

I wish, then, to draw attention not only to the sacrifice of private advantage to a higher sense of duty which these results demonstrate, but also to the fact that every step made in advancing health and diminishing disease reacts upon the industrial and economic as well as upon the moral value of the individual. The most enlightened men are possessed by a sort of fatalism in respect to disease. While other occurrences of life are accepted as operations of law, the matter of

[1] Boston M. and S. Jour., Feb. 6, 1902.

health is dealt with as though it were largely outside of such control. It is a well-known fact that the generously inclined promote far more readily the advancement of the mechanical and economic arts and sciences than the advancement of that most important science—the science of medicine. It can be truly said that no better investment for the purpose of extending the useful knowledge of the world can be made than in the endowment and support of the best medical teaching that carries with it also a wider medical research.

THE "CASE" METHOD OF INSTRUCTION IN MEDICINE.[1]

The "case" method advocated by Mr. Cannon, of Harvard University, in March, 1900, has received the indorsation of many teachers in England and the United States. This method is supposed to supplant the dreary, old-fashioned didactic lecture, and is an imitation of the plan adopted in the law department of Harvard. The plan is to secure printed histories of actual cases which perhaps the student may have seen in the hospital. Each student is previously supplied with a printed copy of the history for careful perusal some time prior to the discussion. The class and teacher meet and discuss the diagnosis, pathology, symptoms, and treatment. Text-books and other literature are consulted, and the case is thoroughly thrashed out. The student is learning the judgment of clinical data, the estimation and relative value of the various symptoms, distinguishing between the important and the unimportant, the common features and the more unique. He not only receives but acquires knowledge.

Advantages of the case system.[2]—The first claim made for the method was that by its use the objectionable features of the didactic lectures are avoided. The student does not spend his time duplicating his reading matter by lecture notes to be set aside for later study; he is learning his facts gradually from day to day by actually applying them to his work. Instead of depending on his uncertain records of lectures, he is training himself by practical experience to use his books just as later he may have to use them in reference to his patients.

The power of arousing interest and enthusiasm among the students was a second claim made for the method. This claim has been abundantly confirmed. The printed record of an actual case gives a center of interest. As one student said, "I used to sit down and read twenty pages of 'Practice' and be sleepy, but there is an excitement in hunting down the diagnosis of a case and in getting ready to stand by my idea of the treatment of it that keeps me lively." The exercises at which these cases have been discussed have had the largest regular attendance of all clinic exercises of this last half of the senior year. The students argue and discuss the case together in their rooms; they come to the conference and dispute and question not only one another, but also their instructor; they are kept alert and keen-minded throughout the exercise. Impressions made under such conditions, when the attention is naturally sharp and eager, are deep and lasting. It is the particular patient, the concrete instance, that gives body and form to text-book abstractions, holds the attention, and stimulates the reasoning power. Neither the lecture nor the recitation stirs enthusiasm: the case system, however, is on record as having accomplished this result most successfully.

The most important virtue of the case system, however, is its great value in drilling the mind of the student to meet intelligently the difficulties of practice. Let the students have a number of cases with similar symptoms, but with peculiarities and complications, and can any student fail to puzzle over them and study them? And, having studied them, will not the conference at which his diagnosis and treatment are either confirmed or questioned mean more to him and produce a more lasting impression than any lecture? The clinics train the medical student in observation; nothing at present requires him to look carefully on all sides of many cases, to think clearly and accurately, or to have reasons for his conclusions. Are not these powers among the most indispensable qualities of a physician? If so, the method of bringing these qualities into constant use and discipline, and at the same time demanding the most thorough and precise knowledge, is certainly that best adapted for the study of medicine.

In text-books symptom after symptom is written down without indication of importance or weight. In considering a particular case and discriminating between the various diseases it might represent the students first begin to see what may be called the perspective of symptoms; they are learning to distinguish

[1] From address of Dr. J. R. Jones, of Winnipeg, Manitoba, before the Canadian Medical Association August 21, 1901.
[2] B. W. Cannon, A. M., Harvard University.

between the big and the little, the important and the unimportant, the common features and the unique.

Among the new unforeseen merits characterizing the case method is the discovery that the particular instance may be stated so vividly that it will leave on the mind a picture quite as definite and lasting as the sight of a real patient. This virtue suggests the especial use of the method in teaching the management of acute urgent conditions, such as alarming hemorrhages, the agonizing distress of angina pectoris, and the cutting, stabbing pains of biliary colic, conditions which students never see in the hospitals and which they may be called upon at any time to treat.

Another of the unexpected features of the case method is that of showing to the students themselves, and also to their instructors, what they do not know and wherein their knowledge is inaccurate. The students are going through their last year in the school ignorant of their ignorance and complacent in their false knowledge, until meeting the actual conditions of real cases shows them their deficiencies.

The case method in the University of Pennsylvania.[1]—In a crude form it has long been in use; the practice of demanding bedside diagnosis, etc., at clinics is an old one, and has been employed by many teachers. The introduction of the fully elaborated method at the University of Pennsylvania occurred some two years ago, and the details, as followed out in that institution, are given by Dr. Frazier in the University Medical Bulletin for September.

Each student is given a manifold copy of the complete clinical data of a case in the hospital records, including family history, physical examination, antecedents, blood, urine, sputum, etc., examinations, as well as the full history of the disease. He is instructed to prepare a report from the facts, including diagnosis, prognosis, and treatment; in some cases only one or two of these may be required; in others, special attention is called to the diagnosis, prognosis, or treatment. No conclusions are accepted or given credit for unless based on logical reasoning from the facts given. These papers are distributed each Saturday and a report required on the following Saturday. A week later the instructor analyzes the reports before the class, points out their errors and omissions, states what further examination might be conducted to elucidate the case, and gives the subsequent history, results of treatment, etc., as they occurred. As a rule, typical cases are not selected, but those that give the student some exercise of judgment in his diagnosis, and they are so chosen as to work into a systematic scheme embracing instances of affections of each important class. Dr. Frazier finds the method of value in developing the power of discrimination, educating the judgment, encouraging research into authorities, and widening the reading of the student. He also finds that it especially arouses enthusiasm and interest, a point the importance of which is not to be underrated.

It is evident that a plan that presents, as this does, cases as they occur in actual practice must be more interesting than purely impersonal facts or dry enumeration of symptoms.

FRAUDULENT DEGREES IN DENTISTRY.

[From report of the foreign relations committee of the National Association of Dental Faculties for the year 1900-1901.]

In our last report we made public the fact that a number of the fraudulent institutions were suppressed and their conductors imprisoned. We hoped that this would practically close up all of them, but special circumstances have intervened to protect certain ones, and the work is not yet completed.

It is not generally known in this country that thousands of fraudulent diplomas have been sold abroad. Were it possible for foreigners to distinguish between the reputable and the disreputable schools, this would not so much matter, but it is possible to incorporate degree-granting institutions which have practically no State supervision or responsibility whatever, and which with legal sanction are, under the great seal of the State, certified as lawfully organized colleges. By that certification the most unblushing impostures are placed apparently upon the same plane with reputable institutions, and foreigners are deprived of all means by which they can positively determine which is worthy of recognition and which is not. As a consequence, some foreign governments have used this condition, either honestly or as a desirable pretext, to discriminate against all Americans, and have refused them permits to practice, and positively prohibited, under

[1] Jour. A. M. A., Sept. 21, 1901.

heavy penalties, the employment by anyone of the American degree or title. This interdiction is spreading very fast, and unless something is done to forestall it, soon the possession of an American diploma, whether legitimately or illegitimately obtained, will be a positive detriment to a practitioner. In fact, that is the case to-day in some parts of Germany. The influence of such enactments upon American educational affairs and upon the members of this association may perhaps be imagined. Already prohibition is practically accomplished in southern Germany, is impending in northern Germany, has been commenced in France, in Italy, and other countries, and there is sharply threatened a combination of all Europe against the American dental degree and the American dental school. * * *

Practically no fraudulent degrees are sold in America; the countries of Europe are the sea into which the foul tide empties, and the sweetening of the waters can not be effected there. It is in this country that the remedy must be applied, and until a healthy public and professional sentiment can be evoked here nothing can be done. The condition has existed for years, and it is constantly growing worse. A pest hole can not be cleansed until it is uncovered. A festering wound must be laid open that access may be obtained to its foulest depths. The community must be convinced whence an infection proceeds before it will abolish the source. Few dentists are aware of what exists in this country. Any man knows that when the honest intelligence of our profession is fully awakened to any enormity, it will move heaven and earth if necessary to put an end to it. * * *

The name of Consul Worman has been mentioned. Your committee believes that his efforts to rehabilitate the American degree in Europe have been, and promise to be, of the greatest benefit to dentistry, and his work should be sustained by everyone. Your committee has not been able to give him all the assistance it desired, because it was this year without the credit upon the treasurer of the association that has been accorded it in the past, but it hopes that the good work may not be hindered by this obstacle in the future. Our national, our professional, our individual reputations are at stake. The good name of every member of this association is in the balance, and our vindication from a foul blot upon our professional escutcheon must not be a matter of indifference. To assume that this is in the interests of antagonistic foreign governments, that it is doing their dirty work, is to attempt to cover up and apologize for and justify the villainy that is being done in our names, to assume complicity with the men who are trading on our good deeds, and who, under cover of the high reputation of American dentistry won by us, are endeavoring to foist upon foreign communities a counterfeit that must of necessity throw doubt upon the original.

Ban on American dental colleges removed.[1]—United States Consul Worman, of Munich, has succeeded in securing from the Bavarian Government a decree removing the wholesale restriction placed upon the practice of dentistry under foreign diplomas. This restriction was aimed principally at American diplomas. Mr. Worman immediately set to work to protect the American dental colleges entitled to support, and, acting upon his representations, the Bavarian Government has modified the original decree so as to allow the recognition in Bavaria of degrees obtained from "reputable" American dental colleges.

DEGREES IN PHARMACY.

There is great variance among the schools of pharmacy in the bestowment of degrees and in the manner of abbreviating them. Nine schools give only one degree, that of Graduate in Pharmacy, which they usually abbreviate Ph. G. Sixteen other schools give the same degree upon completion of one course, and another degree upon completion of another course. Two schools give only the degree of Doctor in Pharmacy—the National College of Pharmacy, Washington, D. C. (which it abbreviates Phar. D.), and the Maryland College of Pharmacy (Pharm. D.).

The following schools give the degree of Graduate in Pharmacy:

1. Chicago College of Pharmacy.
2. Northern Indiana School of Pharmacy, Valparaiso.
3. Iowa College of Pharmacy, Des Moines.
4. State University of Iowa, Department of Pharmacy.
5. Detroit College of Pharmacy.

[1] The Washington Post, November 7, 1901.

6. Albany College of Pharmacy.
7. University of North Carolina, School of Pharmacy.
8. University of Texas, School of Pharmacy.
9. Milwaukee Medical College, School of Pharmacy.

In the catalogues of the following institutions the requirements for graduation are mentioned, but it was not ascertained what degree is given. It is probably that of Graduate in Pharmacy:

School of Pharmacy of the Medical College of Alabama.
Atlanta College of Pharmacy.
Tulane University, Pharmaceutical Department.
New Jersey College of Pharmacy.
Leonard School of Pharmacy, Shaw University.
Sewanee Medical College, School of Pharmacy.

The degrees granted by the other institutions are as indicated below:

Kansas City College of Pharmacy (*gives Ph. G. and Ph. B.*).—Upon the completion of the regular two years' course and three years of experience in a pharmacy the degree of Graduate in Pharmacy is received, but if the candidate has not obtained the required shop experience he is given the degree of Bachelor of Pharmacy. (Cat. 1902, p. 19.)

University College of Medicine, Department of Pharmacy, Richmond, Va. (*Ph. G., Ph. B.*).—Gives the degree of Graduate in Pharmacy upon completion of a two years' course and three and one-half years of shop experience. If the student has not the latter qualification he receives the degree of Bachelor of Pharmacy. (Cat. 1902, p. 93.)

National College of Pharmacy, Washington, D. C. (*Phar. D.*).—Gives Doctor of Pharmacy after three years of instruction and four years of shop experience. (Cat. 1902, p. 27.)

Maryland College of Pharmacy (*Pharm. D.*).—Gives Doctor of Pharmacy after two years of instruction, shop experience not being required. (Cat. 1901, p. 25.)

Louisville College of Pharmacy.—Gives Doctor of Pharmacy upon completion of two courses of instruction and four years in a pharmacy. The degree of Master of Pharmacy is bestowed upon graduates of this college of not less than five years' standing upon presentation of some work showing original research of exceptional merit. (Cat. 1902, pp. 5, 7.)

Brooklyn College of Pharmacy (*Ph. G., Phar. D.*).—Gives Graduate in Pharmacy when the student has completed the regular course of two years and four years of pharmaceutical experience, and after one year's postgraduate attendance the student may receive the degree of Doctor of Pharmacy. A student completing the regular two years' course, but not having the required experience, receives a certificate which may be exchanged for the regular diploma upon receiving the required experience in a pharmacy. (Cat. 1902, p. 9.)

College of Pharmacy of the City of New York.—Same as Brooklyn College of Pharmacy. (Cat. 1902.)

Medico-Chirurgical College of Philadelphia, Department of Pharmacy.—Same as Brooklyn College of Pharmacy. (Cat. 1901.)

California College of Pharmacy, University of California (*Ph. G., Phar. D.*).—The degree of Graduate in Pharmacy is received after two years of attendance and four years of practical training. (Cat. 1902, p. 370.)

College of Physicians and Surgeons, Department of Pharmacy, San Francisco.—Gives Graduate in Pharmacy upon completion of the two years' course and four years of experience, and "a graduate of this college of not less than five years' standing who shall by original research have executed work of exceptional merit and present same to the examination committee of this college in the form of a thesis, together with such product or products as may have been obtained, shall, if deemed worthy by said committee, receive the degree of Doctor in Pharmacy." (Cat. 1902, p. 9.)

Purdue University, School of Pharmacy, Lafayette, Ind. (*Ph. G., B. S.*).—Gives Graduate in Pharmacy upon completion of two years of instruction (no shop experience required), and upon completion of a four years' course Bachelor of Science in Pharmacy. (Cat. 1901, p. 12.)

University of Maine, Department of Pharmacy (*Ph. C., B. S., M. S.*).—A course of two years leads to the degree of Pharmaceutical Chemist. The full course of four years includes instruction in modern languages, civics, and the

sciences, and leads to the degree of Bachelor of Science in Pharmacy. Further work of one year in residence or two years in absence secures the degree of Master of Science. (Cat. 1901, p. 115.)

Massachusetts College of Pharmacy (*Ph. G., Ph. C.*).—The degree of Graduate in Pharmacy is given after two courses of instruction and four years of shop experience. Students who complete two courses and submit a satisfactory thesis, but who have not the required practical training, receive the degree of Pharmaceutical Chemist. (Cat. 1902, pp. 21, 24.)

Scio College, Ohio (*Ph. G., Ph. C.*).—The course for the degree of Graduate in Pharmacy covers a period of forty weeks, and the course for Pharmaceutical Chemist two years.

Northwestern University (*Ph. G.. Ph. C.*).—Upon completion of two sessions of six months each the student receives the degree Graduate in Pharmacy. Additional work during the fall and winter terms of the second year and full work during the spring terms of both years secures the degree of Pharmaceutical Chemist. (Cat. 1902.)

Cleveland School of Pharmacy (*Ph. C.*).—Completion of either the two years' course or the three years' course secures the degree of Pharmaceutical Chemist. (Cat. 1902, p. 7.)

Walden University, Pharmaceutical Department, Nashville, Tenn. (*Ph. C.*).—The degree of Pharmaceutical Chemist is given upon completion of the regular course of three sessions of not less than twenty-four weeks each. (Cat. 1901, p. 37.)

Oklahoma University, School of Pharmacy (*Ph. C.*).—Upon completion of the regular course and two years of experience in pharmacy the student receives the degree of Pharmaceutical Chemist. (Cat. 1902, p. 58.)

University of Kansas, School of Pharmacy (*Ph. C., B. S.*).—The degree of Pharmaceutical Chemist is given to any student who completes the course of two years or the course of three years. Those who finish the four years' course receive the degree of Bachelor of Science in Pharmacy. (Cat. 1902, p. 12.)

Buffalo College of Pharmacy (*Ph. G., Phar. M., Phar. D.*).—Gives the degree of Graduate in Pharmacy upon completion of the two years' course, no shop experience being required. For the degree of Master in Pharmacy the candidate must have had two years' professional training after receiving the degree of Graduate in Pharmacy or its equivalent, and he must present an acceptable original thesis. For the degree Doctor in Pharmacy the candidate must have received the degree Master in Pharmacy or its equivalent, and he must subsequently attend one session of the Buffalo College of Pharmacy and present an acceptable original thesis. (Announcement for 1903.)

St. Louis College of Pharmacy (*Phar. G., Phar. B., Phar. C.*).—Gives Graduate in Pharmacy upon completion of the regular course of two years and four years of drug experience, or when the latter requirement is not met the degree of Bachelor of Pharmacy is given. Upon completion of the course for Bachelor of Pharmacy and subsequently taking the third year's professional course in chemistry the degree of Pharmaceutical Chemist is obtained. (Cat. 1902, p. 27.)

University of Tennessee, Department of Pharmacy (*Phar. C., B. Sc.*).—Gives Pharmaceutical Chemist upon completion of the two years' course, and upon completion of the four years' course the degree of Bachelor of Science in pharmaceutical chemistry. (Univ. Cat. 1903, p. 47.)

Ohio State University, College of Pharmacy (*Phar. C., B. Sc.*).—Gives the degree of Pharmaceutical Chemist upon completion of the two years' course, and on completion of the four years' course the degree of Bachelor of Science in pharmacy. (Cat. 1902, p. 16.)

Vanderbilt University, Department of Pharmacy (*Phar. C., Phar. M.*).—Gives Pharmaceutical Chemist upon completion of a two years' course, practical experience in pharmacy not being required. Upon graduation in pharmacy and subsequent attendance for one year the degree of Master of Pharmacy is given. (Cat. 1902, p. 26.)

Pittsburg College of Pharmacy (*Phar. G., Phar. D., Phar. C., Phar. M.*).—The degree of Graduate in Pharmacy is given after two years of instruction and four years in a drug store. The degree of Doctor of Pharmacy is given to graduates in pharmacy who have attended a third year's course of instruction. The degree of Pharmaceutical Chemist is given students who have attended three courses of instruction but have not received the practical experience required for graduation in pharmacy. Master in Pharmacy is given to those who after graduation have continued for five years in the practice of their profession and who submit a satisfactory thesis. (Cat. 1902, p. 23.)

University of Wisconsin, School of Pharmacy (*Phar. G., B. Sc., Phar. M., M. Sc.*).—The degree of Graduate in Pharmacy (Phar. G.) is conferred upon completion of either the course for two years or the course for three years (no practical experience required); Bachelor of Science, upon completion of the four years' course. Master of Pharmacy is conferred upon graduates of the shorter courses only after a year of residence at the university. They must pursue advanced work in some science or sciences allied to pharmacy and present a satisfactory thesis embodying the results of an original investigation. The degree of Master of Science can be obtained by graduates of the four years' course upon fulfillment of similar requirements. (Cat. 1901, p. 196.)

Highland Park College of Pharmacy, Des Moines, Iowa (*Phar. G., Phar. C., Phar. M., Phar. D., B. Sc.*).—The course leading to the degree of Graduate in Pharmacy includes four quarters of twelve weeks each, two in the junior course and two in the senior. The course for Pharmaceutical Chemist includes two quarters of twelve weeks each and is designed for those who have completed the Phar. G. course. The student who has completed the Phar. C. course may secure the degree of Master of Pharmacy upon completion of the regular scientific course at Highland Park College. The student who has received the degree of Pharmaceutical Chemist may secure the degree of Doctor of Pharmacy upon completion of a course to be prescribed by the faculty and the preparation of a satisfactory thesis. A special course in chemistry, covering three years, leads to the degree of Bachelor of Science. (Cat. 1901, p. 27.)

University of Michigan, School of Pharmacy (*Phar. C., B. Sc.* (*Phar.*), *M. Sc.* (*Phar.*)).—Upon completion of a two years' course (four semesters of four and one-half months each) the degree of Pharmaceutical Chemist is given. Work in a drug store is not required. There is also an academic and professional course leading to the bachelor's degree, B. Sc. (Phar.). Students holding the degree of Bachelor of Science in pharmacy after a year of graduate study may undergo an examination for the degree of Master of Science in pharmacy. (Cat. 1902, p. 20.)

University of Minnesota, College of Pharmacy (*Phar. C., Phar. M., Phar. D.*).—The degree of Pharmaceutical Chemist is given upon completion of a two years' course. Drug store experience is not required. A graduate course of one year leads to the degree of Master of Pharmacy, and of two years to the degree of Doctor of Pharmacy. (Cat. 1900.)

Philadelphia College of Pharmacy (*Phar. D., Phar. C., Phar. M.*).—The degree of Doctor in Pharmacy is given upon completion of a course of three years by students having four years of experience in a pharmacy. If the student has not the experience required, he is given the degree of Pharmaceutical Chemist. The degree of Master in Pharmacy is given to graduates who have been engaged for five years in pharmaceutical work and who present a satisfactory thesis. (Cat. 1901, p. 28.)

Cincinnati College of Pharmacy (*Phar. B., Phar. C., Phar. M., Phar. D.*).—The degree of Bachelor of Pharmacy is given to students who attend a full course of lectures and laboratory instruction, including two and one-half full days per week in the laboratories. The degree of Pharmaceutical Chemist is given upon completion of a course of instruction covering a period of four days per week. Students who meet the above requirements and possess the legal qualifications to practice pharmacy, upon further attendance on a course in chemistry, therapeutics, and bacteriology, receive the degree of Master of Pharmacy. Any graduate of the Cincinnati College of Pharmacy who has been in the drug business five years after graduation, who meets the above requirements, presents a satisfactory thesis, and attends a special course in theoretical and applied chemistry, may receive the degree of Doctor of Pharmacy. (Journal, June, 1901.)

TABLE 5.—*Summary of statistics of schools of theology for 1900–1901.*

States.	Schools.	Professors.	Special or assistant instructors.	Whole number of students.	Women included.	Graduated in 1901.	Students having A. B. or B. S.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income.	Volumes in libraries.
United States	150	744	244	7,567	181	1,585	2,160	$15,217,164	$21,165,174	$946,473	$1,095,095	1,531,038
North Atlantic Division	51	305	114	2,999	86	680	1,070	9,408,909	13,823,882	513,599	597,166	851,219
South Atlantic Division	20	97	27	974	3	191	180	1,398,000	1,902,151	55,850	60,919	220,450
South Central Division	14	52	17	566	7	109	112	609,400	973,000	52,401	81,600	63,200
North Central Division	59	268	80	2,938	71	580	772	3,485,883	3,772,216	231,796	322,283	361,455
Western Division	6	22	6	90	14	25	26	314,972	693,925	92,827	33,127	34,714
North Atlantic Division:												
Maine	2	9	4	45	1	7	7	85,000	262,525	200	----------	26,300
Massachusetts	8	54	23	496	15	114	253	1,294,377	1,772,886	168,000	44,618	133,523
Connecticut	3	23	15	163	9	54	158	700,820	1,308,949	107,366	34,806	105,800
New York	15	106	29	962	8	187	247	4,429,281	5,393,564	65,362	265,267	217,947
New Jersey	5	22	10	424	----------	121	67	1,469,150	2,348,470	54,484	131,474	189,879
Pennsylvania	18	91	33	909	53	197	338	1,430,281	2,737,488	118,187	121,001	177,770
South Atlantic Division:												
Maryland	6	45	14	500	----------	77	34	660,000	4,000	1,400	14,225	110,000
District of Columbia	3	12	5	124	0	22	37	230,000	482,610	1,200	2,050	24,950
Virginia	3	15	3	164	----------	51	58	340,000	638,541	25,000	17,887	43,000
North Carolina	3	10	----------	41	3	10	9	3,000	0	2,500	800	5,000
South Carolina	3	9	3	43	----------	11	39	65,000	327,000	25,750	11,500	24,500
Georgia	2	6	2	102	0	20	3	100,000	450,060	----------	14,457	13,000
South Central Division:												
Kentucky	3	15	5	281	0	45	23	405,000	855,000	37,000	57,500	37,000
Tennessee	7	29	8	212	6	52	87	190,000	110,000	15,000	22,300	18,000
Alabama	3	7	2	64	----------	12	1	14,400	8,000	401	1,800	8,200
Louisiana	1	1	2	9	1	0	1	----------	----------	----------	----------	----------
North Central Division:												
Ohio	12	52	22	410	10	93	166	405,000	852,330	61,847	84,514	106,205
Indiana	3	10	12	111	19	15	39	----------	----------	----------	----------	17,000
Illinois	15	84	21	1,162	33	204	207	1,529,383	2,252,121	61,327	140,817	119,400
Michigan	4	10	3	87	----------	14	9	50,000	138,000	30,000	7,450	8,400
Wisconsin	4	24	3	182	----------	37	33	365,000	60,000	16,000	26,367	37,100
Minnesota	8	36	7	304	----------	78	71	563,000	420,000	----------	46,000	22,100
Iowa	5	18	6	188	8	15	32	78,500	59,965	6,083	10,135	10,600
Missouri	5	24	2	433	0	114	197	450,000	2,500	21,539	7,000	35,500
Nebraska	1	5	1	17	0	5	13	45,000	2,500	35,000	----------	3,000
Kansas	2	5	3	44	1	5	5	----------	4,800	----------	----------	2,150
Western Division:												
Colorado	1	3	----------	3	0	3	1	50,000	----------	----------	----------	5,000
Oregon	1	3	1	31	13	6	5	9,000	5,000	1,000	2,100	1,014
California	4	16	5	56	1	16	20	255,972	688,925	91,827	31,027	28,700

TABLE 6.—*Summary of statistics of schools of law for 1900–1901.*

States.	Schools.	Professors.	Special or assistant instructors.	Students.				Total income of schools.a	Value of grounds and buildings.a	Endowment funds.a	Benefactions received during the year.	Volumes in libraries.
				Men.	Women.	Graduated in 1901.	Having A. B. or B. S.					
United States	100	620	486	13,472	170	3,366	2,119	$508,694	$1,875,000	$1,151,920	$103,000	338,167
North Atlantic Division	17	144	135	4,422	70	930	1,267	333,095	1,025,000	604,420	.....	169,482
South Atlantic Division	20	101	43	2,089	20	567	171	49,330	228,000	227,500	100,500	22,100
South Central Division	17	57	50	788	6	342	93	6,900	170,000	.....	.....	17,800
North Central Division	39	279	217	5,661	59	1,406	486	106,569	342,000	180,000	2,500	117,385
Western Division	7	39	41	512	15	121	102	12,800	110,000	140,000	.....	11,400
North Atlantic Division:												
Maine	1	3	8	39	0	4	4	.....	.....	.....	.....	2,500
Massachusetts	3	42	18	1,216	10	238	706	122,738	375,000	524,420	.....	70,310
Rhode Island	1	14	.....	30	1	18	2	1,490	.....	.....	.....	.....
Connecticut	1	10	20	213	0	19	.....	.....	.....	75,000	.....	12,000
New York	7	47	74	2,312	51	520	406	155,867	150,000	5,000	.....	55,672
Pennsylvania	4	23	15	612	8	131	149	53,000	500,000	.....	.....	29,000
South Atlantic Division:												
Maryland	3	29	5	321	1	73	42	.....	.....	10,000	.....	1,400
District of Columbia	6	44	28	1,083	19	293	36	45,400	138,000	100,000	.....	9,500
Virginia	3	8	4	299	.....	78	54	3,200	80,000	127,500	100,500	6,000
West Virginia	1	3	0	115	0	34	10	.....	.....	.....	.....	1,200
North Carolina	3	6	1	156	.....	8	29	730	.....	.....	.....	2,000
South Carolina	1	1	.....	29	.....	10	.....	.....	.....	.....	.....	2,000
Georgia	3	10	5	86	.....	71	.....	.....	.....	.....	.....	.....
South Central Division:												
Kentucky	3	8	4	82	.....	38	.....	3,750	50,000	.....	.....	300
Tennessee	8	27	30	310	6	156	35	3,150	120,000	.....	.....	9,800
Alabama	1	2	0	57	0	26	8	.....	.....	.....	.....	1,500
Mississippi	2	5	9	68	.....	32	10	.....	.....	.....	.....	1,700
Louisiana	1	5	0	78	.....	33	.....	.....	.....	.....	.....	.....
Texas	1	4	3	172	0	51	40	.....	.....	.....	.....	4,500
Arkansas	1	6	4	21	.....	6	.....	.....	.....	.....	.....	.....
North Central Division:												
Ohio	6	60	4	829	5	136	126	13,500	150,000	.....	2,500	19,945
Indiana	6	23	27	570	7	139	65	15,020	3,000	75,000	.....	10,900
Illinois	9	89	60	1,065	21	210	69	.....	.....	.....	.....	9,345
Michigan	2	31	16	982	6	266	.....	9,614	80,000	27,500	.....	27,000
Wisconsin	2	7	4	302	2	70	17	14,000	9,000	.....	.....	7,500
Minnesota	2	19	12	504	4	104	21	21,000	50,000	.....	.....	12,000
Iowa	3	12	10	479	3	224	91	7,500	.....	.....	.....	11,075
Missouri	5	28	54	592	8	151	72	17,935	50,000	77,500	.....	14,620

Nebraska	2	4	22	197	2	93	25	8,000	----	----	----	----	3,000
Kansas	2	6	8	141	1	13	----	----	----	----	----	----	2,000
Western Division:													
Colorado	2	21	18	93	5	16	10	2,500	60,000	----	----	----	7,000
Washington	1	5	9	53	4	15	10	----	----	----	----	----	1,200
Oregon	2	8	3	50	----	19	5	800	----	----	----	----	----
California	2	5	11	316	6	71	77	9,500	50,000	140,000	0	----	3,200

a So far as reported.

TABLE 7.—*Summary of statistics of schools of medicine for 1900–1901.*

States.	Schools.	Professors.	Special or assistant instructors.	Students.				Value of grounds and buildings. *a*	Endowment funds. *a*	Benefactions received during the year.	Total income of the schools. *a*	Volumes in libraries.
				Men.	Women.	Graduated in 1901.	Having A. B. or B. S. *a*					
United States	154	2,755	1,997	25,538	1,219	5,472	2,473	$14,472,635	$2,048,182	$209,192	$1,356,600	187,207
North Atlantic Division	25	460	616	5,976	383	1,214	757	6,562,085	1,220,316	85,000	468,243	67,883
South Atlantic Division	22	284	217	3,275	86	781	418	1,598,000	431,866	6,000	219,752	16,851
South Central Division	23	247	220	4,616	44	1,085	264	1,364,800	47,000	9,000	139,510	14,340
North Central Division	71	1,528	797	10,606	572	2,192	830	3,987,750	293,000	103,790	464,337	73,115
Western Division	13	236	147	1,065	134	200	204	960,000	56,000	5,402	64,758	15,018
A.—BY CLASSES.												
Regular medical	123	2,184	1,692	23,328	871	4,903	2,234	12,007,689	1,744,407	134,192	1,218,068	123,355
Eclectic and physiomedical	10	181	56	669	77	167	51	213,000			39,840	8,100
Homeopathic	21	390	249	1,541	271	402	188	2,251,946	303,775	75,000	98,632	55,752
B.—BY STATES AND CLASSES.												
Regular.												
North Atlantic Division:												
Maine	2	27	8	123		40	4	12,000				3,700
New Hampshire	1	13	3	118	0	27	23	10,000				1,000
Vermont	1	20	7	155		15						
Massachusetts	3	77	67	953	49	160	56	85,000			25,000	3,279
Connecticut	1	10	16	133	0	18			106,000			
New York	7	140	260	1,922	50	356	393	3,540,560	500,227		104,679	14,952
Pennsylvania	5	89	173	2,049	183	474	214	1,482,579	326,314	10,000	295,217	16,100
South Atlantic Division:												
Maryland	7	99	100	1,410	56	348	314	1,033,000	426,866		164,480	5,951
District of Columbia	4	76	23	526	18	77	36	255,000			33,000	1,000
Virginia	3	39	44	597		172	59	185,000		5,000	19,227	
North Carolina	3	18	3	175		25	7	17,000	5,000	1,000		2,000
South Carolina	1	8	12	90	4	32						
Georgia	2	24	21	397		95		70,000				5,500
South Central Division:												
Kentucky	5	56	52	1,217	10	176	67	435,000				3,500
Tennessee	8	85	70	2,086	10	653	174	386,000	25,000	9,000	114,950	4,300
Alabama	2	20	24	214		53						
Louisiana	2	14	13	423	2	116	1	205,000	10,000		1,600	3,725
Texas	4	45	44	418	8	56	10	813,800	12,000		12,000	2,815
Arkansas	1	12	3	238	2	20	6	20,000	0	0	10,960	

North Central Division:												
Ohio	9	162	98	1,038	42	231	35	610,000	189,000	13,790	57,185	8,300
Indiana	3	64	36	363	15	73	25	28,000			2,500	1,550
Illinois	8	240	211	2,679	160	535	263	692,750	80,000	90,000	163,751	15,065
Michigan	5	100	61	1,024	7	185	4	396,000			36,861	11,700
Wisconsin	2	46	31	270	6	54	13	230,000				300
Minnesota	2	57	32	449	17	83	60	230,000			70,000	2,500
Iowa	4	61	25	607	39	105	46	74,000			20,500	400
Missouri	13	287	110	2,231	41	465	189	617,000	8,000		17,300	5,000
Nebraska	2	50	11	257	18	50	25	150,000				
Kansas	3	62	16	202	26	31	7	25,000			9,400	
Western Division:												
Colorado	3	60	31	183	17	44	7	20,000				
Oregon	2	29	9	75	14	16	17					1,000
California	5	94	78	706	77	118	179	880,000	56,000	5,402	59,458	9,718
Eclectic and physiomedical.												
New York	1	12	16	56	28	12	12	40,000			11,000	4,500
Georgia	1	9	2	56	1	22	2	20,000	0	0		2,000
Ohio	1	14	3	138	3	26	19	60,000			10,000	600
Indiana	1	18	6	34	3	9	5	20,000			2,590	
Illinois	2	58	15	140	31	46	8	45,000			10,000	500
Missouri	2	35	3	118	6	30		28,000				500
Nebraska	1	21	3	78	5	12	5				6,250	
California	1	14	8	49		10						
Homeopathic.												
Massachusetts	1	21		96	40	24	14	200,000	43,000	10,000	18,000	3,500
New York	2	42	36	107	33	36	6	367,500			14,347	5,852
Pennsylvania	1	8	30	254		52	35	824,446	244,775	65,000		15,000
Maryland	1	11	12	24	7	10	0	18,000	0	0	3,045	400
Kentucky	1	15	14	20	12	11	6					
Ohio	2	45	23	166	19	44	22	90,000			15,000	500
Illinois	4	86	60	473	96	134	69	467,000	14,000		29,000	10,800
Michigan	2	27	17	105	2	20	10	150,000			3,000	12,000
Minnesota	1	16	4	24	2	4	5					2,000
Iowa	1	12	14	59	1	18	4	35,000				300
Missouri	3	67	18	151	33	37	16	40,000	2,000		11,000	1,100
Colorado	1	19	10	25	15	5	1	35,000	0	0	1,800	300
California	1	20	11	27	11	7		25,000	0		3,500	4,000

a So far as reported.

TABLE 8.—*Summary of statistics of schools of dentistry for 1900–1901.*

States.	Schools.	Professors.	Special or assistant instructors.	Students.				Value of grounds and buildings.	Endowment funds.	Benefactions received.	Income.	Volumes in libraries.
				Men.	Women.	Graduated in 1901.	Having A. B. or B. S.					
United States	57	598	586	8,142	166	2,311	108	$1,213,122			$363,068	6,860
North Atlantic Division	10	93	204	2,325	60	618	43	484,164			154,669	1,110
South Atlantic Division	11	89	86	1,021	7	272	30	72,000			21,000	
South Central Division	6	58	43	538	6	143	11	179,000			19,900	300
North Central Division	24	287	194	3,663	70	1,130	23	372,958			134,148	5,450
Western Division	6	71	59	595	23	148	1	105,000			33,351	
North Atlantic Division:												
Massachusetts	2	24	34	295	7	75	10				17,000	810
New York	3	26	75	683	18	124	3	170,000			78,646	
Pennsylvania	5	43	95	1,347	35	419	30	314,164			59,023	300
South Atlantic Division:												
Maryland	3	24	36	527	4	171	23				10,000	
District of Columbia	4	30	26	149	1	29	3					
Virginia	2	19	16	70		8	1	60,000				
Georgia	2	16	8	275	2	64	3	12,000			11,000	
South Central Division:												
Kentucky	1	18	14	209	3	59	6	96,000				300
Tennessee	3	25	12	239	2	65	0	83,000			14,400	
Alabama	1	7	3	41	0	15	5				5,500	0
Louisiana	1	8	14	49	1	4						
North Central Division:												
Ohio	4	41	13	580	15	179	1	30,000				
Indiana	2	29	5	175	4	99	3	40,000			29,500	
Illinois	4	55	51	1,244	22	415	3					2,000
Michigan	2	15	18	401	11	108	7	57,458	0	0	33,249	2,000
Wisconsin	2	24	26	208	2	54	2	150,000				300
Minnesota	1	10	6	106	0	31	1					300
Iowa	3	33	15	268	8	60	2	33,000			6,700	350
Missouri	4	56	45	578	6	167		62,500			50,619	
Nebraska	2	24	15	103	2	17	4				14,080	500
Western Division:												
Colorado	1	18	10	68	4	20						
Oregon	1	13	2	108	5	10					13,000	
California	4	40	47	419	14	118	1	105,000			20,351	

TABLE 9.—*Summary of statistics of schools of pharmacy for 1900–1901.*

States.	Schools.	Professors.	Special or assistant instructors.	Students.				Value of grounds and buildings.	Endowment funds.	Benefactions received.	Income.	Volumes in libraries.
				Men.	Women.	Graduated in 1901.	Having A. B. or B. S.					
United States	58	306	216	4,223	206	1,373	58	$836,442	$23,726		$118,934	30,216
North Atlantic Division	10	58	50	1,454	64	442	4	499,442	23,726	0	68,389	23,666
South Atlantic Division	9	34	23	374	10	106	11	115,000			13,520	500
South Central Division	10	38	23	353	17	103	23	20,000			725	1,400
North Central Division	24	157	102	1,833	95	648	12	152,000			26,200	4,350
Western Division	5	19	18	209	20	74	8	50,000			10,100	300
North Atlantic Division:												
Maine	1	12		11	0	2	0					
Massachusetts	1	5	4	182	11	12	2	75,200	14,517	0	14,762	5,336
New York	4	20	27	646	33	263		204,242	9,209		50,627	7,530
New Jersey	1	5	3	23	2	8	0	0	0	0	3,000	
Pennsylvania	3	16	16	592	18	157	2	220,000				10,800
South Atlantic Division:												
Maryland	1	5	2	91	3	26	0	38,000	0	0	9,675	
District of Columbia	2	7	6	93	4	21	4	15,000			3,845	500
Virginia	2	9	8	34	1	7	3	60,000				
North Carolina	2	8	3	41	0	2		2,000				
South Carolina	1	3	2	36		16						
Georgia	1	2	2	79	2	24	4					
South Central Division:												
Kentucky	1	8		57	0	26	15	20,000				600
Tennessee	3	12	10	85	9	22	7				725	800
Alabama	2	8	5	71		11						
Louisiana	2	6	6	53	3	15	1					
Texas	1	3	1	51	1	14						
Oklahoma	1	1	1	36	4	15	0					
North Central Division:												
Ohio	5	37	21	411	15	138		42,000			4,500	1,500
Indiana	3	15	12	200	7	109					7,700	
Illinois	3	17	11	349	11	110	5	75,000			14,000	2,350
Michigan	2	12	14	101	11	45	1					
Wisconsin	2	13	18	49	4	19	0					
Minnesota	1	15		56	7	16	4					
Iowa	4	25	19	349	32	116	2					
Missouri	2	13	3	222	2	70		35,000				
South Dakota	1	6		22	2	2	0					
Kansas	1	4	4	74	4	23	0					500
Western Division:												
Washington	2	9	5	49	3	13	2					
Oregon	1	1	3	41	9	7	1					
California	2	9	10	119	8	54	5	50,000			10,100	300

TABLE 10.—*Summary of statistics of schools for training nurses for 1900–1901.*

States.	Schools.	Beds for patients.[a]	Nurse pupils.				Value of grounds and buildings of the hospitals.[b]	Endowment funds of the hospitals.[c]	Benefactions received during the year.
			Men.	Women.	Whole number.	Graduated in 1901.			
United States	448	95,180	1,307	10,292	11,599	3,710	$96,188,818	$18,967,377	$2,124,582
North Atlantic Division	243	56,503	775	6,054	6,829	2,261	66,518,539	16,971,876	1,155,235
South Atlantic Division	40	6,046	42	766	808	220	3,780,000	162,600	48,500
South Central Division	11	3,519	16	211	227	69	2,239,717	114,399	91,000
North Central Division	131	26,607	470	2,721	3,191	1,021	22,308,562	1,541,502	792,547
Western Division	23	2,505	4	540	544	139	1,342,000	177,000	37,300
CLASS A.									
Hospitals not for insane.									
Whole number	403	42,332	295	9,089	9,384	3,161	45,236,964	18,132,428	2,060,582
North Atlantic Division:									
Maine	4	257	3	79	82	26	429,907	200,975	14,074
New Hampshire	6	215	2	79	81	23	49,700	68,270	17,326
Vermont	1	8	.....	8	8	3	3,000	0	0
Massachusetts	46	3,983	12	1,155	1,167	389	7,967,113	6,712,401	288,128
Rhode Island	4	570	18	135	153	35	1,218,352	714,000	.....
Connecticut	7	729	0	189	189	71	487,000	791,293	48,068
New York	72	11,305	143	2,113	2,256	750	13,447,192	2,478,291	438,457
New Jersey	17	1,213	2	278	280	118	1,317,315	433,689	12,132
Pennsylvania	59	6,289	3	1,336	1,339	501	6,413,822	4,738,008	273,050
South Atlantic Division:									
Delaware	2	72	0	24	24	6	140,000	67,600	40,000
Maryland	10	1,118	.....	213	213	63	765,000	48,000	3,000
District of Columbia	7	966	10	208	218	56	495,000	29,000	5,500
Virginia	9	647	1	128	129	28	651,000	18,000	.....
West Virginia	1	125	.....	15	15	8	.....	.....	.....
North Carolina	2	62	.....	19	19	3	34,000	.....	.....
South Carolina	3	180	.....	33	33	13	110,000	.....	.....
Georgia	3	228	.....	66	66	13	185,000	.....	.....
Florida	1	50	.....	10	10	3	.....	.....	.....
South Central Divison:									
Kentucky	3	370	.....	53	53	29	40,000	34,399	1,000
Tennessee	2	245	.....	23	23	13	225,000	.....	.....
Alabama	1	150	4	35	39	0	200,000	0	0
Mississippi	1	164	0	8	8	0	175,000	.....	.....
Louisiana	3	1,045	.....	66	66	20	849,717	80,000	90,000
North Central Division:									
Ohio	14	1,511	.....	285	285	85	2,510,521	441,489	312,588
Indiana	7	445	.....	87	87	30	520,000	50,000	75,000
Illinois	33	2,717	22	717	739	239	2,359,451	359,550	310,833
Michigan	13	1,420	64	350	414	231	1,244,000	513,500	41,700
Wisconsin	9	756	2	190	192	50	525,000	1,000	.....
Minnesota	10	947	.....	222	222	79	572,874	20,963	27,000
Iowa	8	350	1	99	100	24	255,000	105,000	1,500
Missouri	14	1,320	3	211	214	75	630,000	50,000	1,695
Nebraska	3	110	.....	46	46	15	15,000	.....	9,231
Kansas	5	260	1	69	70	23	69,000	.....	13,000
Western Division:									
Montana	1	20	0	8	8	1	10,000	.....	2,000
Wyoming	1	50	.....	4	4	1	50,000	.....	.....
Colorado	5	494	0	79	79	24	145,000	14,000	0
Utah	1	80	.....	30	30	8	80,000	0	0
Washington	3	162	.....	47	47	12	111,000	47,000	.....
Oregon	2	350	.....	59	59	16	200,000	60,000	30,000
California	10	1,349	4	313	317	77	746,000	56,000	5,300

a For hospitals for insane the number of inmates is given; inmates of hospitals for insane, 52,848; beds for patients in hospitals not for insane, 42,332.
b $50,951,854 for hospitals for insane; the remainder is for other hospitals.
c $834,949 for hospitals for insane; the remainder is for other hospitals.

TABLE 10.—*Summary of statistics of schools for training nurses for 1900–1901*—Continued.

States.	Schools.	Beds for patients.	Nurse pupils.				Value of grounds and buildings of the hospitals.	Endowment funds of the hospitals.	Benefactions received during the year.
			Men.	Women.	Whole number.	Graduated in 1901.			
CLASS B.									
Hospitals for insane.									
Whole number	45	52,848	1,012	1,203	2,215	549	$50,951,854	$834,949	$64,000
New Hampshire	1	435	0	30	30	6	750,000	302,507	0
Massachusetts	5	3,416	128	191	319	50	4,652,213	207,442	----
Rhode Island	1	175	47	35	82	10	1,500,000	325,000	56,000
New York	14	22,637	226	285	511	203	21,821,836	----	8,000
New Jersey	2	2,333	29	32	61	21	4,000,000	0	0
Pennsylvania	4	2,938	162	109	271	55	2,461,089	----	----
District of Columbia	1	2,167	26	31	57	27	1,250,000	----	----
Virginia	1	431	5	19	24	----	150,000	----	----
Alabama	1	1,545	12	26	38	7	750,000	0	0
Ohio	2	2,515	53	62	115	30	3,000,000	----	----
Indiana	1	741	37	34	71	----	576,820	----	----
Illinois	1	2,200	24	30	54	14	1,227,495	----	0
Michigan	3	2,893	78	90	168	35	2,294,621	----	----
Minnesota	3	3,407	65	83	148	59	3,000,000	----	----
Iowa	4	3,885	70	101	171	32	3,117,780	----	----
Missouri	1	1,130	50	45	95	0	400,000	0	0

TABLE 11.—*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 College (R. C.)	1892	Benedict Menges, O. S. B
2	Talladega, Ala	Talladega College (Cong.)	1867	George W. Andrews, D. D.
3	Tuscaloosa, Ala	Stillman Institute (Presb.)	1870	D. Clay Lilly
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	William Alexander, D. D., chairman.
7	San Mateo, Cal	Church Divinity School of the Pacific (P. E.).	1893	William F. Nichols, D. D
8	Denver, Colo	Matthews Hall, Denver Theological School (P. E.)	1871	John F. Spaulding, D. D
9	Hartford, Conn	Hartford Theological Seminary (Cong.).	1834	Chester D. Hartranft, D. D.
10	Middletown, Conn	Berkeley Divinity School (P. E.)	1854	John Binney, D. D
11	New Haven, Conn	Yale Divinity School (Cong.)	1821	Frank K. Saunders, Ph. D., D. D.
12	Washington, D. C.	Catholic University of America, Theological School.	1889	Edmund T. Shanahan, S. T. D.
13	----do	Howard University, Theological School (nonsec.).	1871	J. E. Rankin, D. D., LL. D.
14	----do	King Theological Hall (P. E.)	1892	William V. Tunnell
15	Atlanta, Ga	Atlanta Baptist College	1867	George Sale, A. M
16	South Atlanta	Gammon Theological Seminary (M. E.).	1883	L. G. Adkinson, D. D
17	Bourbonnais, Ill	St. Viateur's College (R. C.)	1876	M. J. Marsile, C. S. V
18	Chicago, Ill	Chicago Lutheran Theological Seminary.	1891	R. F. Weidner, D. D., LL. D.
19	----do	Chicago Theological Seminary (Cong.).	1858	Samuel I. Curtiss, D. D
20	----do	McCormick Theological Seminary (Presb.).	1830	J. Ross Stevenson, D. D
21	----do	University of Chicago, Divinity School (Bapt.).	1866	Eri B. Hulbert, D. D., LL. D.
22	----do	Western Theological Seminary (P. E.).	1885	Wm. Jason Gold, S. T. D
23	Eureka, Ill	Eureka College, Bible Department (Disc.).	------	B. J. Radford, A. M
24	Evanston, Ill	Garrett Biblical Institute, Northwestern University (M. E.).	1866	Charles J. Little, Ph. D., LL. D.
25	----do	Norwegian Danish Theological Seminary (M. E.).	1885	Nels E. Simonsen, D. D
26	Galesburg, Ill	Ryder Divinity School, Lombard University (Univ.).	1881	C. Ellwood Nash, A. M., D. D.
27	Greenville, Ill	Greenville College, School of Theology (Fr. Meth.).	------	W. T. Hogg
28	Naperville, Ill	Union Biblical Institute (Ev. Asso.)	1876	S. L. Umbach, D. D
29	Rock Island, Ill	Augustana Theological Seminary (Ev. Luth.).	1860	Gustav Anderson, Ph. D
30	Springfield, Ill	German Evangelical Lutheran Seminary.	1846	Reinhold Pieper
31	Upper Alton, Ill	Shurtleff College, School of Theology (Bapt.).	------	
32	Merom, Ind	Union Christian College (Chris.)	1859	L. J. Aldrich
33	St. Meinrad, Ind	St. Meinrad Ecclesiastical Seminary (R. C.).	1860	Athanasius Schmitt
34	Upland, Ind	Taylor University, Theological School (M. E.).	1892	John H. Shilling, Ph. D
35	Des Moines, Iowa	Drake University, Bible Department (Christian).	1881	A. M. Haggard
36	----do	Grand View College (Ev. Luth.)	1896	R. R. Vestergaard
37	Dubuque, Iowa	German Presbyterian Theological School of the Northwest.*	1852	Adam W. Ringland, D. D.
38	----do	Wartburg Seminary (Ev. Luth.)	1854	W. Proehl
39	Mount Pleasant, Iowa.	German College, Theological Course (M. E.).	1873	Edwin S. Havighorst, A. M., D. D.

*Statistics of 1899–1900.
a Approximately.
b Not separate.

theology, for the year 1900–1901.

Session closes—	Number of professors.	Special or assistant instructors.	Whole number of students.	Number of women included.	Graduated in 1901.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
a June 20	3	2	23	0	6	1	3	37	(b)	----------	----------	----------	3,000	1
June 15	2	0	22	0	3	0	2,3	35	$4,400	$8,000	$401	$1,800	2,200	2
May 27	2	----	19	0	3	0	4	36	10,000	----------	----------	----------	3,000	3
May 1	1	----	9	1	----	----	3	36	----------	----------	----------	----------	----------	4
Apr. 10	5	4	15	0	6	3	3	40	20,000	400,000	c 90,000	15,000	7,500	5
Apr. 25	6	1	25	0	7	15	3	32	223,972	238,925	1,827	16,027	18,000	6
June 1	4	----	7	0	3	2	3	35	12,000	a 50,000	----------	----------	3,200	7
May 27	3	----	3	0	3	1	3	35	a 50,000	0	0	----------	a 5,000	8
May 29	11	6	64	9	21	74	3	32	265,000	217,000	d 44,000	----------	77,800	9
June 5	5	1	12	0	7	5	3	32	*85,820	*423,949	58,000	----------	23,000	10
May 16	7	8	87	----	25	79	3	30	*350,000	668,000	5,336	34,806	a 5,000	11
June 6	4	2	52	0	8	36	2,4	a32	200,000	435,000	----------	----------	20,150	12
May 28	5	3	61	0	13	1	3	35	(b)	47,610	1,200	2,050	1,300	13
May 29	3	----	11	0	1	0	3	35	30,000	----------	----------	----------	3,500	14
Apr. 30	2	0	31	0	6	0	3	24	(b)	(b)	----------	1,709	1,000	15
May 9	4	2	71	0	14	3	3	30	100,000	450,000	----------	12,757	12,000	16
June 18	7	----	20	0	4	----	3	38	----------	----------	----------	----------	a 2,000	17
Apr. 28	3	4	42	0	16	13	3	30	200,000	0	7,000	7,000	4,500	18
May 9	9	3	106	1	25	----	3	30	317,383	900,000	3,000	45,000	21,000	19
May 5	8	2	139	0	55	52	3	32	500,000	536,121	25,327	31,817	20,000	20
June 23	20	5	373	21	18	----	3	36	(b)	(b)	----------	----------	a 50,000	21
May 24	4	1	15	0	2	6	3	35	150,000	250,000	0	10,000	4,000	22
June 19	2	1	37	0	2	0	3	39	(b)	----------	e 25,000	----------	----------	23
May 29	11	0	157	5	41	65	3	30	250,000	500,000	1,000	33,000	13,300	24
May 9	1	----	7	----	----	----	4	32	12,000	6,000	----------	1,500	----------	25
June 5	7	2	10	2	1	0	4	37	(b)	(b)	----------	----------	(b)	26
June 7	2	----	10	2	----	----	----	----	----------	----------	----------	----------	----------	27
June 19	2	----	45	1	7	2	2	40	0	20,000	----------	2,500	600	28
May 31	3	3	69	0	18	69	3	30	----------	40,000	----------	10,000	----------	29
June 28	5	0	124	0	15	0	3	40	100,000	0	----------	----------	a 4,000	30
----------	----	----	8	1	----	----	----	----	----------	----------	----------	----------	----------	31
June 14	3	4	27	11	2	----	3	36	----------	----------	----------	----------	(b)	32
June 20	4	3	39	0	8	39	3	41	(b)	(b)	----------	----------	14,000	33
June 2	3	5	45	8	5	0	3	36	(b)	(b)	----------	----------	a 3,000	34
June 14	7	2	110	8	----	*19	3	37	(b)	----------	----------	----------	----------	35
May 31	3	2	14	----	1	----	3	35	----------	----------	----------	1,000	3,000	36
Apr. 28	1	2	13	0	2	0	3	32	28,500	19,675	----------	----------	----------	37
June 27	4	0	33	0	9	13	3	38	30,000	12,290	6,083	3,535	6,800	38
June 6	3	----	18	----	3	----	3	40	20,000	28,000	----------	5,600	800	39

c $60,000 from E. T. Earl, and $6 000 from F. M. Smith.
d $25,000 from D. Willis James, of New York City, and $5,054 from estate of Jeannette P. Mayo, of Washington, D. C.
e From Mrs. Deborah Bandy, Danville, Ill.

TABLE 11.—*Statistics of schools of theology,*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
40	Atchison, Kans	Western Theological Seminary (Ev. Luth.).	1895	Frank D. Altman, A. M., D. D.
41	Kansas City, Kans	Kansas City University, College of Theology (Meth. Prot.).	1896	H. T. Stephens
42	Danville, Ky	Danville Theological Seminary (Presb.).	1853	J. M. Worrall, D. D
43	Louisville, Ky	Louisville Presbyterian Theological Seminary.	1893	W. Hoge Marquess, D. D., LL. D.
44	do	Southern Baptist Theological Seminary.	1859	E. Y. Mullins, D. D., LL. D
45	New Orleans, La	Straight University, Theological Department (Cong.).	1890	George W. Henderson
46	Bangor, Me	Bangor Theological Seminary (Cong.)	1816	
47	Lewiston, Me	Cobb Divinity School of Bates College (Free Bapt.).	1840	James A. Howe, D. D
48	Baltimore, Md	St. Joseph's Seminary (R. C.)	1889	J. R. Slattery
49	do	St. Mary's Seminary (R. C.)	1792	A. L. Magnien, D. D
50	Ilchester, Md	Redemptorist College (R. C.)	1867	Charles Sigl, rector
51	Mount St. Marys, Md.	Mount St. Mary's College (R. C.)	1808	William L. O'Hara, A. M., LL. D.
52	Westminster, Md	Westminster Theological Seminary (Meth. Prot.).	1882	Hugh Latimer Elderdice, A. M., D. D.
53	Woodstock, Md	Woodstock College (R. C.)	1869	William Brett
54	Andover, Mass	Andover Theological Seminary (Cong.).	1808	George F. Moore, D. D
55	Boston, Mass	Boston University, School of Theology (M. E.).	1839	Marcus D. Buell, A. M., S. T. D.
56	do	St. John's Ecclesiastical Seminary (R. C.).	1887	John B. Hogan
57	Cambridge, Mass	Episcopal Theological School (P. E.)	1867	George Hodges, D. D
58	do	Harvard University, Divinity School (Nonsec.).	1817	
59	do	New Church Theological School (Swedenborgian or New Jeru.).	1866	Theodore F. Wright, Ph. D.
60	Newton Center, Mass.	Newton Theological Institution (Bapt.).	1825	Nathan E. Wood, D. D
61	Tufts College, Mass.	Tufts College, Divinity School (Univ.)	1869	Charles H. Leonard, D. D
62	Adrian, Mich	Adrian College, School of Theology (Meth. Prot.).		David Jones, D. D
63	Hillsdale, Mich	Hillsdale College, Theological Department (Free Bapt.).	1863	Delavan B. Reed
64	Holland, Mich	Western Theological Seminary (Ref. Ch. in Amer.).	1869	J. W. Beardslee, D. D
65	Saginaw, Mich	Evangelical Lutheran Theological Seminary.	1887	W. Linsenmann
66	Collegeville, Minn	St. John's University, Ecclesiastical Seminary (R. C.).	1867	Bernard Kevenhoerster, O. S. B., rector.
67	Faribault, Minn	Seabury Divinity School (P. E.)	1858	Alford A. Butler, M. A
68	Minneapolis, Minn	Augsburg Seminary (Ev. Luth.)	1869	Georg Sverdrup
69	do	United Church Seminary (Ev. Luth.)	1890	Marcus O. Bockman, A. M.
70	Red Wing, Minn	Red Wing Seminary (Ev. Luth.)	1879	M. G. Hanson
71	St. Paul, Minn	Luther Seminary (Ev. Luth.)	1885	H. Ernst, D. D
72	do	St. Paul Seminary (R. C.)	1894	Patrick R. Heffron, LL. D
73	St. Paul Park, Minn.	St. Paul's College, Theological School (M. E.)	1889	W. T. Finke
74	Desoto, Mo	Redemptorist Seminary (R. C.)	1900	John Henry
75	St. Louis, Mo	Concordia Theological Seminary (Ev. Luth.).	1839	Francis Pieper
76	do	Kenrick Theological Seminary (R. C.)	1893	F. V. Nugent
77	do	Theological Seminary of the German Evangelical Synod of North America.	1850	Louis Haeberle
78	Warrenton, Mo	Central Wesleyan Theological Seminary (M. E.).	1878	George B. Addicks
79	Omaha, Nebr	Presbyterian Theological Seminary	1891	Matthew B. Lowrie, D. D

* Statistics of 1899-1900. *a* Approximately. *b* Not separate.

for the year 1900–1901—Continued.

Session closes—	Number of professors.	Special or assistant instructors.	Whole number of students.	Number of women included.	Graduated in 1901.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
May 20	2	1	19	0	5	5	3	34	0	$4,800	.....	.....	2,150	40
June 5	3	2	25	1	....	....	3	35	.....	.....	.....	.....	.....	41
May 5	3	1	22	0	3	2	3	33	$30,000	225,000	.....	$11,000	10,500	42
May 5	5	2	28	0	6	21	3	30	50,000	120,000	$32,000	11,500	5,500	43
May 31	7	2	231	0	36	....	3	35	325,000	510,000	5,000	35,000	21,000	44
May 31	1	2	9	1	0	1	3	32	(*b*)	(*b*)	.....	.....	.....	45
May 15	5	2	17	0	1	0	3	34	85,000	262,525	200	.....	22,000	46
....do....	4	2	28	1	6	7	3	36	(*b*)	(*b*)	.....	(*b*)	*a* 4,300	47
June 21	....	....	32	0	5	1	....	40	.....	.....	.....	.....	*a* 4,000	48
June 23	15	....	265	0	35	....	3	40	200,000	.....	1,400	.....	30,000	49
July 1	7	1	41	0	5	0	4	44	*a* 150,000	0	0	.....	*a* 18,000	50
June 19	6	....	30	0	5	25	4	40	50,000	.....	.....	7,000	10,000	51
May 5	4	13	13	0	7	8	3	30	10,000	4,000	.....	7,225	*a* 3,000	52
June 30	13	....	119	0	20	....	....	40	*a* 250,000	.....	.....	.....	*a* 45,000	53
June 13	6	5	25	0	6	6	3	38	.....	800,000	.....	.....	52,000	54
June 5	7	7	173	7	36	*114	3	33	* 145,000	.....	.....	.....	.....	55
June 28	9	....	133	....	23	....	3	39	*a* 400,000	.....	.....	.....	6,500	56
June 10	6	4	38	0	15	30	3	35	379,377	220,000	.....	.....	*a* 15,000	57
June 26	9	1	28	0	2	24	3	*a*38	.....	.....	.....	.....	30,023	58
June 22	4	0	6	0	0	0	3	36	60,000	152,886	60,000	7,618	*a* 4,000	59
June 5	8	....	74	8	24	74	3	36	250,000	600,000	108,000	37,000	26,000	60
June 19	5	6	19	0	8	5	3,4	38	60,000	(*b*)	.....	.....	.....	61
June 20	2	....	28	0	4	0	2	36	0	.....	.....	.....	*a* 3,000	62
June 19	3	0	15	0	5	4	3	36	20,000	63,000	0	3,150	(*b*)	63
May 10	3	1	23	0	5	5	3	36	20,000	75,000	30,000	4,300	5,000	64
June 21	2	2	21	0	0	0	3	42	10,000	0	0	0	400	65
June 15	6	0	29	0	7	....	3	38	(*b*)	0	0	.....	(*b*)	66
June 5	6	2	13	0	2	4	3	32	.....	.....	0	.....	*a* 9,000	67
June 7	3	....	44	0	12	9	3	30	50,000	0	.....	.....	.....	68
May 30	4	1	40	0	14	8	3	33	53,000	120,000	0	.....	2,500	69
May 31	3	....	14	....	3	....	3	30	30,000	.....	.....	.....	.....	70
June 19	3	0	20	0	12	0	3	40	30,000	.....	.....	6,000	*a* 600	71
June 15	10	4	140	0	28	50	4	40	*a* 400,000	300,000	.....	40,000	10,000	72
June 5	1	....	4	0	0	0	3	36	.....	.....	.....	.....	.....	73
July 16	3	....	24	0	12	0	4	40	50,000	.....	.....	.....	9,000	74
June 28	6	....	196	0	62	194	3	40	250,000	0	0	.....	15,500	75
June 15	9	....	110	0	11	....	5	40	.....	.....	.....	.....	.....	76
....do....	3	1	65	0	29	0	3	40	150,000	0	*c* 21,539	*a* 7,000	*a* 5,000	77
June 14	3	1	38	0	....	3	3	40	(*b*)	2,500	.....	.....	6,000	78
May 5	5	1	17	0	5	13	3	32	45,000	2,500	35,000	.....	3,000	79

c $12,500 by bequest of the late A. Tibbe, of Washington, Mo.

TABLE 11.—*Statistics of schools of theology,*

	Location.	Name of institution	Year of first opening.	President or dean.
	1	2	3	4
80	Bloomfield, N.J	German Theological School of Newark (Presb.).	1869	George C. Seibert, D.D., chairman.
81	Madison, N.J	Drew Theological Seminary (M.E.)	1867	Henry A. Buttz, D.D., LL.D.
82	New Brunswick, N.J.	Theological Seminary of the Reformed (Dutch) Church in America.	1784	J.P. Searle, D.D
83	Princeton, N.J	Theological Seminary of the Presbyterian Church.	1812	William M. Paxton, D.D., LL.D.
84	South Orange, N.J.	Seton Hall College (R.C.)	1856	John A. Stafford
85	Allegany, N.Y	St. Bonaventure's Seminary (R.C.)	1859	Joseph F. Butler
86	Auburn, N.Y	Theological Seminary of Auburn (Presb.).	1821	George B. Stewart, D.D
87	Brooklyn, N.Y	St. John's Theological Seminary (R.C.).	1891	James J. Sullivan, C.M
88	Buffalo, N.Y	German Martin Luther Seminary (Ev. Luth.).	1854	A. Graban
89	Canton, N.Y	St. Lawrence University, Theological School (Univ.).	1858	Almon Gunnison, D.D., LL.D.
90	Hamilton, N.Y	Hamilton Theological Seminary of Colgate University (Bapt.).	1819	S. Burnham, D.D
91	Hartwick Seminary, N.Y.	Hartwick Seminary (Ev. Luth.)	1797	Alfred Hiller, D.D., chairman.
92	New York, N.Y	General Theological Seminary of the Protestant Episcopal Church.	1817	Eugene A. Hoffman, D.D., D.C.L., LL.D.
93	do	Jewish Theological Seminary	1886	
94	do	Union Theological Seminary (Presb.)	1836	Charles C. Hall, D.D
95	Niagara University, N.Y.	Niagara University, Theological Department (R.C.).	1856	P.S. McHale, C.M
96	Rochester, N.Y	Rochester Theological Seminary (Bapt.).	1851	Augustus H. Strong, D.D., LL.D.
97	do	St. Bernard's Seminary (R.C.)	1893	James J. Hartley
98	Standfordville, N.Y.	Christian Biblical Institute (Chris.)	1869	John B. Weston, D.D
99	Yonkers, N.Y	St. Joseph's Seminary (R.C.)	1896	Edward R. Dyer, D.D
100	Ayden, N.C	Free Will Baptist Theological Seminary.	1899	Thomas E. Peden, A.M
101	Belmont, N.C	St. Mary's College (R.C.)		Leo Haid, D.D
102	Charlotte, N.C	Biddle University, School of Theology (Presb.)	1867	D.J. Sanders, D.D
103	Carthagena, Ohio	St. Charles Seminary (R.C.)		Aug. Seifert
104	Cincinnati, Ohio	Hebrew Union College	1875	M. Mielziner, Ph.D., D.D
105	do	Lane Theological Seminary (Presb.)	1832	Kemper Fullerton, A.M
106	Cleveland, Ohio	St. Mary's Theological Seminary (R.C.).*	1848	N.A. Moes
107	Columbus, Ohio	German Lutheran Seminary of Capital University.	1830	M. Loy, D.D
108	Dayton, Ohio	Union Biblical Seminary (U. Breth.)	1871	George A. Funkhouser, D.D.
109	Gambier, Ohio	Kenyon College, Divinity School (P.E.).	1826	William F. Peirce, L.H.D.
110	Oberlin Ohio	Oberlin Theological Seminary (Cong.).	1835	John Henry Barrows, D.D.
111	Springfield, Ohio	Wittenberg Theologica Seminary (Ev. Luth.).	1845	John M. Ruthrauff, D.D
112	Tiffin, Ohio	Heidelberg Theological Seminary (Ref. Ch. in U.S.).	1851	David Van Horne, D.D., LL.D.
113	Wilberforce, Ohio	Payne Theological Seminary (A.M.E.).	1892	Benjamin T. Tanner, D.D., LL.D.
114	Xenia, Ohio	Xenia Theological Seminary (U. Presb.).	1794	William G. Morehead, D.D., LL.D.
115	Eugene, Oreg	Eugene Divinity School (Disc.)	1895	Eugene C. Sanderson, D.D.
116	Allegheny, Pa	Allegheny Theological Seminary (U. Presb.).	1825	James A. Grier, D.D., LL.D.

* Statistics of 1899-1900.
a Approximately.
b Not separate.
c From Mr. Philip Nye Jackson, of Newark, N. J.

for the year 1900–1901—Continued.

Session closes—	Number of professors.	Special or assistant instructors.	Whole number of students.	Number of women included.	Graduated in 1901.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
May 31	3	2	26	0	6	....	3	40	$18,000	$98,000	c $5,000	$8,700	8,000	80
May 18	6	1	194	0	56	44	3	35	695,000	410,000	9,000	33,000	68,000	81
May 17	6	3	30	0	13	23	3	24	250,000	a 463,000	14,849	19,000	45,500	82
May 10	7	4	142	0	46	....	3	33	506,150	1,377,470	d 25,635	70,774	68,379	83
June 18	....	....	32	....	....	....	....	....	....	....	....	....	....	84
June 24	6	3	56	0	12	....	4	40	25,000	....	0	9,500	4,777	85
May 7	6	1	72	0	32	59	3	33	300,000	615,000	e 17,253	36,076	27,140	86
June 20	8	0	45	0	9	38	4	39	148,000	....	0	8,931	3,358	87
June 30	2	2	12	0	0	0	3	40	12,500	0	....	....	1,316	88
June 22	5	3	20	4	3	....	3	40	25,000	165,000	....	....	....	89
June 18	7	2	37	0	11	17	3	37	(b)	(b)	....	....	....	90
June 28	2	0	13	0	3	2	3	38	11,150	5,129	762	....	5,833	91
May 22	9	5	113	0	18	81	3	36	1,508,000	2,158,625	46,161	123,647	30,281	92
June 30	3	2	30	0	1	....	....	42	28,000	0	0	a 3,500	a 3,200	93
May 14	12	2	128	1	27	25	3	30	*a500,000	*a1,700,000	....	....	76,298	94
June 19	8	2	52	....	....	....	....	....	....	....	....	....	....	95
May 10	11	....	123	0	33	25	3	36	*131,631	*668,452	....	*36,551	31,004	96
June 12	10	1	110	0	13	....	4	39	600,000	....	....	....	10,500	97
May 8	6	3	16	3	4	0	3	34	20,000	69,058	1,186	3,529	2,237	98
June 19	11	3	135	0	21	....	4	40	1,120,000	12,300	....	43,553	22,000	99
June 6	2	0	15	3	0	0	3,4	40	3,000	0	2,500	800	0	100
June 10	4	0	11	0	4	0	4	36	(b)	0	0	....	5,000	101
June 6	4	....	15	0	6	9	3	32	(b)	....	....	....	(b)	102
June 28	4	1	26	0	0	....	3	42	....	0	0	....	....	103
June 15	5	4	69	0	10	10	8	32	10,000	....	....	23,870	a 15,000	104
May 10	3	3	28	0	6	21	3	32	162,000	235,530	1,747	20,706	19,000	105
June 25	4	3	40	0	4	....	....	42	....	....	....	....	....	106
May 18	4	....	29	0	10	26	3	40	(b)	....	....	....	5,000	107
May 5	4	....	59	8	14	24	3	40	38,000	60,000	35,000	8,500	3,500	108
June 27	4	2	16	....	*7	*11	3	34	....	....	....	....	....	109
May 9	9	3	49	2	11	23	3	32	120,000	226,800	....	11,888	44,705	110
May 5	4	....	22	0	10	20	3	32	40,000	75,000	....	....	....	111
Apr. 27	4	1	18	0	10	15	3	30	0	35,000	a 10,000	4,500	11,000	112
June 18	3	5	35	....	4	....	3	36	10,000	....	....	a 3,800	2,000	113
May 5	4	0	19	0	7	16	3	32	25,000	a 150,000	15,100	11,250	a 6,000	114
June 2	3	1	31	13	6	5	4	34	9,000	5,000	1,000	2,100	1,014	115
May 18	4	1	74	0	21	21	3	31	131,000	315,000	2,502	20,987	6,000	116

d $10,000 was received from the estate of Rev. Wm. Henry Green, D. D., LL. D., to found a fellowship, the income of the fund to be used by the faculty of the seminary as they may elect.
e $10,000 was received from Hon. Horace B. Silliman, LL. D., of Cohoes, N. Y., on the endowment of a professorship.

TABLE 11.—*Statistics of schools of theology,*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
117	Allegheny, Pa	Reformed Presbyterian Theological Seminary.	1856	D. B. Willson, D. D
118	do	Western Theological Seminary (Presb.).	1827	Matthew B. Riddle, D. D., LL. D.
119	Beatty, Pa	St. Vincent Seminary (R. C.)	1846	Leander Schnerr
120	Bethlehem, Pa	Moravian Theological Seminary	1807	Augustus Schultze, D. D
121	Chester, Pa	Crozer Theological Seminary (Bapt.)	1867	Henry G. Weston, D. D., LL. D.
122	Gettysburg, Pa	Evangelical Lutheran Theological Seminary.	1826	Milton Valentine, D. D., LL. D,
123	Lancaster, Pa	Theological Seminary of the Reformed Church in the United States.	1825	E. V. Gerhart, D. D., LL. D.
124	Lincoln University, Pa.	Lincoln University, Theological Department (Presb.).	1866	Isaac N. Rendall, D. D
125	Meadville, Pa	Meadville Theological School (Unit.)	1844	George L. Cary, A. M., L. H. D.
126	Overbrook, Pa	Theological Seminary of St. Charles Borromeo (R. C.).*	1832	P. J. Garvey, D. D
127	Philadelphia, Pa	Divinity School of the Protestant Episcopal Church.	1861	Wm. M. Groton
128	do	Lutheran Theological Seminary at Philadelphia.	1864	Henry E. Jacobs, D. D., LL. D.
129	do	Philadelphia Theological School of Temple College (nonsec.).	------	Russell H. Conwell
130	do	St. Vincent's Seminary (R. C.)	1868	James McGill, V. C. M
131	do	Ursinus College, School of Theology (Ref. Ch. in U. S.).	1871	James I. Good, D. D
132	Selinsgrove, Pa	Susquehanna University, Theological Department (Ev. Luth.).	1858	Charles W. Heisler, D. D
133	Villanova, Pa	Monastery of St. Thomas of Villanova (R. C.).	1842	Thomas C. Middleton, D. D.
134	Columbia, S. C	Presbyterian Theological Seminary	1829	W. M. McPheeters, D. D
135	Duewest, S. C	Erskine Theological Seminary (A. R. Presb.).	1837	W. L. Pressly, D. D
136	Mount Pleasant, S. C.	Theological Seminary of the United Synod (Ev. Luth.).	1830	J. A. Morehead
137	Chattanooga, Tenn.	U. S. Grant University, School of Theology (M. E.).	1889	John H. Race
138	Clarksville, Tenn	Southwestern Presbyterian University, Divinity School.	1884	George Summey, D. D., LL. D.
139	Lebanon, Tenn	Cumberland University, Theological Department (Cumb. Presb.).	1853	J. M. Hubbert, D. D
140	Nashville, Tenn	Fisk University, Theological School (Cong.).	1892	J. G. Merrill
141	do	Vanderbilt University, Biblical Department (M. E.).	1875	Wilbur F. Tillett, D. D
142	do	Walden University, Theological Department (M. E.).	1868	G. W. Hubbard
143	Sewanee, Tenn	University of the South, Theological Department (P. E.).	1878	William P. Dubose, S. T. D.
144	Richmond, Va	Union Theological Seminary (Presb.).	1812	Walter W. Moore, D. D., LL. D.
145	do	Virginia Union University, Theological Department (Bapt.).	------	George F. Genung, A. M., D. D.
146	Theological Seminary, Va.	Theological Seminary in Virginia (P. E.).	1821	Angus Crawford, M. A., D. D.
147	Franklin, Wis	Mission House of the Reformed Church in the United States.	1860	H. A. Muehlmeier, D. D
148	Nashotah, Wis	Nashotah House (P. E.)	1842	William W. Webb, D. D
149	St. Francis, Wis	St. Francis Seminary (R. C.)	1856	Joseph Rainer
150	Wauwatosa, Wis	Evangelical Lutheran Theological Seminary.	1878	A. Hoenecke

* Statistics of 1899-1900.
a Approximately.
b Not separate.
c $10,468 from bequest by David Gregg, of Allegheny, Pa.
d A legacy of $8,000 from Mr. Seibert, of Hagerstown, Md., and a gift of $5,000 from James Strong, of Philadelphia.

for the year 1900–1901—Continued.

Session closes—	Number of professors.	Special or assistant instructors.	Whole number of students.	Number of women included.	Graduated in 1901.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Apr. 30	2	1	11	0	1	10	3	32	$20,000	$87,013	*c* $11,107	.....	$3,600	117
May 7	5	2	60	0	15	53	3	32	250,000	614,085	2,928	$30,839	*a* 30,000	118
June 20	5	3	43	0	16	....	3	40	.....	0	0	.....	.....	119
June 12	4	2	27	0	0	13	2	38	100,000	100,000	.....	*a* 5,500	7,000	120
June 5	7	1	108	....	23	....	3	36	*100,000	*417,500	.....	.....	14,000	121
June 1	5	0	48	0	10	45	3	35	167,000	206,204	*d* 48,436	11,044	*a* 14,000	122
May 9	5	1	60	....	26	58	3	32	90,000	180,000	.....	9,000	15,000	123
Apr. 16	7	1	52	0	11	30	3	30	32,000	118,000	0	12,900	(*b*)	124
June 6	5	5	24	2	7	2	3,4	38	25,281	499,686	52,114	22,931	28,000	125
June 20	12	2	102	0	16	....	....	40	.....	.....	.....	.....	.....	126
June 7	6	1	25	0	8	16	3	36	*200,000	.....	.....	.....	*a* 20,000	127
May 29	4	3	64	0	25	49	3	32	150,000	200,000	1,100	7,800	25,500	128
June 12	4	2	119	51	0	0	*e* 5	32	165,000	0	0	.....	.....	129
June 20	4	3	25	0	4	....	4	40	.....	0	0	.....	12,670	130
May 9	5	5	36	0	8	32	3	30	.....	.....	.....	.....	*a* 2,000	131
June 20	3	....	14	0	6	9	3	38	(*b*)	(*b*)	.....	.....	(*b*)	132
.....do..	4	0	17	0	0	....	4	40	.....	.....	.....	.....	.....	133
May 9	4	1	23	0	6	19	3	32	50,000	*a* 250,000	750	11,500	*a* 23,000	134
June 10	3	0	6	0	2	6	2	37	.....	32,000	5,000	.....	1,500	135
June 1	2	2	14	0	3	14	3	32	15,000	45,000	20,000	.....	.....	136
May 15	3	2	28	....	8	....	3	32	150,000	10,000	.....	.....	6,000	137
June 13	5	....	19	0	10	9	2	40	(*b*)	.....	.....	.....	.....	138
May 15	6	2	51	2	14	35	3	32	(*b*)	80,000	0	4,800	3,000	139
June 12	3	0	3	0	2	0	3	37	.....	.....	.....	.....	.....	140
June 18	6	2	52	0	14	42	3	36	(*b*)	(*b*)	15,000	*a* 17,500	7,000	141
June 30	2	1	32	4	2	1	2	36	(*b*)	.....	.....	.....	.....	142
Aug. 2	4	1	27	....	2	....	3	40	40,000	20,000	.....	.....	2,000	143
May 8	5	1	72	0	32	51	3	34	200,000	288,541	*f* 25,000	17,887	18,000	144
May 21	5	....	49	0	7	....	3	34	.....	.....	.....	.....	.....	145
June 18	5	2	43	0	12	7	3	36	*140,000	350,000	.....	.....	25,000	146
May 22	3	1	21	0	3	3	3	40	35,000	.....	6,000	2,367	6,000	147
June 1	4	2	40	0	6	....	3	33	160,000	60,000	*g* 10,000	9,500	17,500	148
June 20	14	0	85	0	22	0	3	45	180,000	.....	.....	14,500	12,400	149
June 15	3	0	36	0	6	30	3	38	50,000	.....	.....	.....	1,200	150

e An evening school.

f George W. Watts, of Durham, N. C., gave $5,000 to the endowment fund, and completed, in addition, payments on a chapel which cost $21,000—his gift to the seminary.

g Rev. Dr. Wm. Bliss Ashley, of Milwaukee, recently deceased, left $7,200 of this amount.

TABLE 12.—*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	Wm. S. Thorington	June 5	2
2	Little Rock, Ark	University of Arkansas, Law Department.	1889	J. H. Carmichael	June 1	6
3	San Francisco, Cal.	University of California, Hastings College of the Law.	1878	Edward R. Taylor, M. D.	May 18	2
4	Stanford University, Cal.	Leland Stanford, Jr., University, Law Department.	1892	Nathan Abbott, prof	May 28	3
5	Boulder, Colo	Colorado School of Law, University of Colorado.	1892	Moses Hallett, LL. D	June 6	9
6	Denver, Colo	Denver Law School, University of Denver.	1892	Albert E. Pattison	June 12	12
7	New Haven, Conn.	Yale University, Law School.	1824	Francis Wayland, LL. D.	June 23	10
8	Washington, D.C	Catholic University of America, Law School.	1895	Wm. C. Robinson, LL. D.	June 7	3
9	do	Columbian University, Law School.	1865	Walter S. Cox, LL. D	June 1	10
10	do	Georgetown University, School of Law.	1870	Jeremiah M. Wilson, LL. D.	do	12
11	do	Howard University, Law School.	1867	Benjamin F. Leighton, LL. D.	May 27	6
12	do	National University, Law Department.	1869	Eugene Carusi, LL. D	June 1	6
13	do	Washington College of Law.	1896	Ellen Spencer Mussey	do	7
14	Athens, Ga	University of Georgia, Law School.	1859		June 20	4
15	Macon, Ga	Mercer University, Law Department.	1875	Emory Speer	June 5	4
16	Oxford, Ga	Emory College, School of Law.		Charles E. Dowman, A. M., D. D.	June 13	2
17	Aurora, Ill	Aurora College, Law School.	1896	G. W. Neterer	May 31	1
18	Bloomington, Ill.	Illinois Wesleyan University, Law Department.*	1874	Owen T. Reeves, LL. D.	June 15	7
19	Chicago, Ill	Chicago-Kent College of Law, Lake Forest University.	1888	Thomas A. Moran, LL. D.	June 8	27
20	do	Chicago Law School	1896	George W. Warvelle, LL. D.	June 5	10
21	do	Illinois College of Law	1897	Howard N. Ogden, Ph. D., L. H. D.	June 16	20
22	do	John Marshall Law School	1899	John N. Jewett, LL. D	June 15	8
23	do	Northwestern University, Law School.	1859	Peter S. Grosscup, LL. D.	June 20	9
24	Lebanon, Ill	McKendree Law School	1858	Robert L. Nuckolls	June 13	2
25	Urbana, Ill	University of Illinois, College of Law.	1898	James B. Scott, A. M	June 15	5
26	Bloomington, Ind	Indiana University, School of Law.	1842	William P. Rogers	June 14	4
27	Indianapolis, Ind	Indiana Law School, University of Indianapolis.	1894	James A. Rohbach	May 29	3
28	do	Indianapolis College of Law.	1897	Ulric Z. Wiley, A. M., LL. D.	June 15	5
29	Marion, Ind	Marion Normal School and Business University.	1897	G. A. Henry	June 1	2
30	Notre Dame, Ind	University of Notre Dame, Law Department.	1869	William Hoynes, LL. D	June 13	5
31	Valparaiso, Ind	Northern Indiana Law School.	1879	Mark L. De Motte, A. M.	June 5	4
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.	1882	Chester C. Cole, LL. D	May 21	4

* Statistics of 1899–1900. *a* Approximately. *b* Not separate.

of law for the year 1900–1901.

Special or assistant instructors.	Students. Men.	Women.	Graduated in 1901.	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.	Total income, excluding benefactions.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Bound volumes in library.	Instruction in day or evening.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
0	57	0	26	8	2	36	$75	$3	a$153	.....	(b)	(b)	(b)	1,500	Day	1
4	21	....	*6	....	2	35	50	5	105	.....	(b)	.....	.....	.....	Eve	2
3	120	5	39	58	3	39	10	3	a 33	$9,500	$50,000	$140,000	0	0	Day	3
8	196	1	32	19	3	35	0	0	.....	.....	(b)	(b)	0	3,200	Day	4
15	59	4	12	2	3	36	40	0	120	(b)	(b)	(b)	(b)	4,000	Day	5
3	34	1	4	8	3	35	75	10	235	a 2,500	60,000	0	0	a 3,000	Day	6
20	213	0	19	....	3	35	125	5	380	.....	.....	*75,000	.....	*a 12,000	Day	7
2	48	....	12	....	3	32	75	5	.....	6,000	.....	100,000	.....	1,500	Day	8
4	488	0	100	21	3	32	100	10	a 316	32,000	96,000	0	0	3,500	(c)	9
3	276	....	*72	....	3	32	80	10	.....	.....	.....	.....	.....	2,000	Eve	10
1	83	1	18	15	3	a32	0	3	33	.....	12,000	.....	.....	a 2,000	Eve	11
7	185	....	86	....	2	34	80	2½	177	6,500	30,000	.....	0	500	Eve	12
11	3	18	5	....	3	40	50	5	155	900	0	0	0	.....	Eve	13
1	52	....	42	....	1	36	75	....	.....	.....	.....	.....	.....	.....	Day	14
4	21	....	18	....	1	34	60	5	65	.....	.....	.....	.....	.....	Eve	15
0	13	0	11	....	1	35	70	....	.....	.....	.....	.....	.....	.....	Day	16
5	6	....	2	0	1	36	50	5	.....	.....	.....	.....	.....	.....	.....	17
0	63	1	22	10	3	38	60	5	185	.....	.....	.....	.....	.....	Day	18
4	269	4	76	....	3	39	75	10	240	.....	.....	.....	.....	2,000	(d)	19
16	130	5	26	15	3	36	75	5	235	.....	.....	.....	.....	300	Eve	20
12	245	7	22	22	3	36	80	10	250	.....	.....	.....	.....	1,200	(d)	21
9	53	....	0	....	3	38	65	0	.....	.....	.....	.....	.....	600	Eve	22
7	199	1	40	21	3	36	100	10	325	.....	(b)	.....	.....	3,453	Day	23
2	4	....	1	1	3	36	45	5	150	.....	.....	.....	.....	(b)	Day	24
5	96	3	21	....	3	36	50	5	165	.....	(b)	.....	.....	1,792	Day	25
1	128	2	24	12	3	36	37	5	107	(b)	(b)	(b)	(b)	4,500	Day	26
8	121	1	43	20	2	30	75	5	155	a 9,000	0	.....	.....	600	Day	27
10	55	....	4	10	2	36	50	5	.....	.....	.....	.....	.....	1,200	.....	28
4	22	4	6	....	2	40	40	5	.....	.....	.....	.....	.....	450	Day	29
2	70	....	18	5	3	38	100	10	.....	.....	.....	75,000	.....	3,500	Day	30
2	174	0	44	18	2	40	48	5	.....	6,020	3,000	0	0	650	Day	31
5	64	2	24	....	3	36	45	10	150	.....	.....	.....	.....	.....	Day	32
2	154	....	65	19	3	36	50	5	155	a 7,500	.....	.....	.....	2,075	Day	33

c From 4.30 to 6.30 p. m.

d A day course and an evening course.

TABLE 12.—*Statistics of schools of law*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes.	Number of professors.
	1	2	3	4	5	6
34	Iowa City, Iowa	State University of Iowa, College of Law.	1865	Charles N. Gregory	June 12	4
35	Holton, Kans	Campbell University, College of Law.*	1897	John C. Brown	June 5	3
36	Lawrence, Kans	University of Kansas, School of Law.	1880	James W. Green, A. M	June 7	3
37	Danville, Ky	Centre College, Law Department.	1894	I. Proctor Knott	May 28	3
38	Louisville, Ky	University of Louisville, Law Department.	1846	W. O. Harris	Apr. 30	3
39	Richmond, Ky	Central University, College of Law.	1897	R. W. Miller	----------	2
40	New Orleans, La	Tulane University of Louisiana, Law Department.	1846	Harry H. Hall	May —	5
41	Bangor, Me	University of Maine, School of Law.	1898	George E. Gardner, M. A.	June 12	3
42	Baltimore, Md	Baltimore Law School	1900	Bernard C. Steiner, A. M., Ph. D.	June 6	10
43	do	Baltimore University, School of Law.	1890	Thomas R. Clendinen	June 1	8
44	do	University of Maryland, School of Law.	1814	John P. Poe	June 30	11
45	Boston, Mass	Boston University, School of Law.	1872	Samuel C. Bennett	June 5	20
46	do	Y. M. C. A. Evening Law School.	1898	Frank P. Speare	do	12
47	Cambridge, Mass	Harvard University, Law School.	1817	James Barr Ames, LL. D	June 25	10
48	Ann Arbor, Mich	University of Michigan, Department of Law.	1859	Harry B. Hutchins, LL. D.	June 21	11
49	Detroit, Mich	Detroit College of Law *	1891	Philip T. Van Zile, LL. D	June 22	20
50	Minneapolis, Minn.	University of Minnesota, College of Law.	1888	William S. Pattee, LL. D	June 1	3
51	St. Paul, Minn	St. Paul College of Law	1900	Hiram F. Stevens	June 25	16
52	Jackson, Miss	Millsaps College, Law School.	1897	Edward Mayes, LL. D	June 12	3
53	University, Miss.	University of Mississippi, Law School.	1854	G. D. Shands, LL. D	do	2
54	Columbia, Mo	University of Missouri, Department of Law.	1872	Alexander Martin, LL. D	June 5	3
55	Kansas City, Mo	Kansas City School of Law	1895	William P. Borland	June 8	10
56	St. Louis, Mo	Benton College of Law	1894	George L. Corlis	June 15	6
57	do	Missouri College of Law	1898	William J. Hopkins	June 12	6
58	do	St. Louis Law School, Washington University.	1867	William S. Curtis	June 18	3
59	Lincoln, Nebr	University of Nebraska, College of Law.	1891	M. B. Reese	June 15	4
60	Omaha, Nebr	Western School of Law	1900	T. J. Mahoney	June 14	----
61	Albany, N. Y	Albany Law School, Union University.	1851	J. Newton Fiero, LL. D	May 29	6
62	Buffalo, N. Y	Buffalo Law School, University of Buffalo.	1887	Adelbert Moot	May 27	12
63	Ithaca, N. Y	Cornell University, College of Law.	1887	Francis M. Finch, LL. D.	June 20	6
64	New York, N. Y	Columbia University, School of Law.	------	Wm. A. Keener, LL. D	June 11	5
65	do	New York Law School	1891	George Chase	June 12	3
66	do	New York University Law School.	1834	Clarence D. Ashley, LL. D.	June 8	11
67	Syracuse, N. Y	Syracuse University, College of Law.	1895	James B. Brooks, A. M., D. C. L.	June 12	4
68	Chapel Hill, N. C	University of North Carolina, Law School.	1846	James C. MacRae, LL. D	June 1	3
69	Raleigh, N. C	Shaw University, Law School.	1888	E. A. Johnson, LL. D	Mar. 15	2

* Statistics of 1899-1900.
a Approximately.
b Not separate.
c From 4.30 to 6.30 p. m.
d From 4 to 7 p. m.
e Value of buildings only.

for the year 1900–1901—Continued.

Special or assistant instructors.	Students. Men.	Women.	Graduated in 1901.	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.	Total income, excluding benefactions.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Bound volumes in library.	Instruction in day or evening.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
3	261	1	135	72	3	36	$60	$5	$185	.....	.....	.....	.....	9,000	Day	34
----	9	----	4	0	2	38	38	5	.....	.....	.....	.....	.....	a 500	Day	35
8	132	1	9	.....	3	39	0	5	.....	.....	.....	.....	.....	1,500	Day	36
1	15	0	11	.....	2	32	75	7	157	.....	.....	.....	.....	300	Day	37
0	57	----	22	.....	2	28	75	0	150	$3,750	$50,000	.....	.....	.....	Day	38
3	10	----	*5	.....	2	38	70	10	.....	.....	.....	.....	.....	.....	Day	39
0	78	----	33	.....	2	24	80	0	160	(b)	(b)	(b)	(b)	.....	(c)	40
8	39	0	4	4	3	32	60	10	190	(b)	.....	.....	.....	2,500	Day	41
3	48	1	13	.....	3	33	50	20	180	.....	.....	.....	.....	400	Eve	42
2	23	0	5	4	3	34	50	20	170	.....	0	0	0	.....	Eve	43
0	250	0	55	38	3	36	70	10	232	.....	10,000	0	0	a 1,000	(d)	44
15	359	10	93	70	3	30	125	15	390	.....	250,000	.....	.....	a 10,000	Day	45
----	202	----	0	25	4	32	50	----	200	.....	.....	.....	.....	310	Eve	46
3	655	0	145	611	3	38	150	0	450	122,738	e125,000	$524,420	0	60,000	Day	47
16	825	5	217	.....	3	36	35	10	125	.....	80,000	.....	.....	17,000	Day	48
0	157	1	49	.....	3	37	50	10	160	9,614	.....	27,500	.....	a 10,000	Eve	49
12	459	4	104	21	3	36	60	0	190	f21,000	50,000	0	0	12,000	(g)	50
----	45	0	0	.....	3	36	60	10	190	.....	.....	.....	.....	.....	Eve	51
5	20	----	12	10	2	36	50	5	105	.....	(b)	.....	.....	0	Day	52
4	48	0	20	.....	2	40	50	----	100	.....	(b)	.....	.....	1,700	Day	53
3	125	0	36	15	3	34	0	0	30	.....	(b)	(b)	.....	6,000	Day	54
0	144	4	49	.....	2	39	50	5	105	6,600	0	0	0	.....	Eve	55
11	112	2	----	----	3	38	60	10	180	.....	.....	.....	.....	a 300	Eve	56
27	84	2	16	23	2	36	60	10	.....	.....	.....	.....	.....	320	.....	57
13	127	0	50	34	2	36	80	0	160	11,335	50,000	77,500	0	8,000	Day	58
2	167	2	87	25	2	35	45	5	100	a 8,000	(b)	0	0	a 3,000	Day	59
20	30	----	6	.....	3	35	20	0	65	.....	.....	.....	.....	.....	Eve	60
9	137	0	59	.....	2	33	100	5	.....	13,057	.....	.....	.....	2,005	Day	61
16	86	2	42	20	2	17	100	0	200	7,674	.....	.....	.....	.....	Day	62
4	179	3	44	14	3	35	100	5	305	(b)	(b)	(b)	(b)	30,000	Day	63
3	423	----	99	.....	3	32	150	25	.....	.....	.....	.....	.....	.....	Day	64
14	760	0	*142	a250	2	36	100	10	.....	*73,055	0	0	.....	*9,165	(g)	65
6	582	45	103	112	2	35	100	20	220	54,683	150,000	5,000	0	14,502	(h)	66
22	145	1	31	10	3	38	100	5	320	7,398	.....	.....	.....	.....	Day	67
----	79	----	3	18	2	40	75	5	195	.....	(b)	.....	.....	a 1,000	Day	68
----	12	----	4	.....	3	32	70	10	220	730	.....	.....	.....	.....	Day	69

f Amount from tuition fees.
g A day course and an evening course.
h The afternoon division from 3.30 to 6 p. m.; evening division from 8 to 10 p. m.

TABLE 12.—*Statistics of schools of law*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes.	Number of professors.
	1	2	3	4	5	6
70	Wake Forest, N.C	Wake Forest College Law School.	1894	N. Y. Gulley, M. A	May 29	1
71	Ada, Ohio	Ada College of Law, Ohio Normal University.	1893	S. P. Axline	May 28	3
72	Cincinnati, Ohio	University of Cincinnati, Law Department.	1833	Gustavus H. Wald, LL. D	June 12	15
73	do	Y. M. C. A. Law School	1893	Robert M. Ochiltree	June 28	12
74	Cleveland, Ohio	Cleveland Law School of Baldwin University.	1896	Charles S. Bentley, A. M.	June 12	9
75	do	Western Reserve University. Franklin T. Backus Law School.	1892	Evan N. Hopkins	June 13	13
76	Columbus, Ohio	Ohio State University, College of Law.	1891	William F. Hunter	June 15	8
77	Portland, Oreg	University of Oregon, School of Law.	1884	Richard H. Thornton	May 20	1
78	Salem, Oreg	Willamette University, Law Department.	1884	S. T. Richardson, A. M.	June 12	7
79	Carlisle, Pa	Dickinson School of Law	1834	William Trickett, LL. D.	June 6	6
80	Philadelphia, Pa	Philadelphia Law School of Temple College. *	1895	Henry S. Borneman	June 12	5
81	do	University of Pennsylvania, Department of Law.	1790	William D. Lewis, Ph. D.	June 15	11
82	Pittsburg, Pa	Pittsburg Law School. Western University of Pennsylvania.	1895	John D. Shafer	June 1	6
83	Providence, R. I.	Rhode Island Law School.	1898	William Grant Webster	May 31	14
84	Columbia, S. C	University of South Carolina, Law School.	1870	F. C. Woodward	June 12	1
85	Chattanooga, Tenn.	Grant University, Law Department.	1899	Robert Pritchard	June 7	9
86	Harriman, Tenn	American University of Harriman, Law Department.	1894	S. C. Brown, A. M.	May 22	1
87	Jackson, Tenn	Southwestern Baptist University, College of Law.	1900	James H. Land	June 1	4
88	Knoxville, Tenn	University of Tennessee, Law Department.	1890	Henry H. Ingersoll, LL. D.	June 18	2
89	Lebanon, Tenn	Cumberland University, Law School.	1847	Nathan Green, LL. D	June 5	2
90	Nashville, Tenn	Southern Law College	1900	J. A. Pitts	June 19	3
91	do	Vanderbilt University, Law Department.	1875	Thomas H. Malone, M. A	do	5
92	Sewanee, Tenn	University of the South, Law Department.	1893	Burr J. Ramage, Ph. D		1
93	Austin, Tex	University of Texas, Law Department.*	1883	R. S. Gould	June 20	4
94	Charlottesville, Va.	University of Virginia, Department of Law.	1825	Paul B. Barringer, LL. D.	June 19	3
95	Lexington, Va	Washington and Lee University, Law School.	1851	Henry St. George Tucker, LL. D.	do	4
96	Richmond, Va	Richmond College, School of Law.	1871	F. W. Boatwright, LL. D.	June 13	1
97	Seattle, Wash	University of Washington, Law School.	1899	John T. Condon	June 18	5
98	Morgantown, W. Va.	West Virginia University, College of Law.	1878	Okey Johnson	June 21	3
99	Madison, Wis	University of Wisconsin, College of Law.	1868	Edwin E. Bryant	do	4
100	Milwaukee, Wis	Milwaukee Law School		H. E. Bemis, secretary	June 15	3

* Statistics of 1899–1900.
a Approximately.
b Not separate.
c From 2.30 to 5.30 p. m.

for the year 1900–1901—Continued.

Special or assistant instructors.	Students. Men.	Women.	Graduated in 1901.	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.	Total income, excluding benefactions.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Bound volumes in library.	Instruction in day or evening.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1	65	0	1	11	2	40	$60	$5	.....	.....	(*b*)	.....	.....	*a*1,000	Day ..	70
....	140	2	21	40	3	40	45	5	$140	.....	.....	.....	.....	.....	Day ..	71
....	88	1	25	40	3	36	100	0	300	.....	.....	.....	.....	6,345	Day ..	72
0	157	0	21	10	3	40	25	6	93	*a*$3,500	$100,000	.....	$500	600	Eve ..	73
0	123	0	23	5	3	36	50	5	155	.....	(*b*)	(*b*)	.....	.....	Eve ..	74
4	103	0	29	31	2	36	100	0	300	10,000	50,000	0	2,000	*a*10,000	Day ..	75
0	218	2	17	....	3	36	60	5	185	.....	.....	.....	.....	3,000	.....	76
3	30	0	13	2	2	32	60	10	130	.....	.....	.....	.....	.....	Eve ..	77
....	20	....	6	3	2	32	60	10	120	800	(*b*)	(*b*)	.....	.....	Eve ..	78
3	120	0	30	....	3	33	95	10	295	.....	.....	.....	.....	4,000	Day ..	79
1	67	3	8	....	4	36	50	5	.....	.....	.....	.....	.....	.....	Eve ..	80
9	342	5	79	142	3	35	160	0	485	*a*53,000	500,000	.....	.....	25,000	Day ..	81
2	83	0	14	7	3	30	100	10	240	.....	.....	.....	.....	0	(*c*)	82
....	30	1	18	2	3	32	80	0	240	*d*1,490	0	0	0	0	Eve ..	83
....	29	0	10	....	2	39	40	5	.....	.....	.....	.....	.....	2,000	Day ..	84
0	10	....	4	....	2	32	50	10	115	.....	.....	.....	.....	.....	Eve ..	85
6	10	0	7	4	2	36	54	5	113	.....	(*b*)	(*b*)	(*b*)	.....	Day ..	86
3	52	....	28	....	1	40	60	0	75	.....	.....	.....	.....	.....	Day ..	87
4	62	0	27	3	2	39	60	6	136	.....	.....	0	0	*a*700	Day ..	88
0	68	0	48	....	1	40	100	5	.....	.....	20,000	.....	.....	500	Day ..	89
1	42	6	22	18	1	40	50	5	.....	3,150	0	0	0	0	Eve ..	90
2	55	0	16	10	2	40	100	5	225	.....	100,000	(*b*)	(*b*)	8,000	Day ..	91
14	11	....	4	....	2	40	100	10	.....	.....	.....	.....	.....	600	Day ..	92
3	172	0	51	40	2	36	30	0	30	.....	(*b*)	.....	.....	4,500	Day ..	93
....	194	....	49	52	2	40	100	....	.....	.....	(*b*)	.....	.....	.....	Day ..	94
2	66	....	14	2	2	36	100	....	200	.....	50,000	$100,000	100,000	3,000	Day ..	95
2	39	....	15	....	2	38	50	5	132	3,200	30,000	27,500	500	3,000	(*c*)	96
9	53	4	15	10	2	33	25	5	.....	.....	(*b*)	.....	.....	1,200	Day ..	97
0	115	0	34	10	2	40	0	5	22	.....	(*b*)	.....	.....	1,200	Day ..	98
4	264	2	70	17	3	36	50	....	150	*a*14,000	9,000	.....	.....	*a*7,500	Day ..	99
....	38	....	(*e*)	....	*e*3	36	50	....	.....	.....	.....	.....	.....	.....	Eve ..	100

c From 4 to 7 p. m.
d Amount from tuition fees.
e The school has a course of three years, but confers no degrees.

TABLE 13.—*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 Medical College.	1894	B. L. Wyman, A. M	Apr. 1	11	7
2	Mobile, Ala	University of Alabama, Medical Department.	1859	George A. Ketchum	Apr. 5	9	17
3	Little Rock, Ark.	University of Arkansas, Medical Department.	1879	James A. Dibrell	Apr. 12	12	3
4	Los Angeles, Cal.	University of Southern California, College of Medicine.	1885	H. G. Brainerd	June 13	20	18
5	San Francisco, Cal.	College of Physicians and Surgeons.	1896	D. A. Hodghead, A. M.	July 3	20	14
6	do	Cooper Medical College	1858	Henry Gibbons, jr., A. M.	Apr. 13	18	6
7	do	Pacific Coast Regular College of Medicine.	1900	C. W. Von Tiedemann.	Dec. 23	18	25
8	do	University of California, Medical Department.	1862	A. A. D'Ancona	May 15	18	15
9	Boulder, Colo	University of Colorado, Medical Department.	1883	L. M. Giffin	June 1	16	6
10	Denver, Colo	Denver College of Medicine, University of Denver.	1881	Henry Sewall	May 13	19	15
11	do	Gross Medical College, Rocky Mountain University.	1887	Thomas H. Hawkins, A. M., LL. D.	May 22	25	10
12	New Haven, Conn.	Yale University, Department of Medicine.	1813	Herbert E. Smith	June 26	10	16
13	Washington, D. C	Columbian University, Medical Department.	1821	Emil A. de Schweinitz.	May 27	28	
14	do	Georgetown University, Medical School.	1850	George M. Kober	May 31	11	15
15	do	Howard University, Medical Department.	1867	Robert Reyburn, A. M.	May 8	7	7
16	do	National University, Medical Department.	1884	John T. Winter	May 31	30	1
17	Atlanta, Ga	Atlanta College of Physicians and Surgeons.	1854	W. S. Kendrick	Apr. 4	14	15
18	Augusta, Ga	Medical College of Georgia, University of Georgia.	1829	Eugene Foster	Apr. 1	10	6
19	Chicago, Ill	American Medical Missionary College.	1895	John H. Kellogg	June 25	14	7
20	do	College of Physicians and Surgeons, University of Illinois.	1882	William E. Quine	Apr. 20	40	35
21	do	Harvey Medical College	1894	Frances Dickinson	June 28	40	8
22	do	Illinois Medical College	1894	B. Brindley Eads	Sept. 26	31	15
23	do	Jenner Medical College	1893	Wm. Rittenhouse	June 20	26	10
24	do	Northwestern University Medical School.	1859	Frank S. Johnson, A. M.		40	20
25	do	Northwestern University, Woman's Medical School.	1870	Marie J. Mergler	June 19	26	12
26	do	Rush Medical College	1837	Frank Billings, M. S.	June 22	23	104
27	Fort Wayne, Ind	Fort Wayne College of Medicine.	1879	Christian B. Stemen, A. M., LL. D.	Mar. 27	21	3
28	Indianapolis, Ind	Central College of Physicians and Surgeons.	1879	Samuel E. Earp, M. S	Apr. 1	20	21
29	do	Medical College of Indiana	1869	Henry Jameson	Apr. 10	23	12
30	Des Moines, Iowa	Iowa College of Physicians and Surgeons.	1886	Lewis Schooler, LL. D.	Apr. 23	16	5
31	Iowa City, Iowa	State University of Iowa, College of Medicine.	1870	W. D. Middleton, A. M.	Apr. 3	14	11
32	Keokuk, Iowa	Keokuk Medical College	1849	Oliver D. Walker	Apr. 15	18	5
33	Sioux City, Iowa	Sioux City College of Medicine.	1889	H. A. Wheeler, A. M.	Apr. 24	13	4
34	Kansas City, Kans.	College of Physicians and Surgeons.	1894	J. W. May	Apr. 1	29	

* Statistics of 1899–1900.

a Approximately.

medicine for the year 1900–1901.

Students.				Years in the course.	Weeks in the year.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Estimated value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	Instruction in day or evening.	
Men.	Women.	Graduated in 1901.	Students having A. B. or B. S.												
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
84	0	15	....	4	26	$75	$30	$330	.....	.....	.....	.....	.....	Day ..	1
130	....	38	....	4	26	100	25	425	.....	.....	.....	.....	.....	Day ..	2
238	2	20	6	4	26	50	25	*a* 265	$20,000	0	0	$10,960	.....	Day ..	3
119	16	18	6	4	32	*b*130	40	445	35,000	0	0	.....	1,000	Day ..	4
170	6	38	10	4	26	75	25	372	50,000	0	0	20,000	0	Day ..	5
145	22	27	19	4	30	100	25	450	460,000	$56,000	.....	19,270	4,500	Day ..	6
133	11	7	96	4	32	75	25	340	10,000	0	0	.....	2,100	Eve ..	7
139	22	28	48	4	34	100	25	502	325,000	0	*c* $5,402	20,188	2,118	Day ..	8
55	5	9	4	4	36	50	0	.....	.....	.....	.....	.....	.....	Day ..	9
56	4	20	....	4	32	75	25	363	.....	.....	.....	.....	.....	Day ..	10
72	8	15	3	4	30	75	0	325	20,000	.....	.....	.....	.....	Day ..	11
133	0	18	....	4	34	150	30	600	.....	*106,000	.....	.....	.....	Day ..	12
249	0	26	....	4	32	110	10	450	200,000	.....	.....	*a* 20,000	.....	Eve ..	13
123	....	21	14	4	32	100	0	430	55,000	0	0	*a* 13,000	1,000	Day ..	14
125	14	19	22	4	30	80	0	320	.....	.....	0	.....	.....	Eve ..	15
29	4	11	....	4	32	100	....	405	.....	.....	.....	.....	.....	Eve ..	16
282	0	65	....	4	24	100	30	*a* 450	35,000	0	0	.....	500	Day ..	17
115	....	30	....	4	26	100	30	432	35,000	0	0	.....	*a* 5,000	Day ..	18
80	40	13	13	4	36	100	5	600	30,000	30,000	10,000	*a* 7,500	2,050	Day ..	19
676	....	164	....	4	32	130	....	.....	*160,000	.....	.....	.....	.....	Day ..	20
234	36	17	4	4	40	110	25	*a* 520	.....	.....	.....	.....	.....	Eve ..	21
187	12	29	....	4	26	100	0	460	.....	.....	.....	.....	1,000	Day ..	22
101	....	13	6	4	42	100	....	*a* 425	0	0	0	.....	.....	Eve ..	23
346	....	74	68	4	34	135	0	545	225,000	50,000	.....	46,251	3,000	Day ..	24
0	72	19	8	4	36	100	10	*a* 425	.....	.....	.....	.....	.....	Day ..	25
1,055	....	206	164	4	36	157	....	*a* 628	277,750	.....	80,000	110,000	9,015	Day ..	26
36	2	4	5	4	26	75	25	330	10,000	0	0	2,500	350	Day ..	27
85	2	23	20	4	26	50	25	.....	18,000	.....	.....	.....	1,200	Day ..	28
242	11	46	....	4	26	75	25	.....	.....	.....	.....	.....	.....	Day ..	29
74	1	14	3	4	30	80	0	.....	.....	.....	0	5,500	400	Day ..	30
259	13	35	28	4	36	65	0	260	.....	.....	0	.....	.....	Day ..	31
225	22	51	15	4	28	50	....	.....	58,000	.....	.....	15,000	.....	Day ..	32
49	3	5	....	4	28	63	20	.....	16,000	.....	.....	.....	.....	Day ..	33
88	4	31	5	4	26	65	....	.....	.....	.....	.....	5,400	.....	Day ..	34

b No tuition fee the fourth year.

c From Mrs. Phœbe A. Hearst. Pleasanton, Cal.

TABLE 13.—*Statistics of schools of medicine*

	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
35	Lawrence, Kans.	University of Kansas, School of Medicine (preparatory).	1899	S. W. Williston	June 7	9	7
36	Topeka, Kans.	Kansas Medical College	1889	John E. Minney, A. M	Mar. 15	24	9
37	Louisville, Ky.	Hospital College of Medicine, Central University of Kentucky.	1873	P. Richard Taylor	June 30	9	23
38	do	Kentucky School of Medicine.	1850	Wm. H. Wathen, A. M., LL. D.	July 1	11	10
39	do	Kentucky University, Medical Department.	1899	Thomas C. Evans	June 30	14	----
40	do	Louisville Medical College	1869	C. W. Kelly, C. M	Mar. 27	12	9
41	do	University of Louisville, Medical Department.	1837	J. M. Bodine	Mar. 28	10	10
42	New Orleans, La.	New Orleans University, Medical College.	1889	Harvey J. Clements	Feb. 28	7	1
43	do	Tulane University of Louisiana, Medical Department.	1834	Stanford E. Chaillé, A. M., LL. D.	May 14	7	12
44	Brunswick, Me.	Medical School of Maine at Bowdoin College.	1820	Alfred Mitchell, A. M	June 26	13	5
45	Portland, Me	Portland School for Medical Instruction (preparatory).	1856	Charles D. Smith	Dec. 28	14	3
46	Baltimore, Md	Baltimore Medical College.	1881	David Streett, A. M	May 23	21	10
47	do	Baltimore University, School of Medicine.	1883	Hampson 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	William H. Howell, LL. D.	June —	18	19
50	do	Maryland Medical College.	1898	J. Wm. Funck	May 15	14	8
51	do	University of Maryland, School of Medicine.	1807	R. Dorsey Coale	May 1	9	23
52	do	Woman's Medical College.	1882	Joseph T. Smith	June 1	13	10
53	Boston, Mass.	College of Physicians and Surgeons.	1880	John H. Jackson	June 26	24	9
54	do	Harvard Medical School	1782	Wm. L. Richardson	June 1	31	39
55	do	Tufts College Medical School.	1893	Harold Williams	May 28	22	19
56	Ann Arbor, Mich.	University of Michigan, Department of Medicine and Surgery.	1850	Victor C. Vaughan, Sc. D.	June 21	17	13
57	Detroit, Mich	Detroit College of Medicine.	1869	Theodore A. McGraw	May 8	21	27
58	do	Michigan College of Medicine and Surgery.	1888	Hal C. Wyman	Apr. 24	14	9
59	Grand Rapids, Mich.	Grand Rapids Medical College.	1897	E. G. Edwards	June 1	22	8
60	Saginaw, Mich.	Saginaw Valley Medical College.	1896	L. W. Bliss	May 22	26	4
61	Minneapolis, Minn.	Minneapolis College of Physicians and Surgeons, Hamline University.	1883	Leo M. Crafts	June 5	27	6
62	do	University of Minnesota, College of Medicine and Surgery.	1888	Parks Ritchie	May 17	30	26
63	Columbia, Mo.	Missouri University, Department of Medicine.	1873	A. W. McAlester, A. M., LL. D.	June 4	9	8
64	Kansas City, Mo.	Columbian Medical College.	1898	J. L. Robinson	Mar. 20	20	5
65	do	Kansas City Medical College.	1869	Franklin E. Murphy	Mar. 25	18	10
66	do	Medico-Chirurgical College.	1897	George O. Coffin	Mar. 20	24	9

* Statistics of 1899–1900. *a* Approximately. *b* Not separate.

for the year 1900–1901—Continued.

Students.				Years in the course.	Weeks in the year.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Estimated value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	Instruction in day or evening.	
Men.	Women.	Graduated in 1901.	Students having A. B. or B. S.												
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
45	4	....	2	2	36	0	....	$90	(*b*)	.....	0	.....	.....	Day ..	35
69	18	*c* 0	....	4	26	*d*$60	$30	215	$25,000	0	0	$4,000	0	Day ..	36
347	....	52	....	4	26	120	....	*a* 460	.....	.....	.....	.....	.....	Day ..	37
295	10	43	....	4	26	100	30	430	150,000	.....	.....	.....	.....	Day ..	38
211	....	20	20	4	26	110	30	440	60,000	.....	.....	.....	.....	Day ..	39
208	0	26	15	4	27	100	....	410	125,000	.....	.....	.....	.....	Day ..	40
156	....	35	32	4	26	75	30	.....	100,000	0	0	.....	3,500	Day ..	41
33	2	2	1	4	24	30	10	145	30,000	$10,000	.....	1,600	500	Day ..	42
390	0	114	....	4	26	135	30	580	175,000	.....	.....	.....	3,225	Day ..	43
90	....	40	....	4	26	120	....	.....	*12,000	.....	.....	.....	*3,700	Day ..	44
33	....	....	4	....	22	50	....	.....	.....	0	0	.....	.....	Day ..	45
420	0	98	....	4	30	65	30	.....	250,000	0	0	33,723	0	Day ..	46
75	2	31	25	4	24	75	30	.....	25,000	0	.....	15,000	.....	Day ..	47
313	0	59	....	4	26	100	30	*a* 430	200,000	0	0	45,000	.....	Day ..	48
187	22	53	209	4	42	200	0	800	171,000	426,866	0	68,627	*a* 2,500	Day ..	49
75	0	29	3	3	34	75	30	240	30,000	0	0	.....	.....	Day ..	50
340	....	71	72	4	30	100	30	490	325,000	.....	.....	.....	3,000	Day ..	51
.....	32	7	5	4	32	100	30	380	32,000	.....	.....	2,130	451	Day ..	52
127	....	9	....	4	33	100	30	*a* 475	.....	.....	.....	.....	.....	Day ..	53
603	....	116	56	4	40	200	30	*a* 763	.....	.....	.....	.....	2,279	Day ..	54
223	49	35	....	4	32	120	30	*a* 510	85,000	.....	.....	*a* 25,000	1,000	Day ..	55
563	....	75	....	4	36	.....	....	*a* 300	*200,000	.....	.....	.....	*a10,000	Day ..	56
224	....	45	....	4	30	60	30	415	100,000	0	0	21,680	.....	Day ..	57
75	....	25	....	4	30	85	25	*a* 335	*40,000	0	.....	.....	0	Day ..	58
67	....	16	2	4	32	85	25	.....	16,000	.....	.....	6,000	1,700	Day ..	59
95	7	24	2	4	34	50	25	270	40,000	.....	.....	9,181	0	Day ..	60
131	....	25	....	4	36	75	....	312	*30,000	0	.....	.....	0	Day ..	61
318	17	58	*a*60	4	35	100	....	400	200,000	.....	.....	*a* 70,000	2,500	Day ..	62
85	....	11	....	4	36	0	....	*a* 112	(*b*)	.....	.....	.....	.....	Day ..	63
35	0	11	0	4	24	55	25	.....	0	0	0	1,000	0	Day ..	64
125	....	43	10	4	26	75	20	305	20,000	.....	.....	7,000	.....	Day ..	65
75	....	14	10	4	26	50	25	230	0	0	0	3,500	0	Day ..	66

c Course changed from 3 to 4 years.

d No tuition fee the fourth year.

TABLE 13.—*Statistics of schools of medicine*

	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
67	Kansas City, Mo.	University Medical College.	1881	Charles F. Wainright	Mar. 27	34	14
68	do	Woman's Medical College.	1895	Nannie P. Lewis, A. M.	Mar. 21	30	6
69	St. Joseph, Mo.	Central Medical College.	1894	T. E. Potter	Mar. 1	16	6
70	do	Ensworth Medical College.	1876	Jacob Geiger, LL. D.	Mar. 17	18	3
71	St. Louis, Mo.	Barnes Medical College.	1892	C. H. Hughes	Apr. 12	23	8
72	do	Beaumont Hospital College of Medicine. *d*	1886	Frank J. Lutz, A. M.	Mar. 27	21	4
73	do	Marion Sims College of Medicine. *d*	1890	Young H. Bond, A. M.		24	6
74	do	St. Louis College of Physicians and Surgeons.	1879	Waldo Briggs	Apr. 9	21	10
75	do	Washington University, Medical Department.	1840	Winfield S. Chaplin, LL. D.	May 2	29	21
76	Omaha, Nebr.	John A. Creighton Medical College.	1892	D. C. Bryant, A. M.	May 7	25	5
77	do	Omaha Medical College	1880	A. F. Jonas	Apr. 25	25	6
78	Hanover, N. H.	Dartmouth Medical College.	1798	Wm. T. Smith, LL. D.		13	3
79	Albany, N. Y.	Albany Medical College	1838	Willis G. Tucker	Apr. 30	12	14
80	Brooklyn, N. Y.	Long Island College Hospital Medical College.	1860	Jarvis S. Wight, A. M., LL. D.	May 15	11	25
81	Buffalo, N. Y.	University of Buffalo, Medical Department.	1845	Matthew D. Mann, A. M.	Apr. 26	7	51
82	New York, N. Y.	College of Physicians and Surgeons, Columbia University.	1807	James W. McLane	June 12	26	51
83	do	Cornell University, Medical College.	1893	Wm. M. Polk, LL. D.	June 5	39	49
84	do	University and Bellevue Hospital Medical College.		Edward G. Janeway, LL. D.	do	29	56
85	Syracuse, N. Y.	Syracuse University, College of Medicine.	1872	Henry D. Didama, LL. D.	June 10	16	14
86	Chapel Hill, N. C.	University of North Carolina, Medical Department (preparatory).	1891	Richard H. Whitehead.	May 26	5	1
87	Davidson, N. C.	North Carolina Medical College.*	1893	John P. Munroe	May 14	5	1
88	Raleigh, N. C.	Leonard Medical School of Shaw University.	1882	James McKee	Mar. 16	8	1
89	Cincinnati, Ohio.	Cincinnati College of Medicine and Surgery.	1851	T. V. Fitzpatrick	May 1	16	10
90	do	Laura Memorial Woman's Medical College.	1895	John M. Withrow, A. M.	do	19	7
91	do	Medical College of Ohio, University of Cincinnati.	1819	P. S. Conner, LL. D.	May 7	14	6
92	do	Miami Medical College	1852	N. P. Dandridge, A. M.	May 1	15	14
93	Cleveland, Ohio.	Cleveland College of Physicians and Surgeons, Ohio Wesleyan University.	1863	Charles B. Parker, M. R. C. S. Eng.	do	23	18
94	do	Western Reserve University Medical College.	1843	Benjamin L. Millikin	June 12	19	17
95	Columbus, Ohio.	Ohio Medical University.	1890	Geo. M. Waters, A. M.	Apr. 15	26	5
96	do	Starling Medical College.	1847	Starling Loving, LL. D.	Apr. 11	13	11
97	Toledo, Ohio.	Toledo Medical College.	1880	Daniel E. Haag, F. R. M. S.	Apr. 25	17	10
98	Portland, Oreg.	University of Oregon, Medical Department.	1887	S. E. Josephi	Apr. 1	14	9
99	Salem, Oreg.	Willamette University, Medical Department.	1865	W. H. Byrd	Apr. 3	15	0
100	Philadelphia, Pa.	Jefferson Medical College	1825	James W. Holland	May 29	13	30

* Statistics of 1899-1900.
a Approximately.
b Not separate.

for the year 1900–1901—Continued.

Students.				Years in the course.	Weeks in the year.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Estimated value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	Instruction in day or evening.	
Men.	Women.	Graduated in 1901.	Students having A. B. or B. S.												
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
300	0	70	33	4	28	$60	$25	.....	$100,000	.....	0	.....	.....	Day ..	67
.....	23	9	1	4	26	50	25	.....	.....	.....	.....	.....	.....	Day ..	68
57	2	2	3	4	26	40	25	.....	25,000	0	0	c $2,800	0	Day ..	69
62	1	8	3	4	24	45	25	$238	67,000	$8,000	0	a 3,000	0	Day ..	70
514	15	110	101	4	28	55	25	.....	250,000	.....	.....	.....	.....	Day ..	71
77	....	48	8	3	26	90	25	.....	30,000	.....	.....	.....	.....	Day ..	72
423	0	33	....	4	30	.....	....	355	60,000	.....	0	.....	.....	Day ..	73
243	....	52	....	4	30	50	25	.....	*65,000	.....	.....	.....	5,000	Day ..	74
235	....	54	20	4	31	100	....	416	.....	.....	.....	.....	.....	Day ..	75
114	12	27	25	4	32	80	....	320	100,000	.....	.....	.....	.....	Day ..	76
143	6	23	....	4	30	75	....	.....	50,000	0	0	.....	.....	Day ..	77
118	0	27	23	4	32	110	25	a 500	*10,000	0	0	.....	*1,000	Day ..	78
142	0	28	21	4	31	100	25	500	100,000	12,500	.....	13,919	.....	Day ..	79
187	....	47	....	4	30	a 172	25	a 690	.....	0	.....	.....	0	Day ..	80
205	14	46	19	4	30	100	10	540	218,588	9,500	0	26,292	6,123	Day ..	81
797	....	147	307	4	32	200	25	830	a 2,250,000	478,227	.....	.....	.....	Day ..	82
211	21	26	35	4	30	150	25	750	900,000	.....	.....	45,000	3,000	Day ..	83
279	....	43	....	4	36	180	25	740	.....	.....	.....	.....	.....	Day ..	84
101	15	19	11	4	32	125	....	532	71,972	0	0	19,468	5,829	Day ..	85
42	....	....	1	2	36	75	....	.....	(b)	.....	.....	.....	a 1,500	Day ..	86
55	....	7	6	4	32	75	25	316	5,000	.....	.....	.....	500	Day ..	87
98	0	18	....	4	24	75	10	310	12,000	5,000	$1,000	.....	0	Day ..	88
72	10	16	1	4	32	75	25	335	25,000	.....	.....	5,520	.....	Day ..	89
0	24	5	....	4	30	50	....	.....	.....	.....	.....	.....	.....	Day ..	90
200	1	60	....	4	28	100	25	430	30,000	0	.....	22,000	a 3,000	Day ..	91
104	0	26	5	4	31	100	25	430	20,000	.....	.....	11,000	0	Day ..	92
74	6	15	16	4	32	100	10	460	75,000	0	13,790	8,500	300	Day ..	93
133	....	24	....	4	32	125	....	.....	*275,000	*175,000	.....	.....	*2,500	Day ..	94
228	....	45	....	4	30	a 70	10	a 290	60,000	14,000	.....	.....	a 500	Day ..	95
173	0	32	11	4	26	50	25	284	100,000	0	0	10,165	a 2,000	Day ..	96
54	1	8	2	4	29	75	25	.....	25,000	0	0	.....	.....	Day ..	97
52	12	11	7	4	26	130	30	407	.....	.....	.....	.....	a 1,000	Day ..	98
23	2	5	10	4	24	100	30	400	.....	.....	.....	.....	.....	Day ..	99
736	0	142	100	4	34	150	0	614	800,000	.....	10,000	115,000	4,000	Day ..	100

c Amount of tuition fees.
d Marion Sims College of Medicine and Beaumont Hospital Medical College were consolidated May 1, 1901, under name of Marion Sims Beaumont College of Medicine.

TABLE 13.—*Statistics of schools of medicine*

	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
101	Philadelphia, Pa.	Medico-Chirurgical College.	1881	Seneca Egbert, A. M.	May 25	25	38
102	....do	University of Pennsylvania, Department of Medicine.	1765	John Marshall, Nat. Sci. D.	June 10	21	38
103	....do	Woman's Medical College of Pennsylvania.	1850	Clara Marshall	May 16	10	27
104	Pittsburg, Pa.	Western Pennsylvania Medical College, Western University of Pennsylvania.	1885	J. C. Lange	May 27	20	40
105	Charleston, S. C.	Medical College of the State of South Carolina.	1823	Francis L. Parker	Apr. 2	8	12
106	Chattanooga, Tenn.	Chattanooga Medical College, U. S. Grant University.	1889	E. A. Cobleigh, A. M.	Apr. 15	10	11
107	Knoxville, Tenn.	Tennessee Medical College.	1889	Charles P. McNabb	Apr. 1	13	3
108	Memphis, Tenn.	Memphis Hospital Medical College.	1880	Wm. B. Rogers	Apr. 27	10	13
109	Nashville, Tenn.	Meharry Medical College of Walden University.	1876	G. W. Hubbard	Feb. 27	9	10
110	....do	University of Nashville, Medical Department.	1850	Wm. G. Ewing	Apr. 1	12	6
111	....do	University of Tennessee, Medical Department.	1876	Paul F. Eve	Mar. 28	15	12
112	....do	Vanderbilt University, Medical Department.	1873	Wm. L. Dudley	Apr. 3	9	8
113	Sewanee, Tenn.	Sewanee Medical College, University of the South.	1891	John S. Cain	Jan. 1	7	7
114	Dallas, Tex.	Dallas Medical College, Trinity University.	1900	Jesse B. Tittering-ton.	Apr. 30	10	8
115	....do	University of Dallas, Medical Department.	1900	Charles M. Rosser	Apr. 1	10	13
116	Fort Worth, Tex.	Fort Worth University, Medical Department.	1894	Bacon Saunders, LL. D.	Apr. 3	15	4
117	Galveston, Tex.	University of Texas, Medical Department.	1891	Henry P. Cooke	May 31	10	19
118	Burlington, Vt.	University of Vermont, Medical Department.	1823	B. J. Andrews	June 25	20	7
119	Charlottesville, Va.	University of Virginia, Department of Medicine.	1825	Paul B. Barringer, LL. D.	June 18	7	4
120	Richmond, Va.	Medical College of Virginia.	1838	Christopher Tompkins.	May 3	15	10
121	....do	University College of Medicine.	1893	J. Allison Hodges	May 15	17	30
122	Milwaukee, Wis.	Milwaukee Medical College.	1894	W. H. Earles	May 1	21	15
123	....do	Wisconsin College of Physicians and Surgeons.	1893	A. H. Levings	May 11	25	16
		ECLECTIC AND PHYSIO-MEDICAL.					
124	San Francisco, Cal.	California Medical College.	1878	D. Maclean	May 21	14	8
125	Atlanta, Ga.	Georgia College of Eclectic Medicine and Surgery.	1886	Elzie B. Thomas	Apr. 1	9	2
126	Chicago, Ill.	Bennett College of Eclectic Medicine and Surgery.	1868	Anson L. Clark, A. M.	May 7	27	9
127	....do	College of Medicine and Surgery.	1897	H. Paston Nelson		31	6
128	Indianapolis, Ind.	Physiomedical College of Indiana.	1873	N. D. Woodard, pres.	Mar. 18	18	6
129	Kansas City, Mo.	Eclectic Medical University.	1898	C Palmer	Mar. 14	20	....

a Approximately. *b* $75 the third and fourth years.

for the year 1900–1901—Continued.

Students.				Years in the course.	Weeks in the year.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Estimated value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	Instruction in day or evening.	
Men.	Women.	Graduated in 1901.	Students having A. B. or B. S.												
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
418	0	67	7	4	34	$130	$25	*a* $525	*a* $400,000	0	0	.....	*a* 1,500	Day ..	101
565	0	160	29	4	34	200	....	809	.....	$50,000	0	$107,000	10,000	Day ..	102
.....	175	37	25	4	27	125	0	516	122,579	276,314	0	31,217	.....	Day ..	103
330	8	68	53	4	32	130	0	.....	160,000	0	0	42,000	600	Day ..	104
90	4	32	....	4	26	*b*100	....	*a* 375	.....	.....	.....	.....	.....	Day ..	105
221	3	54	....	4	28	75	30	*a* 350	120,000	0	0	.....	0	Day ..	106
106	0	35	....	4	*a*26	60	25	310	12,000	0	0	6,000	0	Day ..	107
750	....	188	95	4	26	75	25	*a* 380	95,000	.....	0	60,950	3,500	Day ..	108
211	6	39	28	4	26	30	10	162	.....	*a* 25,000	$9,000	*a* 11,000	800	Day ..	109
182	1	60	....	4	*a*26	100	25	.....	40,000	0	0	.....	0	Day ..	110
190	0	77	18	4	26	100	25	405	36,000	0	0	12,000	0	Day ..	111
219	....	92	33	4	26	100	25	445	83,000	.....	.....	*a* 25,000	.....	Day ..	112
207	....	102	....	*d* 3	26	65	25	*a* 230	(*c*)	.....	.....	.....	.....	Day ..	113
51	....	8	....	4	26	75	25	330	.....	.....	.....	.....	.....	.....	114
81	....	15	....	4	26	75	25	330	.....	.....	.....	.....	.....	.....	115
171	5	27	10	4	26	75	25	325	30,000	12,000	0	12,000	0	Day ..	116
115	3	6	....	4	34	0	0	95	288,800	0	.....	.....	2,815	Day ..	117
155	....	15	....	4	26	115	....	*a* 475	.....	.....	.....	.....	.....	Day ..	118
174	....	53	23	4	40	*a*90	0	*a* 350	(*c*)	.....	.....	.....	.....	Day ..	119
203	....	47	22	4	30	65	30	290	125,000	0	5,000	19,227	.....	Day ..	120
220	....	72	14	4	32	85	30	370	60,000	.....	.....	.....	.....	Day ..	121
153	1	36	4	4	28	110	10	450	150,000	0	0	.....	300	Day ..	122
117	5	18	9	4	30	100	30	.....	80,000	.....	.....	.....	.....	Day ..	123
49	....	10	....	4	34	*a*100	....	*a* 480	.....	.....	.....	.....	.....	Day ..	124
56	1	22	2	4	26	75	25	280	20,000	0	0	.....	*a* 2,000	Day ..	125
115	10	37	4	4	36	100	....	400	40,000	.....	.....	.....	500	Day ..	126
25	21	9	4	4	31	95	15	380	5,000	.....	.....	10,000	.....	Day ..	127
34	3	9	5	4	26	70	....	*a* 300	20,000	.....	.....	2,590	.....	Day ..	128
48	....	14	....	4	26	*a* 70	15	*a* 300	.....	.....	.....	.....	.....	.....	129

c Not separate. *d* After 1902, four years.

TABLE 13.—*Statistics of schools of medicine*

	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
		ECLECTIC AND PHYSIO-MEDICAL—continued.					
130	St. Louis, Mo	American Medical College.	1873	E. Younkin	Apr. 2	15	3
131	Lincoln, Nebr	Lincoln Medical College of Cotner University.	1889	W. S. Latta	Apr. 1	21	3
132	New York, N. Y.	Eclectic Medical College	1865	George W. Boskowitz, A. M.	May 1	12	16
133	Cincinnati, Ohio	Eclectic Medical Institute.	1845	Frederick J. Locke	Apr. 9	14	3
		HOMEOPATHIC.					
134	San Francisco, Cal.	Hahnemann Hospital College.	1882	James W. Ward	Dec. 12	20	11
135	Denver, Colo	Denver Homeopathic College.	1894	J. P. Willard	Apr. 24	19	10
136	Chicago, Ill	Chicago Homeopathic Medical College.	1876	A. C. Cowperthwaite, LL. D.	Apr. 23	26	6
137	do	Dunham Medical College	1895	James T. Kent	Apr. 6	27	10
138	do	Hahnemann Medical College.	1860	E. Stillman Bailey	Apr. 17	15	36
139	do	Hering Medical College	1892	Henry C. Allen	Apr. 11	18	8
140	Iowa City, Iowa	State University of Iowa, College of Homeopathic Medicine.	1877	George Royal	June 10	12	14
141	Louisville, Ky	Southwestern Homeopathic Medical College.	1892	A. Leight Monroe	Apr. 30	15	14
142	Baltimore, Md	Southern Homeopathic Medical College.	1891	George T. Shower, A. M.	May 6	11	12
143	Boston, Mass	Boston University, School of Medicine.	1873	John P. Sutherland	June 5	21	
144	Ann Arbor, Mich.	University of Michigan, Homeopathic Medical College.	1875	Walter B. Hinsdale	June 21	6	5
145	Detroit, Mich	Detroit Homeopathic College.	1899	D. A. MacLachlan	Apr. 23	21	12
146	Minneapolis, Minn.	University of Minnesota, College of Homeopathic Medicine and Surgery.	1888	A. P. Williamson	June 5	16	4
147	Kansas City, Mo	Hahnemann Medical College.	1896	W. H. Jenny	Apr. 15	16	8
148	do	Kansas City Homeopathic Medical College.	1887	H. M. Fryer	Mar. 29	29	0
149	St. Louis, Mo	Homeopathic Medical College of Missouri.	1857	W. B. Morgan, A. M.	Apr. 19	22	10
150	New York, N. Y.	New York Homeopathic Medical College and Hospital.	1860	Wm. Tod Helmuth, LL. D.	May 9	25	19
151	do	New York Medical College and Hospital for Women.	1863	M. Belle Brown	May 14	18	17
152	Cincinnati, Ohio	Pulte Medical College	1872	J. D. Buck	May 9	20	8
153	Cleveland, Ohio	Cleveland Homeopathic Medical College.	1849	Gaius J. Jones	Apr. 10	25	15
154	Philadelphia, Pa.	Hahnemann Medical College and Hospital.	1848	Pemberton Dudley, LL. D.	May 15	8	30

a Approximately.
b $155 the first year.
c $80 the third and fourth years.

for the year 1900–1901—Continued.

Students.															
Men.	Women.	Graduated in 1901.	Students having A. B. or B. S.	Years in the course.	Weeks in the year.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Estimated value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income excluding benefactions.	Bound volumes in library.	Instruction in day or evening.	
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
70	6	16	....	4	26	$75	$25	.....	$28,000	.....	.....	.....	500	Day	130
78	5	12	5	4	28	78	25	$327	.....	.....	.....	$6,250	.....	Day	131
56	28	12	12	4	28	100	30	460	40,000	.....	.....	11,000	4,500	Day	132
138	3	26	19	4	27	75	25	325	60,000	.....	.....	a 10,000	a 600	Day	133
27	11	7	....	4	28	b75	....	a 385	25,000	0	.....	3,500	4,000	Day	134
25	15	5	1	4	32	100	0	400	35,000	0	0	1,800	300	Day	135
200	0	48	8	4	30	65	10	345	125,000	.....	.....	15,000	8,000	Day	136
a 110	23	21	47	4	32	100	0	400	60,000	0	0	.....	1,200	Day	137
135	50	51	9	4	30	65	10	380	250,000	$14,000	.....	14,000	1,000	Day	138
28	23	14	5	4	27	100	0	.....	32,000	0	0	.....	a 600	Day	139
59	1	18	4	4	26	65	....	.....	35,000	0	0	.....	300	Day	140
20	12	11	6	4	30	65	0	300	.....	.....	.....	.....	.....	Day	141
24	7	10	0	4	29	100	30	445	18,000	0	0	3,045	400	Day	142
96	40	24	14	4	32	125	30	520	200,000	43,000	$10,000	18,000	3,500	Day	143
68	....	16	....	4	36	.....	....	a 250	150,000	.....	.....	.....	12,000	Day	144
37	2	4	10	4	30	60	25	315	0	0	0	3,000	0	Day	145
24	2	4	5	4	32	c 100	0	360	.....	.....	.....	.....	2,000	Day	146
51	12	12	6	4	30	50	30	.....	.....	2,000	.....	5,000	600	Day	147
35	10	13	8	4	26	75	0	245	10,000	0	0	3,000	0	Day	148
65	11	12	2	4	30	60	25	225	30,000	.....	.....	3,000	500	Day	149
107	....	27	5	4	30	125	30	525	350,000	0	0	d 11,653	4,952	Day	150
.....	33	9	1	4	26	100	30	465	17,500	.....	.....	2,694	900	Day	151
30	8	5	3	4	28	75	25	330	20,000	.....	.....	3,000	500	Day	152
136	11	39	19	4	29	100	25	440	70,000	.....	0	a 12,000	0	Day	153
264	....	52	35	4	30	125	30	550	824,446	244,775	e 65,000	.....	15,000	Day	154

d Amount from tuition fees.
e Ground purchased and donated by Mr. George C. Thomas, of Philadelphia.

TABLE 14.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Regular session closes—	Professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
1	Birmingham, Ala.	Birmingham Dental College.	1893	T. M. Allen	May 5	7	3
2	Los Angeles, Cal.	University of Southern California, College of Dentistry.	1897	Garrett Newkirk	June —	13	7
3	San Francisco, Cal.	College of Medicine and Surgery, Dental Department.	1899	Alfred E. Blake	Apr. 30	11	6
4	do	College of Physicians and Surgeons, Dental Department.	1897	Charles Boxton	June 30	9	20
5	do	University of California, College of Dentistry.	1881	Louis L. Dunbar	May 31	7	14
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.	1886	J. Hall Lewis	May 1	6	4
8	do	Howard University, Dental Department.	1881	Robert Reyburn	May 8	7	4
9	do	National University, Dental Department.		H. H. Barker	May 31	8	12
10	do	Washington Dental College. *b*	1897	William N. Cogan	May —	9	6
11	Atlanta, Ga	Atlanta Dental College	1893	H. R. Jewett	May 1	8	2
12	do	Southern Dental College	1887	S. W. Foster	May 5	8	6
13	Chicago, Ill	Chicago College of Dental Surgery, Lake Forest University.	1883	Truman W. Brophy, LL. D.	Apr. 30	13	11
14	do	Illinois Medical College, Dental Department.	1900	Ira B. Crissman		15	8
15	do	Illinois School of Dentistry	1897	Frank N. Brown	May 4	13	6
16	do	Northwestern University, Dental School.	1889	G. V. Black, Sc. D., LL. D.	May 2	14	26
17	Indianapolis, Ind	Central College of Dentistry.	1897	M. F. Ault	May 1	15	5
18	do	Indiana Dental College, University of Indianapolis.	1879	George E. Hunt	do	14	
19	Des Moines, Iowa.	Des Moines College of Dental Surgery.	1898	George W. Miller	June 15	9	4
20	Iowa City, Iowa	State University of Iowa, College of Dentistry.	1880	William S. Hosford	June 10	10	5
21	Keokuk, Iowa	Keokuk Dental College	1897	B. C. Hinkley	Apr. 25	14	6
22	Louisville, Ky	Louisville College of Dentistry, Central University of Kentucky.	1887	W. E. Grant	May 9	18	14
23	New Orleans, La.	New Orleans College of Dentistry.	1899	Wm. E. Walker	May 5	8	14
24	Baltimore, Md.	Baltimore College of Dental Surgery.	1839	M. W. Foster	May 1	8	8
25	do	Baltimore Medical College, Dental Department.	1895	William A. Montell	May 6	8	22
26	do	University of Maryland, Dental Department.	1882	Ferdinand J. S. Gorgas, A. M.	Apr. 30	8	6
27	Boston, Mass.	Harvard University, Dental School.	1867	Eugene H. Smith	June 28	13	30
28	do	Tufts College, Dental School.	1868	Harold Williams	June 19	11	4
29	Ann Arbor, Mich.	University of Michigan, College of Dental Surgery.	1875	J. Taft	June 20	5	8
30	Detroit, Mich.	Detroit College of Medicine, Department of Dental Surgery.	1891	Theodore A. McGraw.	June 12	10	10

a Approximately. *b* Became a department of Georgetown University in 1901.

dentistry for the year 1900–1901.

Students.															
Men.	Women.	Graduated in 1901.	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.	Benefactions received during the year.	Total income.	Instruction in day or evening.	Bound volumes in library.	
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
41	0	15	5	3	28	$100	$25	$360	0	.....	.....	*a* $5,500	Day ..	0	1
56	4	22	....	3	22	100	25	375	.....	.....	.....	7,251	Day ..	.....	2
90	2	1	1	3	28	100	25	360	.....	.....	.....	.....	.....	.....	3
123	8	44	....	3	30	90	25	300	$50,000	0	0	13,100	Day ..	.....	4
150	....	51	....	3	38	100	25	370	55,000	.....	.....	.....	Day ..	.....	5
68	4	20	....	3	30	100	20	350	0	0	0	.....	Day ..	0	6
70	....	9	....	3	28	100	10	310	.....	.....	.....	.....	Eve ..	.....	7
33	1	10	3	3	30	80	0	240	.....	.....	0	.....	Eve ..	.....	8
24	0	5	....	3	*a* 32	100	....	*a* 315	.....	.....	.....	.....	Eve ..	.....	9
22	0	5	....	3	28	100	0	300	.....	.....	.....	.....	Eve ..	.....	10
173	2	35	3	3	28	100	25	358	.....	.....	.....	.....	Day ..	.....	11
102	....	29	....	3	30	100	30	357	12,000	.....	.....	11,000	Day ..	.....	12
638	....	188	....	3	28	100	20	365	.....	.....	.....	.....	Day ..	.....	13
10	....	0	3	4	26	100	0	*a* 460	.....	.....	.....	.....	Day ..	.....	14
113	5	29	....	3	28	100	20	.....	.....	.....	.....	.....	Day ..	.....	15
483	17	198	....	3	30	100	20	370	.....	.....	.....	.....	Day ..	*a* 2,000	16
53	1	22	3	3	30	100	10	310	.....	.....	.....	6,600	Day ..	0	17
122	3	77	....	3	26	100	10	325	40,000	0	0	23,500	Day ..	.....	18
60	0	14	....	3	36	100	10	320	.....	0	0	6,700	Day ..	.....	19
143	5	35	2	3	36	75	0	225	30,000	.....	0	.....	Day ..	350	20
65	3	11	....	3	30	100	....	.....	3,000	.....	.....	.....	Day ..	.....	21
209	3	59	*a* 6	3	30	100	30	385	96,000	.....	.....	.....	Day ..	*a* 300	22
49	1	4	....	3	30	100	25	*a* 380	.....	.....	.....	.....	Day ..	.....	23
230	4	79	....	3	30	100	30	350	.....	.....	0	.....	Day ..	.....	24
91	0	21	0	3	31	100	30	355	0	0	0	*a* 10,000	Day ..	.....	25
206	....	71	23	3	30	100	30	*a* 365	.....	.....	.....	.....	Day ..	.....	26
126	0	29	7	3	32	*c* 150	0	511	.....	.....	.....	.....	Day ..	510	27
169	7	46	3	3	32	125	....	375	.....	.....	.....	17,000	Day ..	300	28
263	10	73	7	*d* 3	40	*a* 70	10	286	*a* 40,000	0	0	19,100	Day ..	*a* 1,000	29
138	1	35	0	3	34	60	30	260	17,458	0	0	14,149	Day ..	*a* 1,000	30

c $200 the first year.

d Four years hereafter.

TABLE 14.—*Statistics of schools of dentistry*

	Location.	Name of institution.	Year of first opening.	President or dean.	Regular session closes—	Professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
31	Minneapolis, Minn.	University of Minnesota, College of Dentistry.	1888	Wm. P. Dickinson	June 5	10	6
32	Kansas City, Mo.	Kansas City Dental College.	1881	J. D. Patterson	May 1	10	6
33	do	Western Dental College	1890	Drury J. McMillen	Apr. 30	16	10
34	St. Louis, Mo	Marion Sims Dental College.	1894	Young H. Bond, A. M.	Apr. 19	16	22
35	do	Missouri Dental College, Washington University.	1866	Albert H. Fuller	Apr. 26	14	7
36	Lincoln, Nebr.	Lincoln Dental College, Cotner University.	1899	W. Clyde Davis	Apr. 17	12	4
37	Omaha, Nebr.	University of Omaha, Dental Department.	1894	A. O. Hunt	May 2	12	11
38	Buffalo, N. Y.	University of Buffalo, Dental Department.	1891	W. C. Barrett	May 1	14	20
39	New York, N. Y.	New York College of Dentistry.	1866	Faneuil D. Weisse	May 14	5	33
40	do	New York Dental School	1892	Charles M. Ford	May 8	7	22
41	Cincinnati, Ohio	Cincinnati College of Dental Surgery.	1893	G. S. Junkerman	May 5	8	1
42	do	Ohio College of Dental Surgery, University of Cincinnati.	1845	H. A. Smith	May 9	7	5
43	Cleveland, Ohio	Western Reserve University, College of Dentistry.	1892	H. L. Ambler	June 13	11	3
44	Columbus, Ohio	Ohio Medical University, Department of Dentistry.	1892	Otto Arnold	Apr. 24	15	4
45	Portland, Oreg.	North-Pacific Dental College.	1895	N. R. Cox	May 1	13	2
46	Philadelphia, Pa.	Medico-Chirurgical College. Department of Dentistry.	1897	Robert H. Nones	Apr. 30	12	22
47	do	Pennsylvania College of Dental Surgery.	1856	Wilbur F. Litch	May 1	8	28
48	do	Philadelphia Dental College.	1863	S. H. Guilford, A. M.	May 3	6	4
49	do	University of Pennsylvania, Department of Dentistry.	1878	Edward C. Kirk	June 18	10	32
50	Pittsburg, Pa	Pittsburg Dental College, Western University of Pennsylvania.	1896	G. L. Simpson	May 1	7	9
51	Nashville, Tenn.	University of Tennessee, Dental Department.	1877	J. P. Gray	do	9	5
52	do	Vanderbilt University, Dental Department.	1879	D. R. Stubblefield	do	9	4
53	do	Walden University, Meharry Dental School.	1886	G. W. Hubbard	Feb. 27	7	3
54	Richmond, Va.	Medical College of Virginia, Dental Department.	1897	Christopher Tompkins.	May 10	9	4
55	do	University College of Medicine. Dental Department.	1893	J. A. Hodges	May 15	10	12
56	Milwaukee, Wis.	Milwaukee Medical College, Dental Department.	1894	G. V. I. Brown	May 1	12	12
57	do	Wisconsin College of Physicians and Surgeons, Dental Department.	1899	Louis J. Stephan	May 11	12	14

* Statistics of 1899-1900. *a* Approximately.

for the year 1900–1901—Continued.

Students.				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.	Benefactions received during the year.	Total income.	Instruction in day or evening.	Bound volumes in library.	
Men.	Women.	Graduated in 1901.	Students having A. B. or B. S.												
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
106	0	31	1	3	33	$100	0	$500	(*b*)	.....	.....	.....	Day ..	300	31
114	....	33	....	3	28	100	$20	325	*$12,500	.....	.....	*$10,000	Day ..	.....	32
234	6	60	....	3	30	100	20	325	50,000	0	0	25,000	Day ..	.....	33
128	....	26	....	3	28	100	....	305	.....	.....	.....	.....	Day ..	.....	34
102	....	48	....	3	30	100	0	320	.....	.....	.....	15,619	Day ..	.....	35
25	1	1	1	3	28	80	0	*a* 240	.....	0	0	2,080	Day ..	0	36
78	1	16	3	3	28	100	....	315	.....	.....	.....	12,000	Day ..	500	37
273	6	64	....	3	32	100	30	335	50,000	0	0	24,000	Day ..	.....	38
375	....	50	1	3	32	170	30	540	120,000	0	0	54,646	Day ..	.....	39
35	12	10	2	3	29	155	0	481	.....	0	0	.....	Day ..	0	40
87	3	31	....	3	26	100	0	305	30,000	.....	.....	.....	Day ..	.....	41
214	6	69	....	3	30	100	....	305	.....	.....	.....	.....	Day ..	.....	42
102	0	22	1	3	32	100	10	335	.....	0	0	0	Day ..	.....	43
177	6	57	....	3	28	50	10	*a* 200	.....	.....	.....	.....	Day ..	.....	44
108	5	10	....	3	30	117	20	352	.....	.....	.....	13,000	Day ..	.....	45
120	....	25	4	3	28	100	25	350	.....	.....	.....	.....	Day ..	.....	46
253	16	90	....	3	30	100	30	345	35,000	.....	.....	.....	Day ..	.....	47
382	14	102	....	3	30	115	....	370	130,000	.....	.....	.....	Day ..	.....	48
417	0	154	22	3	38	100	30	360	*c* 149,164	0	0	59,023	Day ..	300	49
175	5	48	4	3	28	100	30	350	0	0	0	.....	Day ..	.....	50
88	....	17	....	3	28	110	25	.....	23,000	.....	.....	.....	Day ..	.....	51
125	1	42	0	3	30	100	25	345	60,000	0	0	14,000	Day ..	.....	52
26	1	6	....	4	26	30	10	140	(*b*)	.....	.....	*a* 400	Day ..	.....	53
32	....	4	....	3	30	65	30	225	.....	.....	.....	.....	Day ..	.....	54
38	....	4	1	3	32	85	30	285	60,000	.....	.....	.....	Day ..	.....	55
191	1	49	1	3	30	110	10	340	150,000	0	0	.....	Day ..	300	56
17	1	5	1	3	29	100	....	305	.....	.....	.....	.....	Day ..	.....	57

b Not separate. *c* Not including cost of ground.

TABLE 15.—*Statistics of schools of*

	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	Emerson R. Miller	June —
2	Mobile, Ala	University of Alabama, School of Pharmacy.	.....	George A. Ketchum	Apr. —
3	San Francisco, Cal	California College of Pharmacy, University of California.	1873	W. M. Searby	Apr. 30
4	do	College of Physicians and Surgeons, Department of Pharmacy.	1898	Wm. J. Jackson	June 30
5	Washington, D. C	Howard University, College of Pharmacy.	1867	Robert Reyburn	May 8
6	do	National College of Pharmacy	1872	A. J. Schafhirt	Mar. 22
7	Atlanta, Ga	Atlanta College of Pharmacy	1891	George F. Payne	Apr. 1
8	Chicago, Ill	Chicago College of Pharmacy, University of Illinois.	1859	Frederick M. Goodman	Apr. 25
9	do	Illinois Medical College, Department of Pharmacy.	1900	Robert H. Walch, A. M.	Sept. 30
10	do	Northwestern University, School of Pharmacy.	1886	Oscar Oldberg	June 16
11	Lafayette, Ind	Purdue University, School of Pharmacy.	1886	Arthur L. Green	June 3
12	Notre Dame, Ind	Notre Dame University, College of Pharmacy.*	1898	I. V. S. Stanislaus	.....
13	Valparaiso, Ind	Northern Indiana School of Pharmacy.	1893	J. Newton Roe	Aug. 15
14	Des Moines, Iowa	Highland Park College of Pharmacy.*	1890	Sherman R. Macy	.....
15	do	Iowa College of Pharmacy, Drake University.*	1883	Wm. Stevenson	.....
16	Iowa City, Iowa	State University of Iowa, Department of Pharmacy.	1885	Emil L. Boerner	June 12
17	Keokuk, Iowa	Keokuk College of Pharmacy	1900	O. D. Walker	Apr. 15
18	Lawrence, Kans	University of Kansas, School of Pharmacy.	1885	L. E. Sayre	June 6
19	Louisville, Ky	Louisville College of Pharmacy.	1873	Gordon L. Curry	Apr. 4
20	New Orleans, La	New Orleans College of Pharmacy.	1900	Philip Asher	May —
21	do	Tulane University, Course in Pharmacy.	1838	Stanford E. Chaillé, A. M., LL. D.	May 1
22	Orono, Me	University of Maine, School of Pharmacy.	1895	A. W. Harris	June 12
23	Baltimore, Md	Maryland College of Pharmacy.	1841	Charles Caspari, jr	May 1
24	Boston, Mass	Massachusetts College of Pharmacy.	1867	Julian W. Baird, A. M	May 17
25	Ann Arbor, Mich	University of Michigan, School of Pharmacy.	1868	A. B. Prescott	June 27
26	Detroit, Mich	Detroit College of Medicine, Department of Pharmacy.	1889	J. E. Clark	June 12
27	Minneapolis, Minn	University of Minnesota, College of Pharmacy.	1892	Frederick J. Wulling, LL. M.	June 27
28	Kansas City, Mo	Kansas City College of Pharmacy.	1885	James M. Love	Apr. 5
29	St. Louis, Mo	St. Louis College of Pharmacy	1865	James M. Good	Apr. 13
30	Newark, N. J	New Jersey College of Pharmacy.	1892	P. E. Hommell	Apr. 15
31	Albany, N. Y	Albany College of Pharmacy, Union University.	1881	Willis G. Tucker	Mar. 12
32	Brooklyn, N. Y	Brooklyn College of Pharmacy.	1891	Elias H. Bartley	May 15
33	Buffalo, N. Y	Buffalo College of Pharmacy.	1886	Willis G. Gregory	Apr. 26
34	New York, N. Y	College of Pharmacy of the City of New York.	1829	Henry H. Rusby	May 31
35	Chapel Hill, N. C	University of North Carolina, Department of Pharmacy.	1897	E. V. Howell	May 20

*Statistics of 1899-1900.

a Approximately.

pharmacy, for the year 1900–1901.

Professors.	Special or assistant instructors.	Students. Men.	Students. Women.	Graduated in 1901.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Years of practice required.	Tuition fees.	Graduation or examination fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income.	Instruction in day or evening.	Bound volumes in library.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
5	4	44	0	6	0	4	36	0	0	$5	$63	.....	.....	0	.....	Day	.....	1
3	1	27	...	*5	....	2	26	....	$50	10	120	.....	.....	.....	.....	Day	.....	2
3	5	79	7	37	1	2	30	4	100	20	220	$50,000	0	0	$10,100	Day	*a* 300	3
6	5	40	1	17	4	2	36	4	75	25	180	.....	.....	0	.....	Eve	.....	4
3	4	33	1	6	4	2	30	4	70	0	140	(*b*)	.....	0	.....	Eve	.....	5
4	2	60	3	15	0	3	26	4	60	0	185	*a* 15,000	0	0	3,845	Eve	*a* 500	6
2	2	79	2	24	4	2	26	....	65	15	140	.....	.....	.....	.....	Day	.....	7
4	5	177	3	57	1	2	30	4	75	5	155	0	.....	.....	14,000	Day	1,800	8
7	4	12	...	0	4	2	26	4	75	30	225	.....	.....	.....	.....	Day	.....	9
6	2	160	8	53	....	....	40	....	.....	....	.....	75,000	.....	.....	.....	Day	*b* 550	10
3	3	92	...	38	....	2,4	37	....	.....	....	.....	.....	.....	.....	.....	.....	.....	11
5	2	10	...	4	....	2	42	....	100	10	250	.....	.....	.....	.....	Day	.....	12
7	7	98	7	67	....	2	26	0	43	5	.....	.....	.....	.....	7,700	Day	.....	13
8	6	250	30	85	....	2	24	0	50	10	*a* 150	.....	.....	.....	.....	Day	.....	14
4	4	36	...	15	....	2	25	....	62	20	142	.....	.....	.....	.....	Day	.....	15
5	5	56	2	16	2	2	36	0	75	0	150	.....	.....	.....	.....	Day	.....	16
8	4	7	...	0	....	2	28	2	50	....	.....	.....	.....	.....	.....	Day	.....	17
4	4	74	4	23	0	2	40	4	0	5	*a* 50	(*b*)	.....	.....	.....	Day	*a* 500	18
8	....	57	0	26	15	2	24	4	75	10	170	20,000	.....	.....	.....	.....	*a* 600	19
3	3	30	2	5	1	2	30	4	65	10	150	.....	.....	.....	.....	Eve	.....	20
3	3	23	1	10	....	2	26	2	*a* 68	20	155	(*b*)	(*b*)	.....	.....	Day	.....	21
12	....	11	0	2	0	2,4	36	0	30	3	.....	.....	.....	.....	.....	Day	.....	22
5	2	91	3	36	0	2	32	0	100	15	.....	38,000	0	0	9,675	Day	.....	23
5	4	182	11	12	2	2	34	4	100	10	275	75,200	$14,517	0	14,762	Day	5,336	24
7	11	63	8	27	0	2,4	36	0	35	10	.....	.....	.....	.....	.....	Day	.....	25
5	3	38	3	18	1	2	36	0	55	10	125	.....	.....	.....	.....	Eve	.....	26
15	....	56	7	16	4	2	34	0	75	10	165	(*b*)	.....	0	.....	Day	.....	27
8	....	51	2	16	....	2	26	4	60	10	.....	0	0	0	.....	Eve	.....	28
5	3	171	...	54	....	2	31	....	36	10	*a* 197	*35,000	.....	.....	.....	.....	.....	29
5	3	23	2	8	0	2	31	4	75	15	170	0	0	0	3,000	(*c*)	.....	30
3	4	72	1	29	....	2	25	4	64	10	138	0	4,209	.....	4,094	(*c*)	.....	31
5	8	155	5	49	0	2	32	4	75	10	165	0	5,000	0	.....	Day	*a* 2,000	32
5	11	89	11	37	0	2	28	0	50	10	125	0	.....	.....	8,684	(*c*)	300	33
7	4	330	16	148	....	2	27	4	100	10	210	204,242	0	0	37,849	Day	*a* 5,230	34
7	3	33	0	1	....	2	36	4	65	3	.....	.....	.....	.....	.....	Day	.....	35

b Not separate

c Afternoon and evening.

TABLE 15.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
36	Raleigh, N. C	Shaw University, School of Pharmacy.	1890	Wm. Simpson	Mar. 16
37	Ada, Ohio	Ohio Normal University, Department of Pharmacy.	1884	B. S. Young	July 21
38	Cincinnati, Ohio	Cincinnati College of Pharmacy.	1850	Charles T. P. Fennel	June 6
39	Cleveland, Ohio	Cleveland School of Pharmacy	1882	Joseph Feil	Apr. 20
40	Columbus, Ohio	Ohio Medical University, Department of Pharmacy.*		George H. Matson, jr	Apr. 24
41	do	Ohio State University, College of Pharmacy.	1885	George B. Kauffman	June 19
42	Norman, Okla	University of Oklahoma, School of Pharmacy.	1893	Edwin De Barr	June 7
43	Corvallis, Oreg	Oregon Agricultural College, School of Pharmacy.	1898	Frederick Berchtold	June 13
44	Philadelphia, Pa	Medico-Chirurgical College of Pharmacy.	1899	H. H. Mentzer	Apr. 25
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. 1
47	Charleston, S. C	Medical College of South Carolina, School of Pharmacy.		Francis L. Parker	Apr. 2
48	Brookings, S. Dak	South Dakota Agricultural College, School of Pharmacy.	1889	B. F. Whitehead, prof	June 27
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	June 19
51	do	Walden University, Meharry School of Pharmacy.	1889	G. W. Hubbard	Feb. 27
52	Galveston, Tex	University of Texas, School of Pharmacy.	1893	Henry P. Cooke	May 31
53	Richmond, Va	Medical College of Virginia, School of Pharmacy.	1897	Christopher Tompkins	May 9
54	do	University College of Medicine, Department of Pharmacy.	1893	J. Allison Hodges	May 15
55	Pullman, Wash	Washington Agricultural College, School of Pharmacy.	1896	George H. Watt	June 20
56	Seattle, Wash	University of Washington, School of Pharmacy.	1899	H. G. Byers	June 14
57	Madison, Wis	University of Wisconsin, School of Pharmacy.	1883	Edward Kremers	June 20
58	Milwaukee, Wis	Milwaukee Medical College, Department of Pharmacy.	1900	R. E. W. Sommer	May 1

* Statistics of 1899–1900.

a Approximately.

pharmacy, for the year 1900–1901—Continued.

Professors.	Special or assistant instructors.	Students. Men.	Women.	Graduated in 1901.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Years of practice required.	Tuition fees.	Graduation or examination fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income.	Instruction in day or evening.	Bound volumes in library.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	----	8	0	1	----	3	24	----	$32	$10	$106	$2,000	0	0	.....	Day	0	36
5	2	250	9	79	----	1,2	40	----	60	3	63	30,000	0	0	.....	Day	.....	37
11	----	40	4	36	----	----	36	0	100	15	125	12,000	.....	.....	.....	Day	1,000	38
3	2	66	1	8	----	3	30	0	65	10	195	0	0	0	$4,500	Day	500	39
6	2	14	---	7	----	2	30	----	50	10	170	.....	.....	.....	.....	.....	.....	40
12	15	41	1	8	0	2,4	36	0	-----	5	-----	(*b*)	.....	.....	.....	Day	.....	41
1	1	36	4	15	0	2	38	2	0	5	60	.....	.....	0	.....	Day	.....	42
1	3	41	9	7	1	4	35	0	0	5	25	(*b*)	0	0	.....	Day	.....	43
5	6	63	0	21	2	2	28	4	75	10	165	.....	.....	.....	.....	Day	.....	44
5	6	419	13	101	----	3	29	4	*a* 95	15	290	200,000	0	0	.....	Day	10,000	45
6	4	110	5	35	----	2	26	4	85	10	180	20,000	0	0	.....	Day	800	46
3	2	36	---	16	----	2	26	2	65	----	155	(*b*)	.....	.....	.....	Day	.....	47
6	----	22	2	2	0	2	36	0	12	2	40	.....	.....	.....	.....	Day	.....	48
5	0	7	0	1	0	2,4	40	0	60	6	136	(*b*)	.....	0	325	Day	(*b*)	49
3	9	59	2	14	4	2	36	0	-----	----	105	(*b*)	(*b*)	.....	.....	Day	*a* 800	50
4	1	19	7	7	3	3	26	0	30	10	113	(*b*)	(*b*)	.....	*a* 400	Day	.....	51
3	1	51	1	14	----	2	34	----	0	0	50	.....	.....	.....	.....	Day	.....	52
5	2	10	---	2	1	2	30	----	60	15	135	.....	.....	.....	.....	Day	.....	53
4	6	24	1	5	2	2	32	3½	65	15	145	60,000	.....	.....	.....	(*c*)	.....	54
4	2	31	0	8	2	1	36	0	0	0	20	(*b*)	.....	.....	.....	Day	.....	55
5	3	18	3	5	0	2	36	4	0	5	5	(*b*)	.....	.....	.....	Day	(*b*)	56
8	6	42	3	19	0	2-4	36	0	15	0	-----	(*b*)	.....	.....	.....	Day	(*b*)	57
5	12	7	1	0	0	2	28	2	87	10	184	.....	0	0	.....	Day	.....	58

b Not separate.

c Afternoon and evening.

TABLE 16.—*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	McKillip Veterinary College	1894	E. Merillat	Apr. 1
3	Indianapolis, Ind	Indiana Veterinary College	1892	S. E. Crose, A. M	Mar. 31
4	Ames, Iowa	Iowa State College, Veterinary Department.	1884	W. M. Beardshear, A. M., LL. D.	June 12
5	Boston, Mass	Harvard University, School of Veterinary Medicine. *b*	1882	Charles P. Lyman	June 28
6	Grand Rapids, Mich.	Grand Rapids Veterinary College.	1897	Leonard L. Conkey	Apr. 1
7	Kansas City, Mo	Kansas City Veterinary College.	1891	S. Stewart	Mar. 15
8	Ithaca, N. Y	New York State Veterinary College at Cornell University.	1896	James Law	June 20
9	New York, N. Y	New York American Veterinary College.	1899	A. F. Liautard	Apr. 1
10	Columbus, Ohio	Ohio State University, College of Veterinary Medicine.	1885	David S. White	June 18
11	Philadelphia, Pa	University of Pennsylvania, Veterinary Department.	1884	Leonard Pearson	June 14
12	Pullman, Wash	Washington Agricultural College, School of Veterinary Science.	1896	S. B. Nelson	June 20

veterinary medicine for the year 1900–1901.

Professors.	Special or assistant instructors.	Students.	Graduates.	Students having A. B. or B. S.	Years in course.	Weeks in year.	Tuition fees.	Graduation or examination fee.	Fees of entire course.	Value of grounds and buildings.	Endowment.	Benefactions received.	Income.	Volumes in library.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
12	2	22	4	3	3	28	$70	.....	$210	0	0	0	$1,540	250	1
11	2	77	21	2	3	24	75	$10	240	$75,000	0	.....	5,400	500	2
8	3	32	9	3	3	24	75	20	90	.....	.....	.....	.....	.....	3
7	3	32	7	0	3	32	0	5	40	8,000	.....	0	*a* 2,000	.....	4
9	13	18	6	....	3	36	150	.....	450	.....	.....	.....	.....	.....	5
10	2	33	15	2	2	24	65	25	155	2,500	.....	.....	2,500	.....	6
23	2	56	12	0	3	26	80	10	250	0	0	0	4,165	.....	7
11	13	55	*7	11	3	40	0	5	75	150,000	0	.....	25,000	1,722	8
14	10	46	8	4	3	26	100	25	370	0	0	0	4,245	1,250	9
12	3	28	7	1	3	36	0	5	81	.....	.....	.....	.....	.....	10
7	0	61	13	3	3	33	100	0	323	35,000	.....	$4,500	4,900	.....	11
5	3	6	0	0	3	38	0	0	7	.....	.....	.....	.....	.....	12

*In 1900. *a* Approximately. *b* Discontinued after June, 1901.

TABLE 17.—*Statistics of training schools for nurses, for the year 1900–1901.*

	Location.	Name of school.	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 1901.		First year.	Second year.	Third year.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Birmingham, Ala.	St. Vincent's Hospital	150	1900	Sister Chrysostom	June 12	4	35	0	3	$12, $5	$12, $5	$15, $8	a$200,000	0	0
2	Los Angeles, Cal.	California Hospital	80	1898	Miss C. G. Patterson	June —		54	10	2	6	11		100,000		
3	do	Christian Hospital	17	1898	Ida Bellows	June 15	0	13	2	2	5	10				
4	do	Los Angeles County Hospital	180	1894	Uintah M. Carter	June 20		24	8	2	5	10		30,000		
5	San Francisco, Cal.	City and County Hospital	500	1891	Mary Patton	(b)	2	40	8	3	10	10	20		0	0
6	do	French Hospital	150	1895	Mary Gaddis	Mar. 1	0	54	15	3	8	12	20			
7	do	Homeopathic Sanatorium	45	1896	E. Blanche Chattin		0	18	9	2	8	10		8,000	0	$5,300
8	do	Lane Hospital	125	1893	Margaret T. Thompson.		2	48	10	2	0	0		300,000	$56,000	0
9	do	San Francisco Lying-in Hospital and Foundling Asylum.	67	1898	Anita M. Pugh			20		1	5			8,000		
10	do	St. Luke's Hospital	85	1889		(b)	0	30	12	3	10	12	15	100,000	0	0
11	San Jose, Cal.	San Jose Sanitarium	100	1898	Sister Mary Agnes	June 15		12	3	3	5			200,000	0	
12	Boulder, Colo	Hospital of the University of Colorado.	40	1898	Anne E. Harris			8	1	2	8	8		15,000	0	0
13	Denver, Colo	Arapahoe County Hospital	300	1890	Maude Marsler	(b)		28	13	2	8	8				
14	do	Denver Homeopathic Hospital.*	24		Abbie G. Thurston	May 31		9	1	3	6	8	8	30,000		
15	do	St. Luke's Hospital	75	1891				25	7	3	6	6	c 6	a 100,000	14,000	
16	Pueblo, Colo	Pueblo Hospital	55	1895	Annie D. Bradford			9	3	3	10	10	10			
17	Bridgeport, Conn	Bridgeport Hospital	107	1884	Margaret S. Rogers			40	9	2	8	12		150,000	325,000	
18	Danbury, Conn	Danbury Hospital*	22	1894	Sue W. Cutler	(b)		10	5	2	10	14		20,000		
19	Hartford, Conn	Hartford Hospital	200	1877	Elizabeth M. Friend	Sept. 30	0	46	19	3	8	10	12		427,573	42,868
20	New Haven, Conn	Grace Hospital	100	1894	Frances Cohen	June 10		15	4	2	6	8		100,000	0	0
21	do	New Haven Hospital	200	1873	Anna D. Schultze	June 30		60	26	2½	(d)				33,720	
22	New London, Conn	Memorial Hospital	36	1894	Minnie J. Wallace		0	8	5	2	10	10		37,000	5,000	5,200
23	Norwich, Conn	William W. Backus Hospital	64	1883	May L. Love	June 15		10	3	2	8	12		180,000		
24	Wilmington, Del	Delaware Hospital	36	1887	Alice Bowman	June 1		14	5	3	7	9	12	100,000	a 60,000	40,000
25	do	Homeopathic Hospital*	36	1889	Alida H. Turner		0	10	1	3	8	9	10	40,000	7,600	
26	Washington, D. C.	Columbian University Hospital and Children's Hospital.	102	1891	Mrs. E. Cumberland, Peron E. Jennings.	June 1		40	14	3	9	9	9			
27	do	Freedmen's Hospital	250	1894	Sara I. Fleetwood	May 6	0	41	19	2	5	5			0	0

28	do	Garfield Hospital	150	1889	Georgia M. Nevins	May 25		36	9	3	7	7	7			
29	do	National Homeopathic Hospital.	36	1893	Miss J. H. Woodward.	(b)		16	3	3	7	10	12	55,000	5,000	
30	do	Providence Hospital	313	1895	Sisters Samilla and Josephine.	June 12	10	40	5	3	10, 5	15, 5	20, 5	a 400,000	a 24,000	500
31	do	Sibley Memorial Hospital	75	1898	Charlotte A. Aikens	June 30	0	27	6	2				40,000		a 5,000
32	do	Washington Asylum and Emergency Hospital.	40	1898	Irene B. Lenig	June 1		8	0	3	5	5	5			
33	Jacksonville, Fla	St. Luke's Hospital	50	1894	Anna L. Fetting	Mar. 31		10	3	2	10	10				
34	Atlanta, Ga	Grady Memorial Hospital	115	1897	Lina L. Rogers	May 1		19	7	3	9	9	9	130,000	0	0
35	do	Spelman Seminary	33	1886	Amanda J. Lawson	May 22	0	32	0	3	0	0	0	25,000	0	
36	Augusta, Ga	City Hospital	80	1895	Ida F. Meyer	(b)		15	6	2	5	10		30,000		0
37	Chicago, Ill	Alexian Brothers' Hospital	266	1894	Br. Dionisius Phiesel	May 31	16		10	2				400,000		
38	do	Augustana Hospital	150	1894	Lila Pickhardt			39	12	2	8	8		110,000		
39	do	Chicago Baptist Hospital	100	1892	Helen Patterson	Apr. —		32	11	2				35,000		
40	do	Chicago Homeopathic Hospital.	28	1895	Miss E. F. Dawson			14	5	2	6	8				
41	do	Chicago Hospital	50	1895	Bertha M. Singer	June 1	0	50	16	2				100,000		
42	do	Englewood Union Hospital	50	1894	Catherine Hewitt	June 25	0	17	6	2	5	5			0	
43	do	Frances Willard National Temperance Hospital.	20	1884	Isabell Moffat	Sept. 1		8	3	2						700
44	do	German Hospital	90	1896	Anna M. Wehner	(b)	0	29	10	3	2	3	5	50,000	0	0
45	do	Hahnemann Hospital	122	1894	Cora Overholt	June 1	0	33	13	2	0	0				
46	do	Lakeside Hospital	75	1892	Laura F. White	do		35	8	3	0	0	0			
47	do	Marion Sims Hospital	24	1896	M. C. Stewart	June —		12	5	2				40,000		
48	do	Mary Thompson Hospital*	80		Lucy Waite, M. D	June —		26	7	2	0	0		75,000	18,700	
49	do	Mercy Hospital	300	1890	Sr. M. Veronica	June 1	6	60	5	3	20, 8	20, 8	20, 8	329,496	1,500	3,000
50	do	Michael Reese Hospital*		1890				36	12	3	8	12	15			
51	do	Norwegian Tabitha Hospital	45	1896	Dena M. Roswell	Oct. —		12	6	2				40,000		
52	do	Polyclinic Hospital*	75	1893	Elizabeth Wetter	June —		20	8	2	4	6				
53	do	Provident Hospital	80	1891	Nina J. Price			21	6	2				100,000		25,000
54	do	St. Joseph's Hospital	200	1891	Elizabeth Sheehan	June 15		40		3	5	5	5			
55	do	St. Luke's Hospital*	172	1884	Augusta C. Robertson.	(b)	0	47	18	3	4	4	4	250,000	275,000	
56	do	Wesley Hospital	175	1888	Emma C. Wilson	(b)	0	16	7	2	4	6		350,000		a 200,000
57	do	West Side Hospital	125	1896	Anna L. Davis	June —		35	16	3				76,955	0	0
58	do	Woman's Hospital	40	1883	Hattie J. Robinson		0	27	9	2	0	0				
59	Dixon, Ill	Dixon Public Hospital	14	1899	Mary W. Sherwood			4	4	2	8	8		14,000		5,000
60	East St. Louis, Ill	Henrietta Hospital	50	1896	J. Newington			8	4	2	8	10		25,000		
61	Elgin, Ill	Sherman Hospital	30	1896	Harriet L. Gerhard	Apr. —	0	12	6	2	c 0	0		30,000	0	0
62	Evanston, Ill	Evanston Hospital*	19	1899	Annie L. Locke	June 30	0	4	0	2				34,000		
63	Galesburg, Ill	Galesburg Hospital	22	1895	M. Ada Bubb	June 1		11	5	2	4	6	8	25,000	1,350	633
64	Moline, Ill	Moline City Hospital	35	1898	Margaret E. Rosborough.	do	0	6	2	2	0	0		35,000		
65	Peoria, Ill	Cottage Hospital	50	1892	Eleanor J. Coolidge	do	0	15	9	2	6½	11		100,000	5,000	75,000
66	Quincy, Ill	Blessing Hospital	45	1891	Mary C. Wheeler			15	5	2	8	10		40,000		
67	Rockford, Ill	Rockford Hospital	35	1889	Flora B. Patch	May 2		15	6	2	8	12		35,000	58,000	1,500
68	Rock Island, Ill	St. Anthony's Hospital	100	1900	Marie Brandon	Mar. 1		6		2	4	4		30,000		
69	Springfield, Ill	Springfield Hospital	50	1897	Miss H. E. Hauser	Apr. —	0	12	5	2				35,000		
70	Evansville, Ind	Evansville Sanitarium	19	1894	Sarah Bolton	(b)	0	8	0	3	8	10	10	30,000	0	0

* In 1899–1900.
a Approximately.
b No definite session.
c With $50 at graduation.
d $200 for entire course.
e $100 is given each pupil at graduation.

TABLE 17.—*Statistics of training schools for nurses, for the year 1900–1901*—Continued.

	Location.	Name of school.	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 1901.		First year.	Second year.	Third year.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
71	Evansville, Ind	St. Mary's Hospital	100	1893	Sister Pauline Gavin	June 30	....	12	1	3	$5	$5	$5	$150,000	$15,000	.....
72	Fort Wayne, Ind	Hope Hospital*	40	1897	Mrs. E. G. Fournier	Oct. 1	....	8	8	2	.....	.....	.....	50,000	.....	.....
73	Indianapolis, Ind	City Hospital	200	1884	Anna Hand	May 1	....	35	14	3	5	5	5	200,000	35,000	$35,000
74	Lafayette, Ind	Home Hospital	14	1899	Mary B. Sollers	June 1	....	8	4	2	4	4	.....	25,000	.....	10,000
75	South Bend, Ind	Epworth Hospital	50	1894	Maggie Brennan	(b)	....	20	3	3	6	8	12	50,000	0	30,000
76	Terre Haute, Ind	Union Hospital	22	1899	Johanna M. Bauer	Mar. 6	0	6	0	3	5	5	.....	15,000	0	0
77	Burlington, Iowa	Burlington Hospital*	40	1897	C. C. Keeler	June 1	0	13	3	3	5	9	12	25,000	.....	.....
78	Cedar Rapids, Iowa	St. Luke's Hospital	27	1892	Sallie Van Metre	.....	....	9	3	2	8	10	.....	45,000	10,000	0
79	Council Bluffs, Iowa	Woman's Christian Association Hospital.	35	1891	M. E. Penny	Jan. 5	....	14	4	3	5	5	10	15,000	13,000	.....
80	Davenport, Iowa	St. Luke's Hospital*	30	1895	Emma J. Vincent	June 1	0	14	4	2	5	8	.....	20,000	7,000	.....
81	Des Moines, Iowa	Iowa Methodist Hospital	50	1901	Margaret M. Williams.	.....	....	14	....	2	2	2	.....	.....	.....	.....
82	Dubuque, Iowa	Finley Hospital	54	1897	Grace E. Baker	June 15	....	13	3	2	5	5	.....	60,000	75,000	1,500
83	Iowa City, Iowa	Homeopathic Hospital of Iowa State University.	64	1887	Elva M. Dunham	May 30	1	9	3	3	5	8	10	35,000	0	0
84	....do	Hospital of the Iowa State University.*	50	1898	Florence E. Brown	Apr. 1	0	13	4	3	5	8	10	55,000	.....	.....
85	Kansas City, Kans	Bethany Hospital	55	1892	Rennette Hill	May 30	....	20	c0	3	6	6	8	20,000	.....	.....
86	Leavenworth, Kans	Cushing Hospital	30	1893	Carrie L. Tanquary	June 1	....	6	6	2	.....	.....	.....	.....	.....	.....
87	Topeka, Kans	Christ's Hospital	50	1892	Fannie G. McKibben	June 2	....	19	8	3	10	10	10	.....	.....	.....
88	....do	Jane C. Stormont Hospital	50	1896	Jessie J. Cannum	(b)	0	10	5	2	8	10	.....	40,000	.....	13,000
89	Wichita, Kans	Wichita Hospital*	75	1896	L. A. Wells	(b)	1	14	4	2	4	4	.....	.....	.....	.....
90	Lexington, Ky	Good Samaritan Hospital	80	1820	Anna M. Dorcas	June 1	0	16	7	2	7	10	.....	40,000	10,399	1,000
91	Louisville, Ky	John N. Norton Memorial Infirmary.	40	1885	Maud M. I. Cartwright.	(b)	0	16	12	2	0	0	.....	.....	24,000	.....
92	....do	Louisville City Hospital*	250	1894	Alice M. Gaggs	June 14	....	21	10	2	5	5	.....	.....	.....	.....
93	New Orleans, La	Charity Hospital	900	1894	Adelaide F. Huyghe	Dec. 11	....	28	11	2	8	12	.....	750,000	0	60,000
94	....do	Sarah Goodrige Hospital	20	1896	H. J. Clements	Apr. 30	....	14	0	2	1	1	.....	10,000	30,000	30,000
95	....do	Touro Infirmary	125	1896	Frances M. Quaife	Oct. 1	....	24	9	2	6	12	.....	89,717	a50,000	.....
96	Augusta, Me	Augusta City Hospital*	18	1898	Sarah Hayden	.....	....	8	0	3	8	10	12	.....	.....	.....
97	Bangor, Me	Eastern Maine General Hospital.	60	1892	Ellen F. Panie	(b)	....	15	4	2	10	10	.....	70,000	10,000	.....

98	Lewiston, Me	Central Maine General Hospital.	60	1891	Mary G. Hills	July 1		24	9	2	7	12		100,000		
99	Portland, Me	Maine General Hospital	119	1885	Amelia L. Smith	June 15	3	32	13	2	10	14		259,907	190,975	14,074
100	Baltimore, Md	Good Samaritan Hospital*	30	1894	Mary McCartney	June 16	0	8	3	3	2	2	2			
101	do	Hospital for Crippled and Deformed Children.	35	1895	F. C. Burgess			7	2	2	8	10		40,000	10,000	
102	do	Hospital of the Woman's Medical College.	30	1885	Marion A. Watson, M. D.	Mar. 1	0	12	2	3	12½	12½	12½			
103	do	Johns Hopkins Hospital	320	1889	Mary A. Nutting	May 24	0	78	18	3	0	0	0			
104	do	Maryland General Hospital	200	1890	Sister Camilla	May —		23	12	3	4	4	4	a 100,000	27,000	
105	do	Maryland Homeopathic Hospital.	56	1890	Elizabeth A. Parker	May —		16	7	3	0	0	0	45,000	0	3,000
106	do	Robert Garrett Hospital for Children.	25		Sarah F. Martin			4	2	2	8	10				
107	do	St. Agnes Hospital	250	1896	Sister Gertrude	June 15	0	18	2	3	5	5	5	a 400,000	a 11,000	0
108	do	University of Maryland Hospital.	150	1889	Katherine A. Taylor	May 10	0	40	12	3	5	5	5	150,000	0	0
109	Cumberland, Md	Western Maryland Hospital*	22	1894	J. M. Morrison	July 1		7	3	3	6	8	12	30,000		
110	Beverly, Mass	Beverly Hospital	18	1893	Mary H. Paterson	(b)		6	1	2	8	10			a 11,000	400
111	Boston, Mass	Boston City Hospital	828	1878	Lucy L. Drown	(b)	0	189	48	2	7	10		2,600,000	78,000	0
112	do	Boston Lying-in Hospital	52	1888	Agnes E. Aikman	(b)		47	31					52,700	227,079	
113	do	Carney Hospital	180	1892	Sr. M. Lucia	June 15		43	9	3	5	5	5	100,000	0	0
114	do	Children's Hospital	100	1891	Sister Susanna Margaret.	June —		31	12	3	0	0	0			
115	do	Free Hospital for Women	30	1895	H. J. Ewin	July 1		8	8		6			150,000	190,000	
116	do	Long Island Hospital		1895	Mary A. Morris		2	30	18	2	10	12				
117	do	Massachusetts Charitable Eye and Ear Infirmary.	150	1895	Mary Coonahan	(b)		30	23		10			500,000	300,000	26,112
118	do	Massachusetts General Hospital.	261	1873	Pauline L. Dolliver	June 1	0	65	33	2	6	6		1,100,446	2,789,266	110,000
119	do	Massachusetts Homeopathic Hospital.	220	1884	Alice A. Griswold	Mar. 31		65	17	3	7	7	7	500,000	1,000,000	d 29,575
120	do	New England Baptist Hospital.	24	1896	Emma A. Anderson	(b)	0	13	4	2	6	10		35,000		
121	do	New England Deaconess Hospital.	14	1896	M. Elizabeth Booker	May —		9	3	2	6	8		35,000	5,400	3,333
122	do	New England Hospital for Women and Children. *	120	1873	Clara D. Noyes		0	20	8	2	10	10		164,900	a 600,000	
123	do	Rufus S. Frost Hospital	50	1891	Elizabeth Rice	June 1		12	4	2	6,9	12,15		25,000	2,000	
124	do	St. Elizabeth's Hospital	92	1895	Anna Clune	do	0	28	5	3	8	8	10	80,100		
125	do	Somerville Hospital	36	1891	Alma C. Hogle		0	17	3	2	9	12		41,000	3,000	0
126	do	Woman's Charity Club Hospital. *	28	1896	F. Madeline Shaw	July 15	0	20	4	2	8	10		40,000	22,270	
127	Brockton, Mass	Brockton Hospital	28	1897	Grace B. Beattie	June 15		7	2	2	10	12		a 40,000	6,000	0
128	Clinton, Mass	Clinton Hospital	26	1894	Ada F. Wood	(b)		17	6	2	7,9	12		30,000	2,700	0
129	Everett, Mass	Whidden Memorial Hospital	16	1897	Alice M. Hodgson	(b)		10	4	2	9	12				
130	Fall River, Mass	Fall River Hospital*	40	1888	Elizabeth M. Smith	(b)		12	2	2	10	10		40,000	10,376	
131	do	Union Hospital	30	1900	J. Augusta Briggs	May 31	0	45		2½	6½	8½		37,000	42,000	800
132	Fitchburg, Mass	Burbank Hospital	50	1896	Cornelia L. Walker	June 28	0	12	6	2	6	10		184,021		e 10,800
133	Gloucester, Mass	Addison Gilbert Hospital	30	1897	Grace G. Pillsbury	June —	2	9	4	2	25,9	25,12		60,000	60,000	

*In 1899-1900.
a Approximately.
b No definite session.
c Course changed to three years.
d From estate of Henry L. Pierce, $15,000; from estate of Delia D. Thorndike, $7,000.
e From Mrs. Sarah W. Burbank, of Fitchburg, Mass.

TABLE 17.—*Statistics of training schools for nurses, for the year 1900–1901*—Continued.

	Location.	Name of school.	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 1901.		First year.	Second year.	Third year.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
134	Greenfield, Mass	Franklin County Hospital	25	1895	Mrs. M. H. Laurance	July 1	0	8	4	2	$7	$10			0	0
135	Holyoke, Mass	Holyoke City Hospital*	43	1893	Lillian O. West	June 28		14	8	3	6	9	$12	$50,000	0	
136	Lawrence, Mass	Lawrence General Hospital	50	1882	Florence Redmond	Oct. —	0	10	3	2	10	10		*a* 10,000	$100,000	$6,265
137	Lowell, Mass	Lowell General Hospital	40	1893	Helen M. Garratt	June —		13	6	2	7	10				
138	do	Lowell Hospital	60	1887	Endora E. Etherington.	(*b*)	0	14	4	2	10	14				
139	do	St. John's Hospital	100	1893	Sister Mary Grace	June 15	0	21	3	2	5	5	5	75,000	0	0
140	Lynn, Mass	Lynn Hospital	54	1883	Rose L. Brainerd			17	7	2	9	12		53,700	57,500	5,500
141	Malden, Mass	Malden Hospital	50	1893	Jeanie E. Whitmore			12	5	2½	7	9	12	80,000	175,000	
142	Melrose, Mass	Melrose Hospital	20	1894	Lucy I. Des Bresay	June —	0	12	5	3	8	10	10		0	5,000
143	New Bedford, Mass	St. Luke's Hospital	50	1884	Clara D. Noyes	June 1	0	14	7	3	10	10	10	*$144,504	*$117,000	
144	Newburyport, Mass	Anna Jacques Hospital	18	1888	Brenda F. Mattice	(*b*)	0	8	3	2	9	12		20,000	94,425	4,960
145	Newton Lower Falls, Mass.	Newton Hospital	150	1888	Annie McDowell	July —		34	14	3	10	10	10	101,000	66,488	15,000
146	North Adams, Mass	North Adams Hospital	50	1894	Margaret E. Stanley	May —		12	1	3	6	8	12			
147	Pittsfield, Mass	Bishop Training School of the House of Mercy.	60	1885	Anna G. Clement	Oct. 31		30	0	3	8	10	12		75,000	*c* 55,000
148	Quincy, Mass	City Hospital	25	1890	Blanche M. Thayer	June 15		6	3	2	8	12		35,000	50,000	1,000
149	Salem, Mass	Salem Hospital	50	1873	Martha P. Parker	June 30		12	6	2	10	12		25,600	204,700	650
150	South Framingham, Mass.	Framingham Hospital	25	1893	Annabel L. N. Stewart.	June 15		40	13	3	8	10	12			
151	Springfield, Mass	Hampden Homeopathic Hospital.	30	1900		Dec. 1		5	0	3	7	7		60,000		*d* 10,500
152	do	Springfield Hospital	50	1892	Annie M. Reed	Dec. 28	0	14	11	2	*a* 4	8		130,842	98,197	3,233
153	Tewkesbury, Mass	State Hospital *e*	400	1890	E. Maude Ellis	May 30	0	48	11	3	12,15	17½	20	966,500	0	0
154	Worcester, Mass	City Hospital	150	1883	Rachel A. Metcalfe		8	45	12	3	20,8	22,8	8	400,000	225,000	0
155	do	Memorial Hospital	60	1888	Caroline A. Osborne, M. D.	June 1		21	8	2	10	14				
156	Ann Arbor, Mich	Homeopathic Hospital of the University of Michigan.	80	1896	Lillian A. Waring	Oct. 1		20	8	3	4	6½	6½	100,000		
157	do	University Hospital	135	1891	L. Grace Ellsworth	(*b*)		26	14	2	4	6½		120,000	30,000	35,000
158	Battlecreek, Mich	Battlecreek Sanitarium	*350	1884	Abbie Winegar, M. D	June 30 Dec. 31	54	109	147	2		16		300,000		0
159	Big Rapids, Mich	Mercy Hospital	100	1898	Sister M. Joseph	June 30	1	10	4	2	0	0	0	35,000	0	5,500

160	Detroit, Mich	Farrand Training School of Harper Hospital.	250	1884	Lystra E. Gretter	Mar. 31	0	60	31	3				175,000	177,000	0
161	do	Grace Hospital	100	1888	Lucetta J. Gross	July 1	5	40	4	3	10	12		250,000	302,000	
162	do	St. Mary's Hospital	120	1894	Sister Mary Paul	Nov. —		26	4	3	5	5	5	100,000	0	
163	Grand Rapids, Mich	Butterworth Hospital*	75	1890	Susan J. Fisher	Apr. 25	0	17	4	2				75,000		
164	do	St. Mary's Hospital	30	1899	Sister M. Josephine	Dec. —	0	4	3	2	0	0	0	12,000	4,500	1,200
165	Kalamazoo, Mich	Borgess Hospital*	30	1894	Sister M. Raphael	Aug. 20		9	4	3				25,000		
166	Lake Linden, Mich	Lake Superior General Hospital.	20	1896	Zetta Dewette	Sept. 4	0	6	4	2	3	5		12,000	0	0
167	Saginaw, Mich	Saginaw General Hospital	40	1890	Annie M. Coleman			10	3	2½	4	6	6			
168	do	St. Mary's Hospital	90	1891	Sister M. Agnes	June 15	4	13	1	3	5	5	5	40,000	0	0
169	Duluth, Minn	St. Luke's Hospital	55	1890	Mary G. Thornton	June —		16	0	3	5	6	8	10,000	0	25,000
170	Minneapolis, Minn	Asbury Methodist Hospital	53	1892	Charlotte E. Bushnell	June —		22	6	3	8	8	8			
171	do	City Hospital	140	1891	Isabel Mildrius			22	6	2	8	8				
172	do	Deaconess Hospital	40	1891		May 30		12	8	2	6	8		16,000	6,000	2,000
173	do	Northwestern Hospital	50	1883	Eleanor Weston	June 20		24	17	3	5	5	5			
174	do	St. Barnabas Hospital*	75	1894				24	5	3	5	5	5	75,000	14,963	
175	St. Paul, Minn	City and County Hospital	275	1892	Frances D. Campbell			34	10	3				300,000		
176	do	St. Joseph's Hospital	120	1895	Sister Bernardine	June 25		33	16	3						
177	do	St. Luke's Hospital	92	1892	Cassie E. Thompson	May 31		25	8	3	2½	2½	2½	126,874	0	0
178	Winona, Minn	Winona General Hospital	47	1895	Elizabeth D. Davis	June —	0	10	3	2	(*f*)			45,000	0	0
179	Natchez, Miss	Natchez Hospital	164	1901	Miss C. Goodwin	Jan. 1	0	8	0	2	5	10		175,000		0
180	Kansas City, Mo	Agnew Hospital	20	1894	C. A. Dannaker, M. D.	Oct. 1		14	9	2	4	8			0	
181	do	University Hospital	40	1895	Helena A. Roe	Apr. 1		14	6	2						
182	do	Women and Children's Hospital.	25	1897	Helen A. Farnsworth	May 31		12	2	2		7		0	0	0
183	St. Joseph, Mo	Ensworth Deaconess Hospital.	50	1899	Olive M. Weaver	May 30		15	4	3	5	8	8	0		
184	do	St. Joseph's Hospital*	52	1895	Sister M. Agatha	June 15	3	11	2	3	5	5	5	200,000		
185	St. Louis, Mo	Evangelical Deaconess Hospital.	48	1889	Sister Magdalene Gerhold.	May 31	0	8	4	2	2½	2½	2½	35,000	0	1,395
186	do	Missouri Baptist Sanitarium	110	1896	Margaret McKinley	Apr. 1		25	18	2	6	8		125,000	0	
187	do	Protestant Hospital*	25	1891	Mary E. Stebbins		0	8	4	3	8	10	10			
188	do	Rebekah Hospital	35	1893	Mary I. Forbes	(*b*)		9	1	2	8	8				
189	do	St. Louis Baptist Hospital	50	1893	Julia H. Murphy	Apr. —		12	2	2	8	8		50,000	0	0
190	do	St. Louis City Hospital	600	1883	Emma L. Warr	(*b*)		30	10	2	10	12				
191	do	St. Louis Mullanphy Hospital	175	1894	Sister Cecilia	May 15		16	2	3	5	5	5	150,000		300
192	do	St. Louis Protestant Hospital	40	1888	I. G. Leslie	Oct. 30		12	4	3	8	10				
193	do	St. Luke's Hospital	50	1890	Gertrude M. Gibson	Apr. 30	0	25	7	2	0	5		70,000	*a* 50,000	0
194	Great Falls, Mont	Protestant Hospital	20	1900	Anna M. White	May 28	0	8	1	2	6	6		10,000		2,000
195	Omaha, Nebr	Omaha Hospital	34	1891	Allie Pfrimmer	Mar. 1		10	4	3	5	5	8			
196	do	Presbyterian Hospital	40	1892	Emma Kite	Feb. 15		16	6	2	5	6		0		
197	do	Methodist Hospital	36	1891		(*b*)	0	20	5	3	5	5	8	15,000		9,231
198	Claremont, N. H	Claremont Hospital	16	1895	Ella F. Carlin	June 30		19	3	2	8	10		*9,700		
199	Concord, N. H	Margaret Pillsbury General Hospital.	55	1889	Ellen Smith			9	2	2	12	12			*a* 40,916	4,326
200	do	New Hampshire Memorial Hospital.	18	1897	Esther Dart	June —		6	1	2	10	10		25,000	13,000	6,000
201	Keene, N. H	Elliott City Hospital	18	1893	Ella McCobb			*27	*7	2	6½	8½		15,000	14,354	7,000
202	Manchester, N. H	Elliot Hospital	38	1890	Mary E. Barr	June 1		10	4	2	8	10				

*In 1899-1900. *b* No definite session. *d* Mr. and Mrs. D. B. Wesson gave the buildings and grounds, valued at $50,000. *f* $100 at graduation.
a Approximately. *c* By bequest of Solomon N. Russell. *e* Has a department for insane.

TABLE 17.—*Statistics of training schools for nurses, for the year 1900–1901*—Continued.

	Location.	Name of school.	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 1901.		First year.	Second year.	Third year.			
	1	2	3	4	5.	6	7	8	9	10	11	12	13	14	15	16
203	Manchester, N. H	Sacred Heart Hospital*	70	1894	Sister Mary Ursula	June 30	2	8	6	3	$8	$10	$10			
204	Bayonne, N. J	Bayonne Hospital	45	1890	Margaret Orr	do	0	8	3	2	10	10		*$30,000		
205	Camden, N. J	Cooper Hospital	50	1899	Rachel Bourke			10	6	2	9	12		180,000	$303,000	0
206	do	West Jersey Homeopathic Hospital.	20	1894	Adeline W. Robson	May 28	0	10	2	3	5	6	8	9,000		$2,100
207	Elizabeth, N. J	Elizabeth General Hospital	103	1892	Marion E. Seymour	Oct. 1		25	5	3	8	10	12	125,000		
208	Hackensack, N. J	Hackensack Hospital*	40	1888	Emma F. Crum	June 1	1	6	3	2	5	10				
209	Jersey City, N. J	Christ Hospital	80	1889	Katharine Johnston	(a)		30	8	2	6,8	10,12		*103,100	*69,189	
210	Longbranch, N. J	Monmouth Memorial Hospital.	75	1896	Margaret J. Herries	June 28		12	5	2	5	10		35,000		b 5,000
211	Montclair, N. J	Mountainside Hospital	35	1891	Laura B. Illick	Dec. 31	0	10	4	3	10	12	12	20,000	0	1,000
212	Newark, N. J	German Hospital	75	1892	P. M. Deheck			16	14	2	5	5		100,000	0	0
213	do	Newark City Hospital	120	1885	Mary F. Mason	May —		30	9	2	9	13½		350,000		
214	do	St. Barnabas Hospital	75	1893	Jean Coucher	May 20		18	11	2	9	11				
215	Orange, N. J	Orange Memorial Hospital	80	1883	Fannie S. Smith			30	22	3	6	6	6			
216	Paterson, N. J	Paterson General Hospital	110	1882	Evelyn C. Kelley	June 1		24	10	2½	7	12		115,215	53,000	4,032
217	do	St. Joseph's Hospital	135	1895	Josephine Corcoran	June —		20	8	3	5	5	5	100,000	c 7,500	0
218	Plainfield, N. J	Muhlenberg Hospital	30	1894	Emma S. Messler	May 30		11	3	3	10	10	10	20,000		
219	Trenton, N. J	Mercer Hospital	40	1895	Abbie Stout	June 1	0	10	4	3	8	10	10	50,000	1,000	
220	do	Trenton City Hospital	100	1890	Myra J. Melliken	June —	1	8	1	3	5	5	5	80,000	0	0
221	Albany, N. Y	Albany Hospital	200	1897	Emily McDonnell	May 15	0	60	13	3	7	7	7			
222	Amsterdam, N. Y	Amsterdam Hospital*	26	1892	Mrs. M. D. Lingenfelter.	Sept. —		6	1	2	8	8		16,000	0	
223	Auburn, N. Y	City Hospital	60	1887	Emma Grobert	June —		12	4	3	8	10	10	29,898	45,928	2,000
224	Binghamton, N. Y	do	40	1896	Anna M. Simonson		0	15	7	2	8	10		4,500	0	
225	Brooklyn, N. Y	Brooklyn Hospital	175	1881	Isabel Merritt	(a)		40	12	3	5	5	5			
226	do	Bushwick Central Hospital	24	1900	Hilda C. Pedersen	June 1	0	6	1	3	7	9	12	22,500	0	1,222
227	do	German Hospital	100	1900	E. Margaret Pritchard.	May 31	0	22	0	3	5	5	d 5	289,581	0	0
228	do	Kings County Hospital	800	1897	Martha A. O'Neill	May 15	0	60	17	3	10	10	10	1,000,000		0
229	do	Long Island College Hospital	200	1884	Ida L. Sutliffe			57	22	3	9		15			
230	do	Memorial Hospital for Women and Children.	80	1891	Margaret M. Wallace	Apr. 1		35	13	2	8	12		140,000	0	

231	do	Methodist Episcopal Hospital.*	110	1888	Eva Hall	May 15		40	12	3	0	0	0	856,407	284,200	
232	do	St. John's Hospital	70	1896	Mabel Wilson	June —		23	3	3	5	5	5		261,322	2,523
233	do	St. Mary's Hospital	230	1889	Margaret M. McCarthy.	May 17		60	15	3		8½	8½	420,000		
234	do	Williamsburg Hospital	34	1899	Jessie H. McVean	June 1		8	2	2	8	12				
235	Buffalo, N. Y	Buffalo General Hospital	250	1877	Amy G. Goodwyn	June —	0	64	8	3	6	8	8	305,028	418,958	79,187
236	do	Buffalo Hospital of the Sisters of Charity.	350	1889	Sister Mary Rose	June 15	7	40	15	3	10,5	15,5	15,5	200,000	0	0
237	do	Children's Hospital	54	1892	Olivia Moore	May 31		9	5	2	8	12		14,000	58,500	15,452
238	do	Erie County Hospital	350	1894	Emma J. Keating			52	25	3	10	12½	15		0	0
239	do	German Deaconess Hospital*	72	1897	Ida Tabschall	Apr. 10		8	3	2	4	8		55,000		
240	do	Homeopathic Hospital	61	1887	Josephine Suetsinger	Oct. 1		20	9	2			(d)	50,000	12,000	
241	do	Lexington Heights Hospital	15	1890	Alta E. Phillips	Dec. 31	0	10	4	2						
242	do	Riverside Hospital	40	1891	Mary F. Drake	June 6		10	4	3				20,000		
243	do	Woman's Hospital	30	1892	Mrs. H. D. Storck	June 20		9	2	2	0	0		25,042		0
244	Corning, N. Y	Corning Hospital	16	1900	Frances C. Edman	June 1	0	5	0	3	7	10	12		0	
245	Elmira, N. Y	Arnot-Ogden Memorial Hospital.	80	1889	Grace R. G. Kinney	June —	0	11	4	2	9	12		150,000	150,000	
246	Flushing, N. Y	Flushing Hospital	50	1891	Mary M. Goodrich	June 30	0	14	6	2	7	12				
247	Geneva, N. Y	City Hospital	20	1899			0	6	1	2	7	7		25,000	15,315	17,950
248	Gloversville, N. Y	Nathan Littauer Hospital	25	1893	Ida M. Root		0	7	5	2½	6	10	10	40,000	13,000	
249	Jamestown, N. Y	Woman's Christian Association Hospital.	35	1890	Christina Hall	May 28	8	7	4	2	6,8	10		42,000	0	0
250	Kingston, N. Y	Kingston Hospital	21	1896	Mary A. C. Moore		0	6	1	2	8	10		20,000	5,000	0
251	Liberty, N. Y	Loomis Sanitarium	100	1898	Sarah E. McNeil	June 1		14	6	2	6	6		c500,000		
252	Long Island City, N. Y.	St. John's Long Island City Hospital.	100	1900	Caroline V. Marques	Apr. 25		10	0	2	5	5		200,000	16,000	
253	Middletown, N. Y	Thrall Hospital	24	1893	Martha Palser	(a)	0	9	5	2	8	12		20,000	21,000	0
254	New Brighton, N. Y	Smith Infirmary	100	1893	Alice I. Twitchell	Mar. 30	0	30	9	3	8	10	12			
255	New York, N. Y	Babies' Hospital	36	1889	Marianna Wheeler		0	29	23	½	5			88,231	69,394	c146,644
256	do	Bellevue Hospital, Training School for Women.	900	1873	Agnes S. Brennan			84	20	2	7	12				
257	do	Bellevue Hospital, Mills' Training School for Men.*	541	1888	Ada J. Willard		84			2½	10	12				
258	do	Beth Israel Hospital	28	1896		June 1	2	6	1	2	14,10	18,12		122,818		38,096
259	do	City Hospital Training School for Male Nurses (Blackwells Island).	450	1887	T. Amanda Silver	Jan. 1	29		10	1½	11	13½				
260	do	Colored Home and Hospital	300	1898	Harriet D. Morgan	Dec. 7		18	6	2	6	7		400,000	85,000	5,000
261	do	General Memorial Hospital	80	1893	Isabel Richmund			38	38	½				100,000		
262	do	German Hospital	200	1887	Charlotte Ehrlicher			50	23	3	5	5	d 5	435,000	250,500	7,000
263	do	Hahnemann Hospital	130	1894	Elizabeth C. Telford	(a)	0	28	10	3	7	12	15	175,000	118,000	0
264	do	Lebanon Hospital	95	1892	Rebecca Kaiser	June 20	2	22	8	2	8	10				
265	do	Mount Sinai Hospital	225	1881	Mrs. M. F. Dean	May 15		70	28	2	7	12				
266	do	New York City Training School for Nurses.	575	1875	Mary S. Gilmour	June 30		97	38	2	10	15				0
267	do	New York Hospital	230	1877	Irene H. Sutliffe	(a)	0	83	18	3	10	13	16			

*In 1899-1900.
a No definite session.
b From Mrs. Emma D. Woodhouse, of Keyport, N. J.
c Approximately.
d $100 at graduation.
e From John D. Rockefeller, $50,000; Mrs. Joseph C. Hoagland, $10,000; Mrs. Emelie R. Rogers, $10,000; James Henry Smith, $10,000.

TABLE 17.—*Statistics of training schools for nurses, for the year 1900–1901*—Continued.

	Location.	Name of school.	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 1901.		First year.	Second year.	Third year.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
268	New York, N. Y	New York Infirmary for Women and Children.	70	1886	Mary W. McKechnie	June 5	0	18	5	2½	$7	$7	$7	$287,500	$3,993	0
269	do	New York Polyclinic Hospital.	84	1897	Agnes D. Carson		0	43	16	1	12					
270	do	New York Postgraduate Hospital.	180	1897	Annie M. Rykert	May —		68	22	3	7	8	9	670,618	15,000	$15,000
271	do	Presbyterian Hospital	200	1892	Anna C. Maxwell	May 15	0	75	17	3	8	8	8	1,096,975		54,037
272	do	Roosevelt Hospital	244	1896	Mary A. Samuel	(*a*)	0	53	16	3	7	7	7	*2,080,295	*386,416	0
273	do	St. Luke's Hospital	300	1888	Annie W. Goodrich		0	98	25	3	10	10	10			
274	do	St. Mark's Hospital	81	1894	Mathilde Pope	{May 1 / Oct. 1}		30	20	2	5	5		88,500		
275	do	St. Vincent's Hospital	325	1892	Katharine Sanborn	July 1	0	39	18	3				779,120	0	
276	do	Woman's Infirmary and Maternity Home.	18	1884	Thomas L. O'Reilly, M. D.	(*a*)	0	30	30	1						0
277	Niagara Falls, N. Y	Niagara Falls Memorial Hospital.*	22	1898	Margaret W. Martin	June —		11	4	2				23,000		
278	Rochester, N. Y	Harjous Memorial Hahnemann Hospital.	35	1891	Mae Curtice	May 1	1	11	5	2	5	5				
279	do	Lee Hospital	30	1893	Jessie Neal	June 18	0	14	5	2	9	11		125,000		
280	do	Rochester City Hospital	150	1881	Mary L. Keith	June —	0	39	26	3	8	10	12	242,797	104,090	3,430
281	do	Rochester Homeopathic Hospital.	120	1889	Eva Allerton	July 1		44	12	3	7	7	7	*270,000	21,000	
282	do	St. Mary's Hospital	200	1892	Harriet Turner, M.D.	June 15	4	39	8	3	12.5	15.5	15.5	225,000	0	0
283	Sonyea, N. Y	Craig Colony for Epileptics	850	1898	Wm. P. Spratling, M. D.	May 31	*6	*10	2	2	20,14	22,16		900,000		
284	Syracuse, N. Y	House of the Good Shepherd.	125	1885	Lina Lightburne	June 1		26	6	3	8	9	10	150,000	0	*b*16,710
285	do	St. Joseph's Hospital	120	1898	Esther McCarty	(*a*)		24	10	2	5	7		132,000		
286	do	Syracuse Homeopathic Hospital.	16	1897	Edith A. Lampman	May 5		9	5	2	8	10				
287	do	Syracuse Hospital for Women and Children.	85	1887	Laura A. Slee	May 1		24	9	2	5	5			100,000	
288	Troy, N. Y	Samaritan Hospital	125	1899	Mary E. Schumacher			25	0	3	7	8	9	135,382	11,675	*c*28,000
289	Utica, N. Y	Faxton Hospital	43	1895	Nancy E. Cadmus	June 1		22	5	3	10	10	10	75,000		6,206

290	do	St. Luke's Home and Hospital.	50	1888	Harriet A. Sutherland.	Oct. 18	0	15	5	3	10	10	10			
291	Yonkers, N. Y	St. John's Riverside Hospital.	50	1894	Dora Traylen	June 30		18	9	2½	7	10	12	*200,000	*12,000	
292	do	St. Joseph's Hospital	50	1896	K. L. B. Tully	Mar. 19		18	9	2	(d)			200,000	0	0
293	Asheville, N. C	Mission Hospital	32	1896	C. Keyes	(a)		9	3	2	5	8		20,000	0	0
294	Charlotte, N. C	St. Peter's Hospital	30	1899	Katherine D. Koon			10	0	3	7½	7½	7½	14,000		
295	Akron, Ohio	Akron City Hospital	22	1898	Marie A. Lawson	June 1		8	3	2	8	12		50,000	34,900	
296	Canton, Ohio	Aultman Hospital	44	1892	Alice M. Montgomery.	Nov. 30		12	5	2	6	10		75,000		
297	Cincinnati, Ohio	Christ Hospital	84	1889	M. L. Tischendorf	Oct. 1	0	12	3	2	4	8	8	100,000	30,000	10,000
298	do	Cincinnati Hospital	450	1893	Olive Fisher	Dec. 31		63	16	3	5	7	10	1,155,000		
299	do	Jewish Hospital	60	1891	Mary H. Greenwood	June 10	0	15	5	3	4	6	8	*50,000		0
300	do	Ohio Hospital for Women and Children.	21	1887	Laura E. Ball	May 12		4	2	3	5	7	9	20,000	0	
301	do	Presbyterian Hospital	75	1894	Elizabeth M. Hartsock.	Oct. 5		14	9	3	5	7	10	90,000	0	
302	Cleveland, Ohio	Cleveland City Hospital	215	1899	S. M. Folsom	Sept.—	0	26	8	2	10	10		200,000	0	
303	do	Homeopathic Hospital	100	1884	L. Alice Chambers	Apr. 18		26	5	2½	4	6	8	125,000		
304	do	Lakeside Hospital	*225	1898	M. Helena McMillan	May 29	0	58	16	3	0	0	0	545,521	354,950	202,588
305	do	St. Vincent's Charity Hospital.	80	1898	Sister M. Charles	June 28		17	6	3						
306	Toledo, Ohio	St. Vincent's Hospital*	50	1896	Sister A. Perron	June 1		14	4	2				55,000	21,639	
307	Youngstown, Ohio	City Hospital	50	1896	Sadie A. Simms	June 30		10	2	2	8	10	12	30,000		e100,000
308	Zanesville, Ohio	Zanesville City Hospital	35	1891	M. H. Lindley	Apr. 1		6	1	2	5	8		15,000		
309	Portland, Oreg	Good Samaritan Hospital	150	1890	Emily L. Loveridge	(a)		37	11	2½	7	12		200,000	60,000	f30,000
310	do	St. Vincent's Hospital	200	1892	Sister Andrew			22	5	2½						
311	Allegheny, Pa	Allegheny General Hospital	120	1886	Alice E. Pierson			33	20	3	6	9	12	141,993	37,527	0
312	do	Presbyterian Hospital	35	1895	Margaret Strathie	May 31	0	10	3	3	7	8	10	0	33,400	7,760
313	Allentown, Pa	Allentown Hospital	29	1899	Clara V. Haring	June 30	0	8	3	2	6	8		50,000	0	0
314	Bradford, Pa	Bradford Hospital*	22		Kate M. Ryan	May 31	0	10	3	2	8	10		15,000		
315	Carbondale, Pa	Carbondale Hospital	50	1893	Florence E. Wright	Oct. 31		10	7	2	6	8		29,464	0	
316	Chester, Pa	Chester Hospital	49	1893	M. M. Albee	June—	0	12	4	2	7	9		45,000		4,500
317	Corry, Pa	Corry Hospital	20	1897	Mary Harrison			5	3	3	6	9	12	22,600		
318	Fountain Springs, Pa	State Hospital for Injured Persons.	102	1894	J. C. Biddle, M. D		0	11	8	2	7	14		186,143	0	0
319	Greensburg, Pa	Westmoreland Hospital	49	1895	Isabel M. Woodburn	May 31		7	3	3	6	10	14	30,000	0	0
320	Hazleton, Pa	State Hospital for Injured Persons.	52	1893	Annie M. Shiels	June 1		6	4		8			102,865		
321	Johnstown, Pa	Conemaugh Valley Memorial Hospital.	70	1897	Jessie L. Greene	May 31	0	18	5	2	8	12		75,000	10,000	0
322	Lockhaven, Pa	Lockhaven Hospital	18	1897	Josephine H. Griswell.	Sept. 15		5	2	2	6	8		4,000	0	1,000
323	McKeesport, Pa	McKeesport Hospital	80	1895	Lillie M. Heller			18	7	3	5	7	10	102,985		1,590
324	Meadville, Pa	Meadville City Hospital*	35	1887	Ada B. Shaw	June 1		8	3	2	6	10		23,900		
325	New Brighton, Pa	Beaver Valley General Hospital.	25	1898	N. B. Spangler	Oct. 5	0	12	5	3	5	8	10	0	0	0
326	Norristown, Pa	Charity Hospital	52	1892	Pena Schneider	June 1		12	5	2	6	9				
327	Oil City, Pa	Oil City Hospital	40	1894	Mira B. Herrick	June—		11	3	3	5	8	10	38,041	0	g7,925

*In 1899–1900.
a No definite session.
b W. B. Coggswell, of Syracuse, contributed $15,000.
c Miss Mary L. Thurman, of Troy, N. Y., built a nurses' home at a cost of $24,000.
d $100 at graduation.
e Approximately.
f From Mrs. C. H. Lewis, $20,000.
g From Mrs. Annie J. Walters, of Pittsburg, Pa., $6,925.

TABLE 17.—*Statistics of training schools for nurses, for the year 1900–1901*—Continued.

	Location.	Name of school.	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 1901.		First year.	Second year.	Third year.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
328	Philadelphia, Pa	Children's Homeopathic Hospital.	54	1896	Charlotte S. Smith	June 1	----	17	7	2½	$7	$10	-------	$120,000	$6,000	$8,000
329	----do	Children's Hospital	70	1895	F. V. Ludekens	May 1	0	27	18	2	6	9	-------	140,000	475,679	7,375
330	----do	Frederick Douglass Memorial Hospital.	18	1895	N. F. Mossell, M. D.	(*b*)	----	6	0	2	0	0	-------	17,325	0	0
331	----do	Germantown Hospital	120	1896	Maude P. Vaughan	----------	----	21	5	3	8	9	$10	131,000	290,000	10,000
332	----do	Gynecean Hospital	40	1889	Mary A. Knabb	June 30	----	10	4	2	10	10	-------	65,000	0	0
333	----do	Howard Hospital	40	1895	Maude W. Boyd	June 1	0	10	4	2	5	8	-------	100,000	90,000	0
334	----do	Jefferson Medical College Hospital.	140	1891	Susan C. Earle	May —	0	45	12	3	6	7	8	----------	----------	----------
335	----do	Jewish Hospital	75	1892	Anna Mayber	May 30	----	18	7	2	8, 10	12	15	*350,000	*250,000	----------
336	----do	Jewish Maternity Home	12	1894	----------	May 10	0	11	5	1	5	----------	----------	16,750	4,200	2,228
337	----do	Kensington Hospital for Women.	50	1884	Margaret J. Maloney	(*b*)	0	14	12	2	6	10	-------	45,000	0	0
338	----do	Medico-Chirurgical Hospital	205	------	Emma B. Masser	May 1	0	*45	*8	3	0	0	0	750,000	0	68,000
339	----do	Methodist Episcopal Hospital	75	1892	Alice M. Seabrook, M. D.	May 25	----	25	16	3	6	6	8	328,000	195,000	----------
340	----do	Orthopedic Hospital and Infirmary for Nervous Diseases.	82	1887	Margaret S. Wilson	----------	1	21	11	2	6	6	-------	150,000	200,000	11,072
341	----do	Pennsylvania Hospital	310	1876	Lucy Walker	Apr. —	----	75	15	3	10	10	10	----------	----------	----------
342	----do	Philadelphia Hospital	1,300	1885	Marion E. Smith	June 1	----	120	33	3	9	9	9	----------	----------	----------
343	----do	Philadelphia Lying-in Charity and Nurse School.*	44	1828	Jennie M. Shaw	July 1	0	28	28	1	0	-------	-------	45,000	8,811	----------
344	----do	Philadelphia Polyclinic Hospital.	67	1892	Edith Mayon	May 31	----	21	6	3	5	5	12	121,000	27,577	0
345	----do	Presbyterian Hospital	220	1889	Caroline I. Milne	----------	0	54	17	3	0	9	12	----------	----------	----------
346	----do	Protestant Episcopal Hospital.	350	1888	Mary S. Littlefield	June —	----	60	19	3	8	10	12	494,452	2,223,370	10,750
347	----do	St. Agnes Hospital	213	1896	Sr. M. Maura	May —	1	10	6	3	5	5	5	*400,000	----------	----------
348	----do	St. Joseph's Hospital	190	1892	Sister Angeline	June 15	0	40	11	3	5	5	5	----------	----------	----------
349	----do	St. Luke's Homeopathic Hospital.*	27	1896	Katharine Johnson	May 24	----	9	0	3	6	6	7	9,500	----------	----------

350	do	St. Timothy's Memorial Hospital.	32	1899	Beatrice G. Cunningham.		0	8	5	2	8	9		78,590		10,000
351	do	Samaritan Hospital	55	1894	Wilhelmina Salen	Oct. —	0	15	3	3	5	5	5	40,000		
352	do	University of Pennsylvania Hospital.	280	1886	Jean W. Macpherson	June 30	0	*67	30	3	8	10	12			15,000
353	do	West Philadelphia Hospital for Women.	36	1890	Maude A. Crawford	(b)	0	13	7	2	5	10		59,735	43,331	
354	do	Woman's Hospital	130	1861	Laura Goldsmith	May 20		58	20	3	4	4	10	200,000	287,358	2,000
355	Phoenixville, Pa	City Hospital	40	1900	Constance V. Curtis		1	8	2	2½	4	8⅓	8⅓	35,395	6,400	6,400
356	Pittsburg, Pa	Homeopathic Hospital	160	1885	Ida F. Giles	Mar. 31	0	36	13	3	5	8	12	350,000	140,000	
357	do	South Side Hospital	70	1895	Ada Yates	(b)		17	5	3	8	10	12	95,000	10,000	
358	do	Western Pennsylvania Hospital.	230	1892	Ella S. Book	May 15	0	65	17	3	6	8	10	500,000	12,000	c 75,000
359	Pottstown, Pa	Pottstown Hospital	36	1892	Mary A. Fisher	June 30	0	9	3	2½	4	10½	10½	46,401	30,200	0
360	Pottsville, Pa	Pottsville Hospital	50	1895	E. F. Darling	Mar. 1		14	4	2	5	8		51,181	43,950	18,950
361	Reading, Pa	Reading City Hospital	75	1889	Louise Brakemeier	June 30	0	22	6	2½						
362	Scranton, Pa	Hahnemann Hospital	28	1897	Grace E. M. Smith	Nov. 21	0	9	2	2	5	8				
363	do	Lackawanna Hospital	92	1893	Elin K. Kraemer	June 15		21	7	2	5	8		100,000		
364	do	Moses Taylor Hospital	84	1894	Vanet G. Grant	May —	0	15	4	2	5	8		*330,014		
365	South Bethlehem, Pa	St. Luke's Hospital	62	1885	Victoria White	Oct. 18	0	15	12	2				85,000	276,105	0
366	Westchester, Pa	Chester County Hospital*	50	1894	J. King	May 25	0	15	8	3	6	8	10	50,000	14,600	
367	Wilkesbarre, Pa	City Hospital*	125	1888	Roberta M. West	June 15	0	20	10	2				127,487	20,000	
368	Williamsport, Pa	Williamsport Hospital	80	1884	Daisy B. Mann	May 1	0	21	9	3	8	10	12	100,000	2,500	1,000
369	York, Pa	York Hospital	24	1894	Mary M. Tyler	(b)	0	5	2	3	7	7	7	a 15,000		4,500
370	Newport, R. I	Newport Hospital	50	1882	Lucy V. Pickett	Sept. 30	0	21		3	6	6	d6			
371	Providence, R. I	Providence Lying-in Hospital	60		Jane A. Wright			26	16		10			18,352		
372	do	Rhode Island Hospital	325	1882	Lucy C. Ayers	June 25	15	70	19	3	20,8	25,10	25,12	*1,000,000	714,000	
373	do	St. Joseph's Hospital	135	1896	Sister Mary Betrand	June 30	3	18	0	3	12,8	15,10	20,12	200,000	0	
374	Charleston, S. C	City Hospital	150	1895	Leila V. Jones	Aug. —		17	7	2	7	10		100,000	0	0
375	do	Hospital and Training School for Nurses.	16	1897		Oct. 1	0	10	4	2	0	0		5,000	0	
376	Clinton, S. C	Fairchild Infirmary of Thornwell Orphanage.	14	1893	John W. Young, M.D.	June 23		6	2	2		5		5,000	0	
377	Memphis, Tenn	City Hospital	125	1898	Ada Robinson	June 29	0	12	8	2	10	10		150,000	0	0
378	Nashville, Tenn	City Hospital	120	1890		(b)		11	5	2	15	15		75,000		
379	Salt Lake City, Utah	St. Mark's Hospital	80	1893	Nellie F. Crossland	Sept. 1		30	8	3	c6	8	9	80,000	0	0
380	Proctor, Vt	Proctor Hospital	8	1898	Letitia Jackson	June 30		8	3	2	8	12		3,000	0	0
381	Alexandria, Va	Alexandria Infirmary	50	1894	Marjorie Adamson			*4	2	3	7	7	7	*40,000		
382	Danville, Va	Home for the Sick	20	1897	Lucy A. Tharp		0	5	1	2	7	9		10,000		0
383	Hampton, Va	Hampton Training School for Nurses.	23	1891	Frances Weidner, M. D.		1	21	7	2	4	4		6,000	4,000	
384	Norfolk, Va	Norfolk Protestant Hospital.	40	1888	Mattie T. Shackleford.	June 1	0	10	3	3	6	6	6	50,000	9,000	0
385	do	St. Vincent's Hospital	300	1893	Sister M. Teresa	June 15	0	21	0	3	5	5	5	400,000		
386	Petersburg, Va	Home for the Sick*	24	1895	L. Nevins Ions	June 30	0	5	3	2	7	9		10,000	5,000	
387	Richmond, Va	Old Dominion Hospital	80	1896	C. V. Austin	June —		22	0	3				60,000	0	0
388	do	St. Luke's Hospital	40	1886	Louise M. Powell	(b)	0	22	6	3	8½	8½	8½	45,000	0	0
389	do	Virginia Hospital*	70	1893	Agnes Randolph	Oct. 1		18	6	3	6	8	10	30,000	0	
390	Seattle, Wash	Seattle General Hospital	60	1897	Sabina Pemberton			20	4	3	5	8	8	50,000	36,000	

*In 1899–1900.
a Approximately.
b No definite session.
c From estate of F. R. Brunot, $42,750; from estate of H. M. Curry, $23,750.
d And $75 at graduation.
e In addition to $60 at graduation.

TABLE 17.—*Statistics of training schools for nurses, for the year 1900–1901*—Continued.

	Location.	Name of school.	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 1901.		First year.	Second year.	Third year.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
391	Spokane, Wash	Maria Beard Deaconess Home and Hospital.	22	1897	Mary P. Johnson, M. D.			9	4	2	$5	$8		$11,000		
392	Tacoma, Wash	Fannie C. Paddock Memorial Hospital.	80	1894	Zula Shelton	Sept.—		18	4	2	5	10		50,000	$11,000	
393	Wheeling, W. Va	City Hospital	125	1891	Estel L. Heinrichs		0	15	8	2	7	8				
394	Ashland, Wis	Dodd's Hospital	30	1890	Kathryna Wilcox	Oct. 1		10	1	2	(b)				0	0
395	La Crosse, Wis	St. Francis Hospital	110	1890			2	8	3	3	18, 8½	21, 18	$21, 18	70,000		0
396	Milwaukee, Wis	St. Mary's Hospital	120	1894	Sister Lucia	June 15		37	9	3	5	5	5			
397	do	Trinity Hospital	100	1889	N. E. Casey	do		60	18	2				100,000		
398	do	Wisconsin Training School of Lakeside General Hospital.	30	1890	Maria Tweed	Oct. 15		18		2						
399	Oconomowoc, Wis	Waldheim Sanitarium	50	1892		June 1		12	5	2				80,000		0
400	Palmyra, Wis	Palmyra Springs Sanitarium	40	1898	Katherine Kearney	June 15	0	18	5	3	5	10	15			0
401	Wausau, Wis	Riverside Hospital	26	1901	Lydia Fry			5	0	2	4	6		25,000	1,000	0
402	Wauwatosa, Wis	Milwaukee County Hospital.	250	1896	Mrs. E. C. Johnson	July 15	0	22	9	2	8	10		250,000		
403	Rock Springs, Wyo	Wyoming General Hospital	50	1898	Lucia Edwards	May 30		4	1	2	10	10		50,000		
		HOSPITALS FOR THE INSANE.c														
404	Tuscaloosa, Ala	Alabama Bryce Hospital for Insane.	1,545	1895	S. S. Crawford Mary L. Buck	June 28	12	26	7	2	a19 a14	a25 a17		750,000	0	0
405	Washington, D. C	Government Hospital for the Insane.	2,167	1900	Lelia Pizzini	June 1	26	31	27	2	20, 18	25, 20		*1,250,000		
406	Hospital, Ill	Eastern Illinois Hospital for Insane.	2,200	1884		May 2	24	30	14	2	18–25 14–18	25–30 18–25		1,227,495		0
407	Logansport, Ind	Northern Indiana Hospital for Insane.	741	1896		June 1	37	34						576,820		
408	Clarinda, Iowa	State Hospital for Insane	960	1895	Max E. Witte	May —	12	13	8	2	16–27	16–27		*867,780		0
409	Glenwood, Iowa	Hospital of Iowa Institution for Feeble-Minded Children	935	1898	F. M. Powell, M. D	May 25	9	17	8	2						
410	Independence, Iowa	State Hospital for Insane	1,050	1889	Emma E. Wiggin	May 22	40	50	12	2	19½ 15½	23½ 19½		1,250,000	0	0
411	Mount Pleasant, Iowa	State Hospital for Insane*	940	1897	Jennie Glass	June 1	9	21	4	2	22, 18	24, 20		1,000,000		

412	Hathorne, Mass	Danvers Insane Hospital	1,066	1889	Jennie G. Maddox	June 5	0	35	6	2	15½	17½		1,539,705		0
413	Northampton, Mass	Northampton Hospital for Insane.	610	1898	Mrs. C. V. S. Glidden	June —		20	0	2	14-18	20		569,000	0	0
414	Taunton, Mass	Taunton Hospital for Insane	890	1896	Linda Richards	May 29	40	40	6	3	20,15	25,16	25,16	467,600	0	0
415	Waverley, Mass	McLean Hospital	160	1882	Lucia E. Woodward	May 31	51	46	28	2	20,12	23,15		1,578,466	207,442	0
416	Westboro, Mass	Westboro Hospital for Insane	690	1889		June —	37	50	10	2	{20-22 {14-16	24-26 17-18		497,442		
417	Kalamazoo, Mich	Michigan Asylum for the Insane.	1,437	1891	Wm. M. Edwards, M. D.	June 4	42	55	21	2	24,14	26,18		1,094,621		0
418	Newberry, Mich	Upper Peninsula Hospital for Insane.	391	1897	G. L. Chamberlain	Apr. 11	10	10	3	2	22,16	24,18		*300,000		
419	Pontiac, Mich	Eastern Michigan Asylum	1,065	1891	E. A. Christian	June 18	26	25	11	2	20,16	21,17		900,000		
420	Fergus Falls, Minn	{Fergus Falls State Hospital} for Insane.	1,342	1894	{John Hogland {Myra B. Gray	June 1	34	37	30	2	{18-23 {12-17	18-23 12-17		1,000,000	0	0
421	Rochester, Minn	Rochester State Hospital	1,105	1891	Arthur F. Kilbourne	June 1	12	23	16	2	18,12	23,17		500,000	0	0
422	St. Peter, Minn	St. Peter State Hospital for Insane.	960	1889		Sept. 15	*19	*23	*13	2	18,12	23,17		1,500,000		0
423	St. Joseph, Mo	State Hospital for the Insane, No. 2.	1,130	1898	Mrs. S. McCormic	Apr. 10	50	45	0	4				400,000	0	0
424	Concord, N. H	New Hampshire Asylum for the Insane.	435	1888	Millie C. Godfrey	June 1	0	30	6	2	12-14	14-16		750,000	302,507	0
425	Morris Plains, N. J	New Jersey State Hospital	1,400	1894	Mary R. Keegan	May 23	18	17	7	2	{20-24 {16-18	24-30 18-24		3,200,000	0	0
426	Newark, N. J	{Essex County Hospital for Insane.	933	1885	{Elizabeth Harvey {Edwin Conover	Apr. 15	11	15	14	2	20,14	24,17		*a* 800,000	0	0
427	Binghamton, N. Y	Binghamton State Hospital	1,396	1892		May 15	20	20	15	2	20,14	22,16		*1,000,000		
428	Brooklyn, N. Y	Long Island State Hospital at Flatbush	1,186	1896	Robert M. Elliott, M. D.		4	7	10	2	20,14	22,16				
429	Buffalo, N. Y	Buffalo State Hospital	1,870	1884		May 10	38	53	36	2	20,14	23,17		*a* 2,500,000		0
430	Central Islip, N. Y	Manhattan State Hospital, Central Islip division.	1,300	1896	G. A. Smith, M. D	May 22	14	6	7	2	20,14	22,16		1,300,000		0
431	Gowanda, N. Y	Gowanda State Homeopathic Hospital.	352	1898	Daniel H. Arthur, M. D.	Apr. 28	4	8	7	*d* 2	20,14	22,16		500,000	0	$8,000
432	Kings Park, N. Y	Long Island State Hospital	2,807	1896		May 10	13	17	11	2	25,20	26,21		3,700,000	0	0
433	Middletown, N. Y	Middletown State Homeopathic Hospital.	1,242	1889	Selden H. Talcott, M. D.	Apr. 15	18	12	11	2	20,14			1,137,646		
434	New York, N. Y	Manhattan State Hospital, East.	1,987	1896	A. E. McDonald, M. D.	Apr. 30	79	0	14	2	20	23		1,622,528	0	0
435	do	Manhattan State Hospital, West.	2,813	1896	E. C. Dent, M. D	Apr. 20	1	70	38	*d* 2	14	17		2,316,438	0	0
436	Ogdensburg, N. Y	St. Lawrence State Hospital	1,676	1891	Wm. Mabon, M. D	May 10	10	28	11	*d* 2	20,14	23,17		*2,568,881		
437	Poughkeepsie, N. Y	Hudson River State Hospital.	2,077	1886	Charles W. Pilgrim, M. D.	May —	4	13	8	*d* 2	25,20	26,21		2,420,099		
438	Rochester, N. Y	Rochester State Hospital	590	1890	M. E. May	Sept. 30	5	11	7	2	20,14	23,17		275,000		
439	Utica, N. Y	Utica State Hospital	1,124	1888		May 10	7	17	13	2	20,14	23,17		1,085,000		0
440	Willard, N. Y	Willard State Hospital	2,247	1887		do	9	23	15	2	25,20	28,23		1,396,244		
441	Cleveland, Ohio	Cleveland State Hospital*	1,115	1891	A. B. Howard	Apr. 9	16	21	16	2	23,16	26,17		1,500,000		

*In 1899-1900.
a Approximately.
b $100 at graduation.
c In hospitals for insane the number of inmates is given instead of beds for patients.
d Three years hereafter.

TABLE 17.—*Statistics of training schools for nurses, for the year 1900–1901*—Continued.

	Location.	Name of school.	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 1901.		First year.	Second year.	Third year.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		HOSPITALS FOR THE INSANE—continued.														
442	Columbus, Ohio	Columbus State Hospital for Insane.	1,400	1898	Wm. Riddle	Mar. 1	37	41	14	2	$25,16	$27,18	------	$1,500,000	0	------
443	Danville, Pa	State Hospital for the Insane.	970	1889	H. B. Meredith, M. D.	June 15	29	32	20	2	{18–30 / 14–21}		------	------	------	------
444	Dixmont, Pa	Western Pennsylvania Hospital for the Insane.	717	1895	H. A. Hutchinson, M. D.	Apr. 30	70	40	9	2	20,16	23,18	------	1,035,089	------	0
445	Norristown, Pa	Norristown State Hospital for Insane.	1,096	1894	D. D. Richardson, M. D.	Jan. 1	30	----	19	2	18	18	------	1,176,000	------	------
446	Philadelphia, Pa	Friends' Asylum for the Insane.	155	1894	Grace E. White, M. D	May 27	33	37	7	2	18,13	22,20	------	250,000	------	------
447	Providence, R. I	Butler Hospital	175	1896	Mary J. Moffitt	June 15	47	35	10	2	23,13	25,15	------	1,500,000	$325,000	$56,000
448	Marion, Va	Southwestern State Hospital.	431	1895	------	------	5	19	----	2	15	16	------	150,000	------	0

CHAPTER XXXVII.

AGRICULTURAL AND MECHANICAL COLLEGES.

The reports for the year ending June 30, 1901, received from the presidents 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 the several States have received under the act of Congress of July 2, 1862, for the establishment of such institutions, 10,320,843 acres of land, of which 1,030,572 acres remained unsold at the close of the fiscal year. The invested funds received from the sale of the 9,290,271 acres of land amount to $10,806,780, yielding an income of about 6.3 per cent. Unsold lands received under the act of July 2, 1862, ranging in amount from 40 to 200,000 acres, are held by 17 States. Seven of the States last admitted into the Union have sold none of their lands, owing to the fact that Congress specified $10 per acre as the minimum sum for which such lands should be sold. The value of the unsold lands as given in the reports of the presidents of the several institutions is estimated at $6,301,000, or at an average of about $6 per acre.

In addition to the funds derived from the land-grant act of July 2, 1862, 11 institutions report an aggregate amount of $1,697,134, yielding an annual income of $54,446, received from other lands granted by the General Government.

INCOME.

The income of these institutions for the year ending June 30, 1901, was derived from the following sources:

From States and Territories		$3,073,736
From the Federal Government:		
Land-grant act of July 2, 1862	$682,690	
Other land grants	54,446	
Endowment act of August 30, 1890	1,200,000	
Total Federal aid		1,937,136
From endowments other than Federal or State sources		553,503
Tuition fees		606,530
Incidental fees		354,091
Miscellaneous income		800,608
Total income		7,325,604
Received from the Federal Government for experiment stations		681,000

PROPERTY.

The total value of the property held by the agricultural and mechanical colleges amounts to $68,084,925, divided as follows:

Land-grant funds (act of July 2, 1862)	$10,806,780
Unsold land (act of July 2, 1862)	6,301,000
Other land-grant funds	1,697,134
Other permanent funds	14,690,455
Farms and grounds	4,540,014
Buildings	20,866,618
Apparatus	1,551,766
Machinery	826,491
Libraries	2,009,272
Miscellaneous equipment	4,795,395
Total	68,084,925

The value of the additions to equipment during the year amounts to $1,932,058.

STUDENTS.

The total number of students reported in the agricultural and mechanical departments of these institutions was 29,950, of which number 23,872 were men and 6,078 women. Of the total number, 14,282 men and 2,202 women were enrolled in the regular undergraduate departments, 503 men and 123 women were pursuing graduate or advanced courses, and 3,214 men and 1,016 women were pursuing short or special courses.

The enrollment of students in the various courses from 1895 to 1901 was reported as follows:

Course.	1894–95.	1895–96.	1896–97.	1897–98.	1898–99.	1899–1900.	1900–1901.
Agriculture	2,712	2,881	3,053	3,190	4,390	5,035	5,625
Mechanical engineering	2,413	2,526	2,484	2,723	3,355	3,938	4,570
Civil engineering	1,107	1,527	1,499	1,551	1,463	1,964	1,859
Electrical engineering	1,349	1,616	1,340	1,213	1,325	1,617	1,806
Mining engineering	163	424	503	572	587	822	865
Chemical engineering							393
Textile engineering							112
Architecture	264	537	226	193	225	191	191
Household economy	321		457	722	1,573	1,868	2,432
Veterinary science	395	471	336	459	646	1,167	984
Dairying						1,215	1,462

The average age of the students graduating in 1901 from fifty of the sixty-five institutions was 22 years.

CHANGES IN COURSE OR METHODS OF INSTRUCTION.

1. AGRICULTURE.

University of California.—There has been added a department of dairy husbandry and animal industry with full laboratory equipment (model dairy) and herd. A department of irrigation has also been added.

University of Minnesota.—A special lecture course for men of mature age who desire special knowledge on subjects pertaining to agriculture was inaugurated in January and continued for ten weeks. It was attended by 28 farmers, mostly young men, who evinced such a desire for knowledge along special lines as to warrant the continuation of this work and give hope that it will fill a want that has long been felt by those who are actively engaged in farming.

For the first time in the history of the institution girls graduated at the School of Agriculture have attended the College of Agriculture. The college course has been arranged to meet the needs of lady students and bids fair to equal in popularity that pursued by the boys.

Lincoln Institute (Missouri).—The legislature made a special appropriation of $2,000 to be used in the study and practice of agriculture. A teacher of agriculture has been employed for the ensuing year.

University of the State of Missouri.—The last general assembly provided $5,000 for the establishment of a chair of dairy husbandry and to defray expenses of travel, publications, etc. With the aid of this appropriation instruction will be offered in creamery management, cheese making, and professional dairy work.

In the summer school of agriculture and horticulture teachers are prepared to introduce the elements of agriculture and horticulture into the public schools of the State. The fortieth general assembly so amended the laws governing the public schools as to permit and encourage the introduction of elementary agriculture and horticulture into the courses of study. Agriculture is now being successfully taught in at least half a dozen high schools of the State, in one of the State normal schools, and in a number of rural district schools, and will be introduced next year into another of our State normal schools and a number of public schools. Already the teachers in several counties have formed themselves into an organization for the promotion of this work, and for the improvement of the methods of giving this instruction.

University of Nebraska.—New courses have been added in animal husbandry and agriculture. The department of dairy husbandry has been established. An associate dean of the industrial college (college of agriculture and mechanic arts) has been created to have full charge of agricultural instruction and work.

Nevada State University.—For the first time short courses were offered in agriculture and dairying. The courses were to be given from February 1 to March 29, 1901. There were no students for the short course in agriculture. Three men and two women took the course in dairying, and two of the men are now in charge of creameries.

Cornell University (New York).—The university is prosecuting a large amount of work in extension teaching by means of State funds. The annual appropriation, which now amounts to $35,000, is made by the legislature for the purpose of extending agricultural knowledge among the people of the State. This work has fallen into two great lines: First, the itinerant experimentation and the inspection of farms; second, direct teaching. Under the second category are included two more or less distinct and coordinate movements, the nature-study work, designed to reach the teachers and the school children of the State, with the particular object of interesting them in rural affairs, and the farmers' reading course, which endeavors to interest farmers and farmers' wives in reading on distinct agricultural problems. In order to prosecute these various lines of endeavor, several publications have been issued by the College of Agriculture aside from the regular experiment station bulletins. The leading publications have been as follows: Nature Study Quarterly, designed for the use of teachers in the public schools; the Junior Naturalist Monthly, which is prepared for the use of the pupils in the grades; the Home Nature Study lesson for those teachers who desire to inform themselves at home along specific lines of nature-study work; the Farmers' Reading Course lesson, which supplies the text for all those persons who join the reading course; Farmers' Wives' Reading Course lesson, which is a coordinate serial for farmers' wives. All this work is meeting with approval by the people of the State.

Ohio State University.—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 will be held at the Ohio State University from July 7 to August 1, 1902. The school is open to both sexes, but admission is limited to persons who have taken a bachelor's degree and to nongraduates who are recommended by the faculties of the colleges with which they are associated as persons properly qualified to profit by advanced instruction in agriculture.

Instruction will be given in three main lines—agronomy, zootechny, and dairying. A special course in animal and plant breeding will also be given. The course in agronomy will include climatology and soil physics, vegetable physiology, fertilizers, and the culture and management of field crops. The course in zootechny will include the principles of animal form, the breeding and nutrition of domestic animals, and the application of these principles to the choice and management of beef and dairy cattle, sheep, swine, and horses. The course in dairying will include the science of dairying, especially its chemistry and bacteriology, the application of the science in practice, and demonstrations of improved methods of butter and cheese making.

President W. O. Thompson, D. D., LL. D., of the Ohio State University, is president of the faculty, and the dean is Director A. C. True, Ph. D., of the Office of Experiment Stations of the United States Department of Agriculture.

The instructors in agronomy are as follows: Prof. F. H. King, Prof. Milton Whitney, Lyman J. Briggs, Ph. D., and Prof. B. T. Galloway, of the Department of Agriculture; Prof. W. D. Gibbs, M. S., of the New Hampshire College of Agriculture and Mechanic Arts; Prof. E. B. Voorhees, Sc. D., of Rutgers Scientific School (New Jersey); Prof. H. J. Wheeler, Ph. D., of the Rhode Island College of Agriculture and Mechanic Arts; Prof. Cyril G. Hopkins, Ph. D., of the University of Illinois; and Prof. John F. Duggar, M. S., of the Alabama Polytechnic Institute.

The instructors in zootechny are as follows: Prof. H. P. Armsby, Ph. D., of Pennsylvania State College; Director W. H. Jordan, Sc. D., of the New York State Experiment Station; Prof. C. F. Curtiss, M. S. Agr., of the Iowa State College; Prof. H. J. Waters, B. S. A., of the University of Missouri; Prof. M. A. Scovell, M. S., of the Agricultural and Mechanical College of Kentucky; Prof. T. L. Haecker, of the University of Minnesota; Prof. C. D. Smith, M. S., of the Michigan Agricultural College; Prof. Thomas F. Hunt, M. S., of the Ohio State University; and John A. Craig, B. S. A., editor of Iowa Homestead.

The instructors in dairying are Prof. H. W. Conn, Ph. D., of the Storrs Agricultural Experiment Station; L. L. Van Slyke, Ph. D., of the New York State Experiment Station; Prof. H. H. Wing, M. S., of Cornell University; Prof. G. L. McKay, of the Iowa State College; Prof. J. W. Decker, B. Agr., of the Ohio State University, and E. W. Allen, Ph. D., and H. E. Alvord, C. E., of the Department of Agriculture.

The instructors in plant and animal breeding are Prof. L. H. Bailey, M. S., of Cornell University; Prof. Eugene Davenport, M. Agr., of the University of Illinois; H. J. Webber, Ph. D., of the Department of Agriculture; Prof. W. M. Hays, M. S., of the University of Minnesota, and Prof. C. S. Plumb, B. S., of Purdue University (Indiana).

The expense for attendance on the school is limited to a matriculation fee of $6. Board and lodging may be obtained for from $5 to $7 per week.

University of Tennessee.—In the agricultural department the short course has been developed and extended. There are now a general agricultural course, a dairy course, and a horticultural course. These are so arranged that a student can get a second year's work when desired.

Agricultural and Mechanical College of Texas.—The agricultural department

offers two short (ten weeks) courses for the winter term of 1902 and the horticultural department offers one course. They are designed to give a large amount of practical information during the ten weeks of the winter term to those men who do not desire to obtain a thorough college education. These courses are open only to young men 18 years of age or over.

West Virginia Colored Institute.—Nature study has been introduced, and commendable progress is noted in this interesting line of work.

2. ENGINEERING.

University of Idaho.—The department of mechanical engineering was created by the board of regents in June, 1901. It occupies five rooms, especially designed for its use, in the north end of engineering hall. On the first floor is a machine shop, 35 by 55 feet, an office, 12 by 21 feet, and in the basement an engine and boiler room, 33 by 25 feet. A wood-working shop, 35 by 55 feet, and a drafting room, 21 by 12 feet, are located on the second story.

Purdue University (Indiana).—Only minor changes have been made in courses of instruction, these relating chiefly to the course in civil engineering and with the purpose of securing more time to the student for instruction in professional subjects. A locomotive museum has been established in connection with the school of mechanical engineering, for which three locomotives, representing types now going out of use, were secured.

Massachusetts Institute of Technology.—A graduate course in electrical engineering leading to the degree of M. S. has been established. The course is rich in advanced professional courses. Other graduate courses are planned but not yet adopted.

University of Minnesota.—During the past year the mechanical engineering department has moved into more commodious quarters for its shop work, and many improvements have been made in the administration of the work. The machinery equipment is, however, inadequate to the demands for instruction, and it is hoped that an appropriation may soon be obtained by which this difficulty will be overcome. The overcrowded condition of the present mechanic arts building will also be materially relieved by the erection of an addition, to cost $10,000, to the shop building, which will be used for recitation and drawing rooms for the mechanical engineering department. A power house and an electrical laboratory to cost $45,000 will also afford much relief and additional facilities for instruction in the work of electrical and steam engineering.

Mississippi Agricultural and Mechanical College.—Heretofore there have been maintained the agricultural and the mechanical courses, which differed only in the junior and senior years. In the future there will be three courses, the additional one being the textile course. The freshman year is the same in each course, the differentiations taking place in the sophomore year.

University of the State of Missouri.—The engineering department has made a systematic study of the water power of the State, especially with reference to the feasibility of developing the power and transmitting it electrically to convenient and suitable manufacturing centers. The coals of Missouri have also been the subject of investigation by the professor of mechanical engineering, in cooperation with the professor of agricultural chemistry, with special reference to their chemical composition, burning qualities, and heat value. The professor of civil engineering has under way a study of the natural cement materials of the State and the best ways of combining them in the manufacture of cement. The building stone of Missouri is the subject of a special investigation by the professor of geology.

Nevada State University.—A short course in assaying was offered from Feb-

ruary 1 to March 29, 1901. Three men took the course, and they are now engaged in profitable mining. Under the head of university extension a branch school of mines was established at Virginia City with gratifying results.

Washington Agricultural College and School of Science.—In order to make available the facilities in the mechanical engineering laboratories, the college has established a one-year course for artisans and tradesmen. No one under 21 years of age will be enrolled in the course. The student will be admitted to such artisan work as is assigned by the department. The instruction offered is as follows:

First semester: Forge work, 108 hours; machine shop, 108 hours; mechanical drawing, 180 hours; apprentice work in boiler room, 180 hours, and 10 lectures.

Second semester: Foundry practice, 108 hours; pattern making, 108 hours; beginning steam-engineering practice, 72 hours; power transmission, 32 lectures; dynamo and engine room apprentice work, 180 hours; traction-engine practice (Fridays and Saturdays).

3. DOMESTIC ECONOMY.

University of Illinois.—A department of household science has been established. The courses of instruction given in the department are planned to meet the needs of two classes of students, viz: (a) Those students who specialize in other lines of work but who desire a knowledge of the general principles and facts of household science; (b) those students who wish to make a specialty of household science by a comprehensive study of the affairs of the home, together with the arts and sciences whose applications are directly connected with the management and care of the home. The four-year course leads to the degree of Bachelor of Science.

University of the State of Missouri.—A department of domestic economy was established at the beginning of the year 1900–1901, and during the year 39 students were enrolled in the course. Two courses are offered, an elementary course for the housekeeper and a technical course intended to prepare teachers for this work. The elementary course covers one year and the teachers' course covers two years.

Nevada State University.—The school of domestic art and science attached to the College of Agriculture was opened for students with the second semester, January 8, 1901. Students who have completed the eighth or ninth grade of the public schools are admitted by examination or by certificate from accredited schools.

4. GENERAL.

Agricultural and Mechanical College for Negroes, Normal, Ala.—In a general way the curriculum has been greatly improved. The teaching force, both literary and industrial, was increased and strengthened. An effort was made to cut down the enrollment, giving better accommodations and bringing the student in personal contact with the teacher, and so contributing to a better grade of citizenship. The nurse-training and cooking departments have been greatly improved.

Georgia State College of Agriculture and Mechanic Arts.—Two new courses of instruction in the school of chemistry have been added during the year: (1) Physical chemistry (lecture and laboratory), half year, three hours per week; (2) electro-chemistry (lecture and laboratory), half year, three hours per week.

University of Maine.—The most important changes in instruction are the introduction of two courses in American literature, the extension of courses in Spanish, the establishment of a laboratory for experimental psychology, the establishment and equipment of lecture and laboratory courses in industrial chemistry, the reorganization of the work in biology.

Massachusetts Agricultural College.—Increased instruction in French and German has been provided and one addition has been made to the faculty. The chair of military science and tactics has been filled by the detail of a retired army officer. Out of the additional income for the maintenance of the college appropriated by the State a librarian has been provided and means for the repair and purchase of books.

Agricultural and Mechanical College for the Colored Race (North Carolina).—The three-year preparatory course, the woman's course, and the four-year college course have been reduced to a four-year course exclusively for men. The first two years will be devoted to the work of the trade school, while during the remaining two years students will be given general technical work largely of their own election. In this reduction the technical studies have been retained, the elimination being mostly in the English or literary studies.

North Dakota Agricultural College.—One year of English has been added to the regular courses of study. This is in addition to previous requirements.

Oregon State Agricultural College.—A two-years' business course has been authorized for the year 1901–2 and thereafter.

Rhode Island College of Agriculture and Mechanic Arts.—A course in general science has been established.

Agricultural and Mechanical College of Texas.—A course in general science has been established.

Prairie View State Normal and Industrial College (Texas).—A four-year college course has been established in addition to the four-year normal-industrial course.

University of Vermont and State Agricultural College.—A course in commerce and economics has been established.

PRACTICAL WORK.

The practical application of knowledge acquired is one of the chief features of the agricultural and mechanical colleges. Thus the students in agriculture are required to apply their theoretical knowledge to practice on the farm, in stock judging, in the college dairy, etc. The students in mechanical and electrical engineering must do actual work in the shops and in the inspection of engineering works, especially in the neighborhood of the several institutions, and the students in mining engineering[1] make excursions to the various sections of the country, inspecting the workings of the different kinds of mines, and often taking part alongside of miners in the actual performance of the work. The students of a number of the agricultural colleges take part annually in stock-judging contests.

The following account of a stock-judging contest by the students of the Ohio State University has been furnished by President W. O. Thompson, of that institution:

STOCK-JUDGING PRIZES TO OHIO STUDENTS.

One of the novel features of the recent two weeks Ohio State Fair, and one that attracted considerable favorable comment on the part of stockmen and visitors generally, was a live-stock judging contest by twenty-six students of the Agricultural College of the Ohio State University, prizes having been contributed by leading breeders of the State.

The contest was conducted by Professors Hunt, Gibbs, and Decker, and Mr. Ruhlen, of the department of agriculture of the university. The method of conducting the contest was to bring five animals of a given class into the ring and give the students thirty minutes to place first, second, and third, and write down their reasons for so doing. The students' judgment was then passed upon by expert

[1] For a statement of the instruction in mining engineering offered by the institutions of the country, see Chapter XLVI.

judges, who explained to the students the reasons for placing the animals in a given manner.

The judges who passed upon the students' work were as follows:

Horses, J. B. McLaughlin, Columbus, Ohio.
Beef cattle, O. E. Bradfute, Cedarville, Ohio.
Dairy cattle, A. T. Dempsey, Westerville, Ohio.
Sheep, Dwight Lincoln, Marysville, Ohio.
Swine, Reuben Gentry, Biltmore Farms, N. C.

The successful contestants were as follows:

Prize.	Name.	Post-office address.
HORSES.		
First prize	D. A. Tobias	Bucyrus, Crawford County, Ohio.
Second prize	H. C. Mallow	Washington, Fayette County, Ohio.
Third prize	Merritt Harper	Grove City, Franklin County, Ohio.
Fourth prize	J. A. Folsom	Franklin Furnace, Scioto County, Ohio.
Fifth prize	Lamotte Ruhlen	Plain City, Madison County, Ohio.
BEEF CATTLE.		
First prize	E. L. Shaw	Newark, Licking County, Ohio.
Second prize	F. E. Hamilton	Brownsville, Licking County, Ohio.
Third prize	C. C. Hatfield	Lebanon, Warren County, Ohio.
Fourth prize	J. A. Folsom	Franklin Furnace, Scioto County, Ohio.
Fifth prize	O. A. Pettiford	Wauseon, Fulton County, Ohio.
DAIRY CATTLE.		
First prize	T. W. Ditto	Delphos, Allen County, Ohio.
Second prize	C. H. Case	Hudson, Summit County, Ohio.
Third prize		
Fourth prize	V. W. Cahill	Tiro, Crawford County, Ohio.
Fifth prize	W. B. Smith	Chesterhill, Morgan County, Ohio.
SHEEP.		
First prize	H. L. Belden	Middlefield, Geauga County, Ohio.
Second prize	E. L. Shaw	Newark, Licking County, Ohio.
Third prize	V. W. Cahill	Tiro, Crawford County, Ohio.
Fourth prize	W. B. Smith	Chesterhill, Morgan County, Ohio.
Fifth prize	G. F. Abbott	Medina, Medina County, Ohio.
SWINE.		
First prize	Morris Churchman	Jerome, Union County, Ohio.
Second prize	W. B. Smith	Chesterhill, Morgan County, Ohio.
Third prize	J. A. Folsom	Franklin Furnace, Scioto County, Ohio.
Fourth prize	C. H. Case	Hudson, Summit County, Ohio.
Fifth prize	Merritt Harper	Grove City, Franklin County, Ohio.

The prize money will be distributed among contestants as follows: First prize, 25 per cent; second prize, 22½ per cent; third prize, 20 per cent; fourth prize, 17½ per cent; fifth prize, 15 per cent.

The prize winners are to represent the Ohio State University at the intercollegiate stock-judging contest at the International Live-Stock Exposition at Chicago the first week in December.

The University of Tennessee announces a number of prizes for proficiency in the various agricultural subjects.

The following prizes are offered through the generosity of Mr. George Vanderbilt, of Biltmore, N. C. These prizes will be competed for on the Biltmore farms:

Biltmore silver cup. Value, $15. Awarded for proficiency in judging dairy cattle. Second prize, $10 in gold.

Biltmore silver cup. Value, $15. Awarded for proficiency in judging Berkshire hogs. Second prize, $10 in gold.

Biltmore silver cup. Value, $15. Awarded for proficiency in judging Southdown sheep for wool and mutton. Second prize, $10 in gold.

Biltmore silver cup. Value, $15. Awarded for proficiency in judging beef cattle. Second prize, $10 in gold.

Biltmore silver cup. Value, $15. Awarded for proficiency in judging poultry. Second prize, $10 in gold.

The following other prizes are offered:

Ten dollars in gold to the student writing the best essay on the Biltmore farms as a whole; given by Mr. George F. Weston, superintendent of the Biltmore estate.

Twenty dollars in gold awarded for proficiency in judging light horses; given by Hon. E. J. Sanford, Knoxville, Tenn.

Overton Lea silver cup. Value, $25. Awarded for proficiency in judging beef cattle; given by Hon. Overton Lea, Nashville, Tenn.

Camp silver cup. Value, $20. Awarded for proficiency in feeds and feeding and breeds and breeding; given by Maj. E. C. Camp, Knoxville, Tenn.

One pure-bred Jersey calf. Value, $25. Awarded for proficiency in judging dairy cattle; given by Mr. W. J. Hussey, Mount Pleasant, Ohio.

One silver cup. Value, $25. Awarded for proficiency in agricultural work; given by the Deering Harvester Company, Chicago, Ill.

Twenty dollars in gold to the student writing the best essay on dairying; given by the American, Nashville, Tenn.

Twenty dollars in gold to the student writing the best essay on corn culture; given by the American, Nashville, Tenn.

Twenty dollars in gold to the student writing the best essay on horse breeding; given by the American, Nashville, Tenn.

Twenty dollars in gold awarded for proficiency in dairy work; given by the Journal and Tribune, Knoxville, Tenn.

East Tennessee Farmers' Convention silver cup. Value, $25. Awarded for proficiency in judging sheep and swine.

Vaughan silver cup. Value, $15. Awarded for proficiency in horticulture; given by Vaughan's Seed Store, Chicago, Ill.

One silver cup. Value, $15. Awarded as a second prize for proficiency in horticulture; given by Knoxville Nursery Company, Knoxville, Tenn.

Herbert Domain-Cumberland Plateau prize, $50 in gold, and a scholarship, awarded for general proficiency in all subjects of the short course; given by Mr. Joseph J. Kittle, New York, N. Y.

Silver cup. Value, $20. Awarded for proficiency in meteorology.

One ton of muriate of potash. Value, $50. Awarded for proficiency in agricultural chemistry; given by the German Kali Works, New York, N. Y.

New Buildings.

1. agriculture.

Alabama Polytechnic Institute.—A dissecting hall for the use of the veterinary department (cost, $350) has been built; also a greenhouse for the horticultural department, by removing the one formerly built (cost, $250).

Colorado Agricultural College.—New feeding sheds have been built at a cost of about $1,000.

Connecticut Agricultural College.—A stone and brick building, 60 by 40 feet, and three stories high, was erected and equipped for the agricultural and dairy departments at a cost of $10,000. The basement of the building, connected with the creamery, contains the dairy apparatus, laboratory, and samples of machinery. The second floor is devoted to the veterinary laboratory and class room and the agricultural laboratory and class room. The third floor is given to experiment station work.

Florida State Normal and Industrial College for Colored Students.—A dairy building, with all modern appliances to teach in every detail the art of butter making, is in process of construction. Through the direct application of the professor of agriculture to the manufacturing establishments of the country, a large and varied assortment of dairy apparatus, such as separators, churns, Babcock tester, and the like, have been donated to the institution.

Purdue University (Indiana).—An addition has been made to the agricultural chemical laboratory at an expense of about $1,500, to be used for instruction in agricultural chemistry. The legislature has appropriated $60,000 for an agricultural

building and $10,000 annually for two years for equipment, maintenance, and instruction in the school of agriculture.

Southern University (*Louisiana*).—Improvements in the way of sheds and horse and cow stalls were made on the farm, with additions to the barn, etc., costing $450.

University of the State of Missouri.—The last general assembly appropriated $40,000 for a building for dairying, live-stock judging, and veterinary science, and for the equipment thereof; also $40,000 for a building and equipment for horticulture, entomology, and botany.

New Hampshire College of Agriculture and Mechanic Arts.—At the recent session of the legislature an appropriation of $30,000 was made for a building devoted to the uses of the agricultural and horticultural departments.

Agricultural and Mechanical College for the Colored Race (*North Carolina*).—A silo and a piggery have been constructed at a cost of about $350.

North Dakota Agricultural College.—The large college barn was burned on January 4, 1901. A new horse barn has been built at a cost of $10,000 and a new cow barn at a cost of $8,000.

Rhode Island College of Agriculture and Mechanic Arts.—The State has appropriated $3,000 for the building of a stable to replace the one destroyed by fire on January 9, 1901.

Clemson Agricultural College (*South Carolina*).—A new barn costing $2,000 was erected during the year.

Colored Normal, Industrial, Agricultural, and Mechanical College (*South Carolina*).—A new dairy building (cost, $350) and a silo (cost, $400).

University of Tennessee.—A new dairy hall was erected on the university farm at a cost of $4,130, and equipped at a cost of $2,988.52. It is a one-story brick building with marble trimmings. The main building is 40 by 80 feet, with an engine room annex 25 by 31 feet, and is devoted entirely to the accommodation of the classes in dairy work.

Hampton Normal and Agricultural Institute (*Virginia*).—The poultry department has been enlarged by the building of a brooder house 16 by 64 feet, and a fowl house 16 by 196 feet, with yards covering about 1¼ acres. This house is being stocked with fowls of various breeds and will be used for technical instruction and practice work by the students.

University of Wisconsin.—A contract has been let to further enlarge the dairy building, at a cost of about $7,000. The contemplated changes include a butter-working room and a pasteurizing room, both with tile floors and porcelain-tile walls; also a refrigerator with several compartments, a wash room, etc. It is intended to add an ammonia refrigerating plant. When these rooms are completed the dairy building will represent an outlay for the structure alone of nearly $50,000. The last legislature appropriated $159,000 for a new central building for the college of agriculture

2. ENGINEERING.

Agricultural and Mechanical College for Negroes (*Alabama*).—Plans have been made for the erection of a large stone mechanic arts building. The stone is being quarried on the grounds of the institution.

University of Arizona.—During the year a new manual training building has been added at a cost of $7,500. It contains a total area of 7,600 feet, divided as follows: Power room, 1,200 feet; drafting room, 1,200 feet; woodworking shop, 1,400 feet; forge shop, 1,400 feet; machine shop, 1,400 feet; wash room, 600 feet; model room, 400 feet. Each shop division provides working space for 24 students at benches and ample space for machinery and tool rooms. The drafting room accommodates from 36 to 48 students. Light and ventilation are provided for by

means of a continuous sawtooth-roof construction. A constant circulation of air is thus assured, also an ample supply of north light, and incidentally the hot rays of the sun in the fall and spring months are excluded. The drafting room is heated by steam from the boiler house.

Florida State Normal and Industrial College for Colored Students.—The mechanical hall has been enlarged by adding one story thereto.

University of Idaho.—The new engineering building, costing $25,000, is a commodious brick structure three stories high, with a ground plan 60 by 108 feet. One side of the building contains a mining laboratory, assay rooms, balance rooms, private laboratory and office for the department of mining, and a museum, laboratory, lecture rooms, library and office for the department of geology; the other half of the building is devoted to machine and woodworking shops for the department of mechanic arts. In other rooms are the boilers and engines which supply power and heat to the building.

Massachusetts Institute of Technology.—The corporation has decided to erect a building for the purposes of instruction in electrical engineering. It is to be placed near the present engineering buildings.

Mississippi Agricultural and Mechanical College.—The new textile building is two stories high, made of brick and trimmed with stone, and is 227 by 78 feet. The cost has been about $31,000.

University of the State of Missouri.—The last general assembly appropriated $40,000 for an engineering laboratory and its equipment.

Missouri School of Mines and Metallurgy.—The last general assembly appropriated $13,000 for a heating plant and $12,000 for mechanical shops.

Montana College of Agriculture and Mechanic Arts.—A new boiler house was erected at a cost of about $1,200.

North Carolina College of Agriculture and Mechanic Arts.—A small brick building for instruction in electrical engineering has been added, costing about $1,000.

North Dakota Agricultural College.—An addition to the mechanical building, 45 by 120 feet, is completed. The addition cost $7,500, and contains 40 forges for blacksmithing, provided with down draft and otherwise thoroughly equipped. It also provides a large engine room and a large lecture room, both used for instruction in steam engineering.

West Virginia University.—A new engineering building was erected during the year.

West Virginia Colored Institute.—A brick and stone addition to machinery hall, to cost, when completed, $15,000, is in course of erection. The remodeled building will be used as a trade school.

3. GENERAL.

State College for Colored Students (Delaware).—A new brick building to cost $6,000 is in course of erection, to be used as library, chapel, and dormitory. It is 60 by 38 feet and four stories high, including basement.

Florida State Normal and Industrial College for Colored Students.—A neat official residence for the president of the institution has been constructed.

Georgia State College of Agriculture and Mechanic Arts.—The university is now building a new dormitory (150 capacity) and mess hall with funds ($40,000) appropriated by the State.

University of Idaho.—A dormitory for women has been erected during the year at a cost of $25,000. It is a three-story brick building, with basement, finished and furnished according to the most approved plans. It contains 2 reception halls, 35 dormers, study halls, sewing rooms, gymnasium, a dining hall for 100

boarders, apartments for the preceptress, an infirmary, and many other features conducive to the health and comfort of the young women. The building is heated by steam.

Agricultural and Mechanical College of Kentucky.—A new building to be used as a gymnasium and drill hall is being erected of pressed brick and Bedford stone. It is 154 by 93 feet, and has two wings of 93 by 48 feet each of one story to be used as gymnasium and drill hall. The wings are connected by a structure of three stories to be known as the administration division. A site has been purchased, and a dormitory for women is to be erected thereon. The legislature appropriated $60,000 for the above-mentioned buildings.

Louisiana State University.—New three-story brick dormitory and mess hall building, costing $28,000.

Southern University (Louisiana).—A new residence for the portress; cost, $519.82.

University of Maine.—Alumni Hall, a brick building 117 by 160 feet, contains a chapel 114 by 38 feet, a gymnasium and drill hall 60 by 106 feet, bathroom, offices for military instructor and physical director, locker room, ball cage, bowling alley, two recitation rooms, and administration offices. The cost is about $35,000.

An observatory has been erected and a telescope of 8-inch aperture installed at a cost of about $4,000.

A new laboratory has been furnished for the department of biology. It is 33 by 39 feet, accommodates 35 students, and is completely equipped.

Massachusetts Institute of Technology.—The alumni association has subscribed $100,000 to build a memorial gymnasium for the physical training of the students. The corporation has set aside 10,000 square feet of newly purchased land for a site for the building.

Mississippi Agricultural and Mechanical College.—There have been put in a new sewerage system, water-closets, and baths at a cost of about $7,000.

University of the State of Missouri.—The last general asssembly appropriated $35,000 for a women's dormitory and furnishings.

Missouri School of Mines and Metallurgy.—The last general assembly appropriated $12,000 for enlarging the chemical laboratory and $50,000 for a main building.

Nevada State University.—The State legislature in March, 1901, appropriated $12,000 for a chemical building and $3,500 for a hospital for students.

North Dakota Agricultural College.—A wing of a contemplated Science Hall is in process of erection. This wing is 68 by 80 feet, three stories, and is designed for the departments of biology, horticulture, geology, and temporarily for mathematics. The building when completed will be about 220 feet long and 80 feet deep. The new wing cost $25,000.

A sewerage system connecting all the college buildings and grounds with a trunk sewer in the city of Fargo has been completed at a cost of $5,000.

Rhode Island College of Agriculture and Mechanic Arts.—The State has appropriated $1,700 for the building of a laundry and $5,096 for repairs on the various buildings.

Clemson Agricultural College.—The following new buildings were erected during the year: Chemical laboratory, cost $14,000; dormitory, cost $22,000; five cottages, $4,000.

Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina).—Four professors' houses have been built at a cost of $4,000.

University of Tennessee.—Barbara Blount Hall, a four-story brick building for the accommodation of women students, has been erected on the university

grounds at a cost of about $17,000. This building contains living rooms, parlor, dining hall, study hall, gymnasium, literary society hall, etc., for these students.

University of Vermont and State Agricultural College.—A new gymnasium has been erected at a cost of $30,000.

Virginia Agricultural and Mechanical College and Polytechnic Institute.—There are in course of erection a dormitory of 60 rooms; a science hall, three stories, for biology, physics, geology, mineralogy, and chemistry; heating and power plant, two 200-horsepower boilers, generator, 75-horsepower engine, etc.; president's house; conversion of executive residence into an infirmary, addition of ward with 24 beds.

West Virginia University.—A library and museum building and an armory and drill hall were erected during the year.

Courses of Study.

The range of instruction offered by the several institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, varies greatly in the different States and Territories. On the passage of the act of July 2, 1862, granting lands to the several States for the establishment of institutions in which instruction in agriculture and the mechanic arts should be the leading object, some of the States granted the lands or the proceeds arising from the sale thereof to institutions already existing, while in others new institutions were established. In consequence of such action by the various State legislatures it happens that in some of the States the institutions endowed by the act of July 2, 1862, are universities offering courses of study in the classics, law, medicine, dentistry, etc., as well as in agriculture, the mechanic arts, and other technical studies preparing students for the industrial pursuits of life, while in others the entire work of the institutions is concentrated on technical lines.

The undergraduate courses of study leading to degrees, in nearly all cases, extend through four years, but during the past few years a large number of the institutions have established short courses of varying length, especially in the line of agriculture, for the benefit of farmers, dairymen, and others who wish to enlarge their knowledge of scientific or practical agriculture, dairying, etc., but who can not afford the time to spend four years in a regular course. The length of the short courses varies from two weeks to two or three years, the shorter of the courses being given generally during the winter months.

The courses of study offered by the several institutions are given in the following pages, classified, so far as possible, as undergraduate courses of four years, short courses, and other courses.

Alabama Polytechnic Institute.

Undergraduate courses of four years (B. S.).—Chemistry and agriculture; civil engineering; electrical and mechanical engineering; general science; pharmacy.

Short courses.—Agriculture (1 year); agriculture (2 years); mechanic arts (2 years); pharmacy (2 years).

Other courses.—Graduate.

Agricultural and Mechanical College for Negroes (Alabama).

English primary course (3 years); preparatory (3 years); normal (4 years); agriculture (B. A. S., 4 years); mechanical (B. M. S., 4 years); scientific (B. S., 4 years).

Industrial courses.—Carpentry (3 years); agriculture (3 years); iron working (3 years); shoemaking (3 years); broom making (1 year); chair bottoming (1 year); nurse training (2 years); sewing (3 years); millinery (1 year); cooking (2 years); laundry (2 years); printing (3 years); machine shop (4 years); shorthand (1 year).

UNIVERSITY OF ARIZONA.

Undergraduate courses of four years (*B. S.*).—Literary and scientific; engineering and mining; agriculture.
Short course.—Assaying (2 years).
Other courses.—Graduate; preparatory (4 years).

UNIVERSITY OF ARKANSAS.

Undergraduate courses of four years.—Classical (A. B.); philosophical (Ph. B.); scientific (B. S.); mechanical engineering (B. M. E.); civil engineering (B. C. E.); electrical engineering (B. E. E.); agriculture (B. S.); agriculture (B. S. A.); horticulture (B. S.).
Short courses.—Mechanic arts (2 or 3 years); electrical engineering (2 years).
Other courses.—Normal (2 years, L. I.); graduate; preparatory (2 years); music; art; law; medicine.

BRANCH NORMAL COLLEGE (ARKANSAS).

Preparatory course (3 years); normal (4 years, L. I.); classical (6 years, A. B.); mechanic arts (4 years); manual training (4 years); sewing; typewriting and stenography.

UNIVERSITY OF CALIFORNIA.

Undergraduate courses of four years.—Letters (A. B.); social science (B. L.); natural sciences (B. S.); commerce (B. S.); agriculture (B. S.); mechanical engineering (B. S.); electrical engineering (B. S.); mining engineering (B. S.); railroad engineering (B. S.); sanitary engineering (B. S.); chemistry (B. S.).
Short courses.—Premedical (3 years); agriculture (2 years); dairying (9 weeks).
Other courses.—Veterinary (3 years of 6 months each, D. V. S.); pharmacy (2 years, Ph. G.); graduate; law; medicine; postgraduate medicine; dental; Lick astronomical department; Mark Hopkins Institute of Art.

COLORADO AGRICULTURAL COLLEGE.

Undergraduate courses of four years (*B. S.*).—Agriculture; mechanical engineering; civil and irrigation engineering; ladies' course; architecture; veterinary science.
Other courses.—Commercial (2 years); preparatory (1 year).

CONNECTICUT AGRICULTURAL COLLEGE.

Undergraduate courses of four years (*B. Agr.*).—Agriculture; domestic science.
Short course.—Dairying (12 weeks).

DELAWARE COLLEGE.

Undergraduate courses of four years.—Classical (A. B.); Latin-scientific (A. B.); agriculture (B. S.); general science (B. S.); civil engineering (B. C. E.); mechanical engineering (B. M. E.); electrical engineering (B. E. E.).
Short courses.—Agriculture (2 years); agriculture (winter term).
Other courses.—Graduate.

STATE COLLEGE FOR COLORED STUDENTS (DELAWARE).

Undergraduate courses of four years.—Classical (A. B.); scientific (B. S.); agriculture (B. Agr.); engineering (B. E.).
Other course.—Normal (3 years).

FLORIDA AGRICULTURAL COLLEGE.

Undergraduate courses of four years.—Classical (A. B.); agriculture (B. S.); mechanical (B. S.); Latin-scientific (B. S.).

Other courses.—Commercial (1 year); preparatory (2 years).

FLORIDA STATE NORMAL AND INDUSTRIAL COLLEGE FOR COLORED STUDENTS.

Model school (3 years); intermediate department (1 year); academic (3 years); preparatory (2 years); normal (2 years); music.

Industrial courses.—Mechanical (3 years); agriculture (3 years); sewing (3 years); cooking (3 years); laundry (1 year).

GEORGIA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

Undergraduate courses of four years (B. S.).—General science; agriculture; civil engineering; electrical engineering.

Short course.—Agriculture (12 weeks, winter).

Other courses.—Graduate.

GEORGIA STATE INDUSTRIAL COLLEGE FOR COLORED YOUTHS.

Preparatory (3 years); normal (3 years); collegiate (3 years, A. B.); commercial (2 years).

Industrial courses (three years each).—Agriculture; woodworking; ironworking; carpentry; blacksmithing; masonry; painting; tailoring; shoemaking; sewing.

UNIVERSITY OF IDAHO.

Undergraduate courses of four years.—Classical (A. B.); scientific (B. S.); agriculture and horticulture (B. S.); mechanical engineering (B. M. E.); civil engineering (B. C. E.); mining engineering (B. E. M.).

Short course.—Agriculture and horticulture (3 years).

Other courses.—Preparatory (3 years); music (4 years, B. M.).

UNIVERSITY OF ILLINOIS.

Undergraduate courses of four years.—General courses allowing a wide range of electives (A. B.); classical (A. B.); English (A. B.); German and Romanic languages (A. B.); Latin and modern languages (A. B.); philosophy (A. B.); political science (A. B.); architecture (B. S.); architectural engineering (B. S.); civil engineering (B. S.); electrical engineering (B. S.); electro-physical (B. S.); electro-chemical (B. S.); mechanical engineering (B. S.); railway engineering (B. S.); municipal engineering (B. S.); chemistry (B. S.); chemistry and engineering (B. S.); physics (B. S.); general science (B. S.); household science (B. S.); mathematics and physics (B. S.); mathematics and astronomy (B. S.); astronomy and physics (B. S.); teachers' general science (B. S.); teachers' course in biological sciences (B. S.); premedical (B. S.); agriculture (B. S.); library science (B. L. S.).

Other courses.—Preparatory; graduate; music; law; medicine; dentistry; pharmacy.

PURDUE UNIVERSITY (INDIANA).

Undergraduate courses of four years (B. S.).—Mechanical engineering; civil engineering; sanitary engineering; electrical engineering; agriculture; general science; biology; chemistry; physics; industrial art; sanitary science; premedical; pharmacy.

Short courses.—Agriculture (2 years); agriculture (11 weeks, winter), (*a*) for men and women, (*b*) for women; pharmacy (2 years of 27 weeks each, Ph. G.).

Other courses.—Graduate.

IOWA COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

Undergraduate courses of four years.—Agriculture (B. S. A.); mechanical engineering (B. M. E.); civil engineering (B. C. E.); electrical engineering (B. S.); mining engineering (B. S.); technology (B. S.); science as related to industries (B. S.); general and domestic science (B. S.).

Short courses.—Dairying (1 year); dairying (16 weeks, beginning in September and again in February); dairying (4 weeks, January); stock and grain judging (2 weeks, January); mining engineering (2 years); mining engineering (16 weeks, beginning in August and again in January).

Other courses.—Graduate; veterinary medicine (3 years, D. V. M.).

KANSAS STATE AGRICULTURAL COLLEGE.

Undergraduate courses of four years (B. S.).—General science; agriculture; domestic science; mechanical engineering; electrical engineering.

Short courses.—Dairying (12 weeks, winter); agriculture and mechanics (2 years of 12 weeks each, winter); horticulture and mechanics (2 years of 12 weeks each, winter); domestic science (2 years of 12 weeks each, fall). Apprentice courses (80 weeks): Machine shop; blacksmith shop; carpenter shop; foundry; boiler and engine room; printing.

Other courses.—Graduate; preparatory.

AGRICULTURAL AND MECHANICAL COLLEGE OF KENTUCKY.

Undergraduate courses of four years.—Letters (A. B.); science (B. S.); pedagogy (B. Ped.); mechanical and electrical engineering (B. M. E.); civil engineering (B. C. E.); agriculture (B. Agr.).

Short courses.—Agriculture (2 years); agriculture (10 weeks, winter).

Other courses.—Graduate; preparatory (2 years).

STATE NORMAL SCHOOL FOR COLORED PERSONS (KENTUCKY).

Normal (3 years); normal (4 years of 2 terms each); preparatory (3 years); agriculture (3 years); mechanical (3 years); printing (3 years); domestic science (3 years).

LOUISIANA STATE UNIVERSITY.

Undergraduate courses of four years.—Agriculture (B. S.); mechanical engineering (B. S.); civil engineering (B. S.); general science (B. S.); commerce (B. S.); Latin-scientific (A. B.); literary (A. B.).

Other courses.—Sugar (5 years, B. S.); preparatory (1 year).

SOUTHERN UNIVERSITY (LOUISIANA).

Classical (4 years); scientific (4 years); normal (5 years); grammar school (3 years); agriculture (4 years); manual training (3 years); tinsmithing (3 years); printing (4 years); bookkeeping (2 years); typewriting (1 year); sewing (4 years); music (5 years).

UNIVERSITY OF MAINE.

Undergraduate courses of four years.—Classical (A. B.); Latin-scientific (Ph. B.); scientific (B. S.); chemical (B. S.); premedical (B. S.); agriculture (B. S.); civil engineering (B. S.); mechanical engineering (B. S.); electrical engineering (B. S.); pharmacy (B. S.).

Short courses.—General agriculture (1 term or less); horticulture (1 term or less); agriculture (1 year); agriculture (2 years); dairying (2 years of 6 weeks each, winter); horticulture (2 weeks, spring); pharmacy (2 years, Ph. C.).

Other courses.—Graduate; law.

MARYLAND AGRICULTURAL COLLEGE.

Undergraduate courses of four years.—Agriculture (B. S.); mechanical engineering (B. M. E.); classical (A. B.); scientific (B. S.).

Short courses.—Agriculture (January and February); agriculture (2 years); creamery.

Other course.—Preparatory.

MASSACHUSETTS AGRICULTURAL COLLEGE.

Undergraduate course of four years (B. S.).—Agriculture.

Short courses (11 weeks, winter).—Agriculture; dairying; horticulture; botany; chemistry; zoology.

Other courses.—Graduate.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

Undergraduate courses of four years (B. S.).—Civil engineering; mechanical engineering; mining engineering and metallurgy; architecture; architectural engineering; landscape architecture; chemistry; electrical engineering; biology; physics; electro-chemistry; general studies; chemical engineering; sanitary engineering; geology; naval architecture.

Other courses.—Graduate.

MICHIGAN AGRICULTURAL COLLEGE.

Undergraduate courses of four years (B. S.).—Agriculture; mechanical engineering; women's course.

Short courses.—Preparatory chemistry (12 weeks); beet sugar production (8 weeks); cheese making (4 weeks); dairy husbandry (6 weeks); creamery management (6 weeks); live-stock husbandry (6 weeks); fruit culture (6 weeks).

Other course.—Graduate.

UNIVERSITY OF MINNESOTA.

Undergraduate courses of four years.—Classical (A. B.); scientific (B. S.); literary (B. L.); civic (Ph. B.); chemistry (B. S.); civil engineering (C. E.); mechanical engineering (M. E.); electrical engineering (E. E.); science and technology (B. S., and at end of fifth year professional degree); mining engineering (E. M.); metallurgy (Met. E.); agriculture (B. Agr.).

Short courses.—Agriculture (3 years); dairying (4 weeks, January).

Other courses.—Graduate; law; medicine and surgery; homeopathic medicine and surgery; dentistry; pharmacy.

MISSISSIPPI AGRICULTURAL AND MECHANICAL COLLEGE.

Undergraduate courses of four years (B. S.).—Agriculture; mechanical; textile.

Short course.—Agriculture (2 years of 10 weeks each, winter).

Other courses.—Preparatory; graduate.

ALCORN AGRICULTURAL AND MECHANICAL COLLEGE (MISSISSIPPI).

Undergraduate course of four years (B. S.).—Scientific.

Industrial courses.—Industrial (5 years); shoemaking (3 years); agriculture (7 years); agriculture (3 years); carpentry (3 years); blacksmithing (3 years); painting (3 years).

UNIVERSITY OF THE STATE OF MISSOURI.[1]

Undergraduate courses of four years.—General culture courses (A. B.); agriculture (5 years, B. S.); civil engineering (B. S.); electrical engineering (B. S.); mechanical engineering (B. S.); sanitary engineering (B. S.); architecture (B. S.).

Short courses.—Agriculture (12 weeks, winter); dairying (12 weeks, winter); horticulture (12 weeks, winter); agriculture (2 years); agriculture and horticulture (summer); domestic science, general course (1 year); teachers' course (2 years); mechanic arts (3 years); surveying (40 weeks).

Other courses.—Graduate; law; medicine; pedagogy, elementary and advanced courses.

MISSOURI SCHOOL OF MINES AND METALLURGY.

Undergraduate courses of four years (B. S.).—Mining engineering; civil engineering; chemistry and metallurgy; general science.

Short courses.—Chemistry and assaying (2 years); mining (2 years); electricity (2 years); surveying (2 years).

LINCOLN INSTITUTE (MISSOURI).

College course (4 years, A. B.); preparatory (3 years); normal (4 years); subnormal (2 years); model and training department.

Industrial courses.—Carpentry (3 years); blacksmithing (3 years); machinery (3 years); sewing (3 years); cooking (1 year); laundry (1 year); printing; typewriting; agriculture.

MONTANA COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

Undergraduate courses of four years.—General science (B. S.); agriculture (B. S. A.); biology (B. S.); analytical and applied chemistry (B. A. C.); domestic science (B. S.); mechanical engineering (B. M. E.); electrical engineering (B. E. E); civil engineering (B. C. E.).

Short courses.—Domestic science (1 year); agriculture (13 weeks, winter).

Other courses.—Graduate; preparatory (3 years); business (1 year); music; art.

UNIVERSITY OF NEBRASKA.

Undergraduate courses of four years.—General culture (A. B.); general science (B. S.); general agriculture (B. S.); agriculture and chemistry (B. S.); botany and agriculture (B. S.); botany and zoology (B. S.); chemistry and physics (B. S.); horticulture and botany (B. S.); mathematics and physics (B. S.); zoology and philosophy (B. S.); chemistry and domestic science (B. S.); technical agriculture (B. S.); civil engineering (B. S.); electrical engineering (B. S.); mechanical engineering (B. S.).

Short courses.—Agriculture (3 years of 24 weeks each); agriculture (11 weeks, winter); domestic science (2 years); mechanic arts (2 years); teachers' course (2 years); premedical (2 years); physical education (2 years).

Other courses.—Graduate; preparatory; law; music; art.

NEVADA STATE UNIVERSITY.

Undergraduate courses of four years.—Agriculture (B. S.); domestic arts and science (B. D. S.); liberal arts (A. B.); general science (B. S.); commerce (B. S.); mining and metallurgy (B. S.); civil engineering (B. S.); mechanical engineering (B. S.).

Short courses (January and February).—Agriculture; dairying; domestic arts and science.

Other courses.—Preparatory (3 years); normal.

[1] Not including Missouri School of Mines and Metallurgy.

NEW HAMPSHIRE COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

Undergraduate courses of four years (*B. S.*).—Agricultural; mechanical engineering; electrical engineering; technical chemistry; general course.

Short courses.—Agriculture (two years); agriculture (ten weeks, winter); dairying (ten weeks, winter).

Other course.—Preparatory (one year).

RUTGERS SCIENTIFIC SCHOOL (NEW JERSEY).

Undergraduate courses of four years (*B. S.*).—Agriculture; civil engineering and mechanics; chemistry; electricity; biology.

NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

Undergraduate courses of four years (*B. S.*).—General course; agriculture; mechanical engineering.

Short courses.—Agriculture (two years); agriculture and horticulture (twelve weeks given in each term of the college year); practical mechanics (two years.)

Other courses.—Graduate; preparatory (five years); stenography and typewriting (one year).

CORNELL UNIVERSITY (NEW YORK).

Undergraduate courses of four years.—General culture courses (A. B.); agriculture (B. S. A.); forestry (B. S. F.); architecture (B. Arch.); civil engineering (C. E.); mechanical engineering (M. E.); electrical engineering (M. E.); marine engineering (M. E.); naval architecture (M. E.); railway mechanical engineering (M. E.).

Short courses.—Agriculture (eleven weeks, winter); dairying (eleven weeks, winter); forestry (one term); forestry (three years); architecture (two years).

Other courses.—Graduate; law; medicine; veterinary.

NORTH CAROLINA COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

Undergraduate courses of four years.—Agriculture (B. Agr.); civil engineering (B. E.); mechanical engineering (B. E.); electrical engineering (B. E.); chemical engineering (B. E.); textile industry: cotton manufacturing (B. E.), dyeing (B. E.)

Short courses.—Agriculture (two years); agriculture (twelve weeks, winter); mechanic arts (two years); carpentry (twelve weeks); machine shop (twelve weeks); engine and boiler tending (twelve weeks); machine drawing and designing (twelve weeks); cotton manufacturing (two years).

Other courses.—Graduate.

AGRICULTURAL AND MECHANICAL COLLEGE FOR THE COLORED RACE (NORTH CAROLINA).

Industrial course of four years for men.

NORTH DAKOTA AGRICULTURAL COLLEGE.

Undergraduate courses of four years (*B. S.*).—General science; agriculture; mechanical.

Short courses.—Agriculture (two years); steam engineering (two years); farm school (three months, winter).

OHIO STATE UNIVERSITY.

Undergraduate courses of four years.—Agriculture (B. S.); horticulture and forestry (B. S.); domestic science (B. S.); arts (A. B.); Latin course in philos-

ophy (Ph. B.); modern language course in philosophy (Ph. B.); English course in philosophy (Ph. B.); commerce and administration (Ph. B.); general science (B. S.); civil engineering (C. E.); mining engineering (E. M.); mechanical engineering (M. E.); electrical engineering (M. E.); ceramics (E. M.); industrial arts (B. S.); chemistry (B. S.); architecture; pharmacy (B. S.).

Short courses.—Agriculture (two years); dairying (three months, winter); domestic science (two years); preparatory to law and to journalism (three years); mining (two years); clay working and ceramics (two years); industrial arts (two years); pharmacy (two years).

Other courses.—Graduate; law; veterinary.

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE.

Undergraduate courses of four years (B. S.).—General science and literature; agriculture; mechanical engineering; chemistry; biology.

Short courses.—Agriculture, horticulture, and mechanic arts (eight weeks, winter); printing.

Other courses.—Preparatory (two years); stenography and typewriting (six to nine months).

COLORED AGRICULTURAL AND NORMAL UNIVERSITY (OKLAHOMA).

Undergraduate courses of four years.—Classical (A. B.); scientific (B. S.); normal (B. S. D.); civil architecture (M. E.); electrical and mechanical engineering (M. E.); agriculture (B. S. A.).

Other courses.—Elementary (four years); preparatory (three years).

OREGON STATE AGRICULTURAL COLLEGE.

Undergraduate courses of four years (B. S.).—Agriculture; household science; mechanical engineering; electrical engineering; pharmacy; mining engineering.

Short courses.—Mining (two years); agriculture (four to six weeks, winter).

Other courses.—Preparatory (one year); business (two years).

PENNSYLVANIA STATE COLLEGE.

Undergraduate courses of four years.—General science (B. S.); classical (A. B.); Latin-scientific (B. S.); philosophy (B. S.); agriculture (B. S.); biology (B. S.); chemistry (B. S.); civil engineering (B. S.); electrical engineering (B. S.); mathematics (B. S.); mechanical engineering (B. S.); mining engineering (B. S.); physics (B. S.).

Short courses.—Agriculture (twelve weeks, winter); creamery (six weeks, winter); chemistry (two years); mechanic arts (two years); mining (two years).

Other courses.—Preparatory (one year); graduate.

RHODE ISLAND COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

Undergraduate courses of four years (B. S.).—General science; agriculture; mechanical engineering; electrical engineering; chemistry; biology.

Short courses.—Poultry (six weeks); horticulture (two weeks); nature study (two weeks, summer).

Other course.—Preparatory (two years).

CLEMSON AGRICULTURAL COLLEGE (SOUTH CAROLINA).

Undergraduate courses of four years (B. S.).—Agriculture; mechanical; textile.

Short course.—Dairying (ten weeks, beginning November 15).

Other course.—Preparatory.

COLORED NORMAL, INDUSTRIAL, AGRICULTURAL AND MECHANICAL COLLEGE (SOUTH CAROLINA).

Undergraduate courses of four years.—Classical (A. B.); scientific (Ph. B.); agriculture (B. Agr.); literary (B. L.).

Industrial courses.—Sewing; cooking; carpentry and woodwork; bricklaying and plastering; architecture; mechanical drawing and painting; iron working and machinery; housekeeping; farming; upholstering and cabinetmaking; saddlery; harness making and shoemaking; sawmilling and manufacture of hard and soft lumber; typewriting; printing; tailoring.

Other courses.—Preparatory (two years); normal (three years); model school (eight grades); art; music.

SOUTH DAKOTA AGRICULTURAL COLLEGE.

Undergraduate courses of four years.—Practical agriculture (B. Agr.); scientific agriculture (B. S.); scientific horticulture (B. S.); domestic science (B. S.); mechanical engineering (B. S.); electrical engineering (B. S.); pharmacy (B. S.).

Short courses.—Agriculture (twelve weeks, winter); dairy science (twelve weeks, winter); horticulture (twelve weeks, winter); steam engineering (twenty-four weeks); domestic science (twelve weeks, winter); pharmacy (two years, Ph. G.).

Other courses.—Preparatory; music; art; business (one year); amanuensis (one year).

UNIVERSITY OF TENNESSEE.

Undergraduate courses of four years.—Agriculture (B. S.); civil engineering (B. S.); mechanical engineering (B. S.); electrical engineering (B. S.); chemistry and metallurgy (B. S.); pharmacy (B. S.); literary (A. B.).

Short courses.—Agriculture, animal husbandry, dairying, and horticulture (ten weeks, winter); pharmacy (two years, Ph. C.).

Industrial department for colored students.—Agriculture (four years); mechanical course (four years).

Other courses.—Graduate; law; medicine; dentistry.

AGRICULTURAL AND MECHANICAL COLLEGE OF TEXAS.

Undergraduate courses of four years (B. S.).—Agriculture; horticulture; mechanical engineering; civil engineering.

Short courses.—Stock farming (ten weeks, winter); dairying (ten weeks, winter); horticulture (ten weeks, winter).

Other courses.—Graduate.

PRAIRIE VIEW STATE NORMAL AND INDUSTRIAL COLLEGE (TEXAS).

College course (six years, A. B.) with instruction in practical industries: Agriculture; dairy husbandry; horticulture; broom making; butchering; wood working; ironwork; sewing; millinery; cooking; music.

AGRICULTURAL COLLEGE OF UTAH.

Undergraduate courses of four years (B. S.).—Agriculture; mechanical engineering; civil engineering; domestic arts; commerce; general science.

Short courses.—Agriculture (two years of five months each); agriculture (two years); domestic arts (two years); commerce (two years); mechanic arts (three years); agriculture (twelve weeks, winter); domestic arts (twelve weeks, winter); manual training in domestic arts (two years).

Other course.—Preparatory (one year).

UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE.

Undergraduate courses of four years.—Classical (A. B.); literary-scientific (Ph. B.); civil engineering (B. S.); mechanical engineering (B. S.); electrical engineering (B. S.); chemistry (B. S.); agriculture (B. S.); commerce and economics (B. S.).

Short courses.—Agriculture (one or two years); dairying (four weeks, winter).

Other course.—Medicine.

VIRGINIA AGRICULTURAL AND MECHANICAL COLLEGE AND POLYTECHNIC INSTITUTE.

Undergraduate courses of four years (B. S.).—Agriculture; horticulture; applied chemistry; general science; civil engineering; mechanical engineering; electrical engineering.

Short courses.—Practical agriculture (two years); practical mechanics (two years).

Other courses.—Graduate.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE (VIRGINIA).

Academic course (three years); normal (two years); physics (three years); agriculture (three years); agriculture (one year); horticulture (one year); dairying (one year); business (one year).

Trade courses (three years).—Carpentry; painting; bricklaying; plastering; house building; wheelwrighting; blacksmithing; machinist; steam engineeri g; harness making and carriage trimming; shoemaking; tailoring; cabinetmaking; tinsmithing; printing.

WASHINGTON AGRICULTURAL COLLEGE AND SCHOOL OF SCIENCE.

Undergraduate courses of four years.—Mathematics and civil engineering; chemistry; botany; zoology; agriculture; horticulture; English language and literature; economic science and history; mechanical engineering; modern languages; mining engineering.

Short courses.—Agriculture (three years); dairying (ten weeks); horticulture (six weeks, winter); artisans (one year).

Other courses.—Pharmacy (two years, Ph. G.); veterinary (three years, D. V. S.); business (two years); stenography (one year); typewriting (one year); preparatory (three years); music; art.

WEST VIRGINIA UNIVERSITY.

Undergraduate courses of four years.—General culture (A. B.); pharmacy (B. S.); civil and mining engineering (B. S.); mechanical engineering (B. S.); electrical engineering (B. S.); agriculture (B. S. A.).

Short courses.—Agriculture (two years, B. Agr.); agriculture (one year); agriculture (twelve weeks, winter); veterinary science, stock breeding and feeding (twelve weeks, winter); manual training; mechanic arts.

Other courses.—Graduate; law; medicine; fine arts; music; business (two years); preparatory (four years).

WEST VIRGINIA COLORED INSTITUTE.

Preparatory (one year); normal (four years); academic (four years); agriculture (four years); English and mechanical (five years).

Industrial courses.—Carpentry (four years); machinery woodworking (four years); blacksmithing (four years); steamfitting and plumbing; sewing (two years); dressmaking (three years); printing (four years); music.

UNIVERSITY OF WISCONSIN.

Undergraduate courses of four years.—Ancient classical (A. B.); modern classical (B. L.); civic historical (B. L.); English (B. L.); general science (B. S.); pre-medical (B. S.); pre-engineering (B. S.); commerce (B. C. S.); pharmacy (B. S); civil engineering (B. S.); sanitary engineering (B. S.); mechanical engineering (B. S.); electrical engineering (B. S.); applied electro-chemistry (B. S.); general engineering (B. S.); pre-mining engineering (B. S.); pre-metallurgical engineering (B. S.); agriculture (B. S.).

Short courses.—Agriculture (two years of fourteen weeks each, winter); dairying (twelve weeks); pharmacy (two or three years, Ph. G.); philosophical course for normal school graduates (two years, Ph. B.).

Other courses.—Graduate; law.

UNIVERSITY OF WYOMING.

Undergraduate courses of four years.—Classical (A. B.); literary (A. B.); scientific (A. B. or B. S.); agriculture (B. S.); mechanical engineering (B. S.); mining engineering (B. S.); normal (B. Ped.).

Short courses.—Agriculture (two years); agriculture (one year); mining (six weeks, winter).

Other courses.—Preparatory (three years); graduate; business (two years); stenography (two years).

TABLE 1.—*Statistics of colleges of agriculture and the mechanic arts endowed by acts of Congress of 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 of 1862 still unsold.	Acres in farm and grounds.	Acres under cultivation.	Acres used for experiments.	Library.	
									Volumes.	Pamphlets.
	1	2	3	4	5	6	7	8	9	10
1	Alabama Polytechnic Institute, Auburn, Ala	Wm. Le Roy Broun, LL.D.*a*	1872	240,000	0	323	90	35	15,458	2,000
2	Agricultural and Mechanical College for Negroes, Normal, Ala.	W. H. Councill, Ph. D	1875			182	100		2,804	
3	University of Arizona, Tucson, Ariz	M. M. Parker, A. M	1891			80	40	40	6,000	10,000
4	University of Arkansas, Fayetteville, Ark	J. L. Buchanan, LL. D	1872	150,000	0	160	60	40	8,500	7,500
5	Branch Normal College, Pine Bluff, Ark	J. C. Corbin, A. M	1875			20			3,389	1,241
6	University of California, Berkeley, Cal	B. I. Wheeler, Ph. D., LL. D	1869	150,000	4,195	411	182	182	88,000	60,000
7	Colorado Agricultural College, Fort Collins, Colo	B. O. Aylesworth, LL. D	1879	90,000	44,685	240	240	40	10,056	
8	Connecticut Agricultural College, Storrs, Conn	Rev. R. W. Stimson, A. M., acting.	1881	180,000	0	300	135	10	8,127	800
9	Delaware College, Newark, Del	G. A. Harter, Ph. D	1834	90,000	0	14	4	4	12,000	2,500
10	State College for Colored Students, Dover, Del	Rev. W. C. Jason, A. M., B. D.	1892			97	90		350	200
11	Florida Agricultural College, Lake City, Fla	T. H. Taliaferro, Ph. D	1884	90,000	0	155	93	93	3,700	
12	State Normal and Industrial College for Colored Students, Tallahassee, Fla.	T. D. Tucker, A. M	1887			137	125	4	805	660
13	Georgia State College of Agriculture and Mechanic Arts, Athens, Ga.	H. C. White, Ph. D	1872	270,000	0	128	110		31,250	9,210
14	Georgia State Industrial College for Colored Youths, College, Ga.	R. R. Wright, LL. D	1890			86	30		300	400
15	University of Idaho, Moscow, Idaho	James A. McLean, Ph. D	1892	90,000	90,000	115	110	110	4,300	2,000
16	University of Illinois, Urbana, Ill	A. S. Draper, LL. D	1868	480,000	320	665	600	240	55,000	15,000
17	Purdue University, Lafayette, Ind	W. E. Stone, Ph. D	1874	390,000	0	189	149	90	10,951	2,800
18	Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa.	W. M. Beardshear, LL. D.*b*	1868	204,000	2,336	841	400	80	14,000	2,500
19	Kansas State Agricultural College, Manhattan, Kans.	E. R. Nichols, A. M	1863	82,314	80	323	250	200	22,856	14,600
20	Agricultural and Mechanical College of Kentucky, Lexington, Ky.	J. K. Patterson, Ph. D	1866	330,000	0	258	90	90	4,382	9,505
21	State Normal School for Colored Persons, Frankfort, Ky.	J. S. Hathaway, A. M., M. D	1887			300	165	0	974	1,500
22	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	
23	Southern University, New Orleans, La	H. A. Hill	1880			104	48	0	2,613	1,340
24	University of Maine, Orono, Me	George E. Fellows, Ph. D	1868	210,000	0	373	120	20	19,833	7,500
25	Maryland Agricultural College, College Park, Md.	R. W. Silvester	1859	210,000	0	286	140	40	3,500	2,600
26	Massachusetts Agricultural College, Amherst, Mass.	H. H. Goodell, LL. D	1867	360,000	0	425	325	75	22,240	0
27	Massachusetts Institute of Technology, Boston, Mass.	H. S. Pritchett, Ph. D., LL. D.	1865			4	0	0	53,851	15,235

28	Michigan Agricultural College, Agricultural College, Mich.	J. L. Snyder, Ph. D.	1857	235,673	70,000	683	450	80	22,000	4,000
29	University of Minnesota, Minneapolis, Minn.	Cyrus Northrop, LL. D.	1868	94,000	40	250	110	110	75,000	
30	Mississippi Agricultural and Mechanical College, Agricultural College, Miss.	J. C. Hardy, A. M.	1880	207,920	0	1,960	450	50	8,228	8,568
31	Alcorn Agricultural and Mechanical College, Westside, Miss.	W. H. Lanier, A. B.	1871			300	200	50	2,200	5,000
32	University of the State of Missouri, Columbia, Mo.	R. H. Jesse, LL. D.	1841	277,016	47,108	694	320	90	36,000	35,000
33	Missouri School of Mines and Metallurgy, Rolla, Mo.	Geo. E. Ladd, Ph. D., director.	1870			20	0	0	3,500	500
34	Lincoln Institute, Jefferson City, Mo.	J. W. Damel.	1866			45	25	10	400	309
35	Montana College of Agriculture and Mechanic Arts, Bozoman, Mont.	Rev. James Reid, A. B.	1893	90,000	90,000	215	170	75	5,400	5,000
36	University of Nebraska, Lincoln, Nebr.	Rev. E. B. Andrews, D. D., LL. D.	1871	90,000	11,728	320	100	60	50,400	13,000
37	State University of Nevada, Reno, Nev.	Rev. J. E. Stubbs, D. D.	1886	90,000	0	95	91	60	8,300	7,542
38	New Hampshire College of Agriculture and Mechanic Arts, Durham, N. H.	C. S. Murkland, Ph. D.	1867	150,000	0	343	100	70	8,800	5,700
39	Rutgers Scientific School, New Brunswick, N. J.	Austin Scott, Ph. D., LL. D.	1864	210,000	0	105	97	15	42,656	5,000
40	New Mexico College of Agriculture and Mechanic Arts, Mesilla Park, N. Mex.	F. W. Sanders, Ph. D.*c*	1891			270	100	75	9,000	3,500
41	Cornell University, Ithaca, N. Y.	J. G. Schurman, Sc. D., LL. D.	1868	989,920	0	270	105	30	249,634	40,500
42	North Carolina College of Agriculture and Mechanic Arts, West Raleigh, N. C.	Geo. T. Winston, LL. D.	1889	270,000	0	593	118	52	3,900	1,100
43	Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.	James B. Dudley, A. M.	1894			125	85		793	3,000
44	North Dakota Agricultural College, Agricultural College, N. Dak.	J. H. Worst, LL. D.	1891	130,000	130,000	640	553	85	8,200	500
45	Ohio State University, Columbus, Ohio	Rev. W. O. Thompson, D. D., LL. D.	1870	630,000	0	345	200	200	36,000	8,000
46	Oklahoma Agricultural and Mechanical College, Stillwater, Okla.	Angelo C. Scott, A. M.	1891			200	175	100	7,070	8,000
47	Colored Agricultural and Normal University, Langston, Okla.	Inman E. Page, A. M.	1857			160	75		600	
48	Oregon State Agricultural College, Corvallis, Oreg.	Thos. M. Gatch, Ph. D.	1870	90,000		199	125	75	3,100	
49	Pennsylvania State College, State College, Pa.	G. W. Atherton, LL. D.	1859	780,000	0	400	250	100	17,526	
50	Rhode Island College of Agriculture and Mechanic Arts, Kingston, R. I.	J. H. Washburn, Ph. D.	1890	120,000	0	178	51	20	10,000	4,500
51	Clemson Agricultural College, Clemson College, S. C.	H. S. Hartzog, LL. D.	1893	180,000	0	1,102	400	60	5,000	3,000
52	Colored Normal, Industrial, Agricultural, and Mechanical College, Orangeburg, S. C.	T. E. Miller, LL. D.	1896			130	74	4	700	450
53	South Dakota Agricultural College, Brookings, S. Dak.	J. W. Heston, Ph. D., LL. D.	1884	160,000	160,000	400	200	80	6,536	10,500
54	University of Tennessee, Knoxville, Tenn.	C. W. Dabney, Ph. D., LL. D.	1794	300,000	0	230	110	86	17,100	7,000
55	Agricultural and Mechanical College of Texas, College Station, Tex.	L. L. Foster*d*	1876	180,000	0	2,416	275	40	5,000	4,500
56	Prairie View State Normal and Industrial College, Prairie View, Tex.	E. L. Blackshear	1879			1,500	150	5	200	150

a Died January 23, 1902.
b Died August, 1902.
c Succeeded in November, 1901, by Luther Foster, M. S. A.
d Died December 2, 1901; succeeded by David F. Houston, A. M.

TABLE 1.—*Statistics of colleges of agriculture and the mechanic arts endowed by acts of Congress of July 2, 1862, and August 30, 1890*—Continued.

	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.
	1	2	3	4	5	6	7	8	9	10
57	Agricultural College of Utah, Logan, Utah	W. J. Kerr, Sc. D	1890	200,000	200,000	110	103	85	8,546	7,543
58	University of Vermont and State Agricultural College, Burlington, Vt.	M. H. Buckham, LL. D	1800	150,000	0	120	120	120	61,000	12,000
59	Virginia Agricultural and Mechanical College and Polytechnic Institute, Blacksburg, Va.	J. M. McBryde, Ph.D., LL.D.	1872	300,000	0	404	350	100	3,500	1,300
60	Hampton Normal and Agricultural Institute, Hampton, Va.	Rev. H. B. Frissell, D. D	1865			795	500	20	11,000	
61	Washington Agricultural College and School of Science, Pullman, Wash.	E. A. Bryan, A. M	1892	90,000	90,000	242	200	200	5,719	1,705
62	West Virginia University, Morgantown, W. Va	D. B. Purinton, Ph.D., LL.D.	1868	150,000	0	91	60	60	18,000	5,000
63	West Virginia Colored Institute, Institute, W. Va.	J. McH. Jones	1891			68	58	0	1,200	500
64	University of Wisconsin, Madison, Wis	C. K. Adams, LL. D. *a*	1849	240,000	80	400	200	25	61,532	19,000
65	University of Wyoming, Laramie, Wyo	Rev. E. E. Smiley, D. D	1887	90,000	90,000	416	180	180	10,800	6,500
	Total			10,320,843	1,030,572	23,633	10,936	4,065	1,252,779	46,005

a Resigned.

TABLE 2.—*Teachers and students in colleges of agriculture and the mechanic arts endowed by acts of Congress of July 2, 1862, and August 30, 1890.*

	Institution.	Professors and instructors.								Students.											
		College of agriculture and mechanic arts.						In all departments.		College of agriculture and mechanic arts.								In other departments.		In all departments.	
		Preparatory department.		Collegiate department.		Total number (excluding duplicates).				Preparatory department.		Collegiate department.		Graduate department.		Short or special courses.					
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Alabama Polytechnic Institute	3	0	23	0	24	0	31	0	55	0	335	5	11	6	0	0	0	0	401	11
2	Agricultural and Mechanical College for Negroes (Alabama)	7	0			7	0	15	18	179	239									179	239
3	University of Arizona	7	7	13	4	15	7	15	7	103	70	34	11	0	2	0	0	0	0	142	83
4	University of Arkansas			14	0	14	0	34	15	108	2	11	0	0	0	18	20	349	134	486	156
5	Branch Normal College (Arkansas)	5	2	5	2	5	2	5	2	114	70	0	0	0	0	36	22	0	0	150	92
6	University of California	0	0	75	0	75	0	a 198	1	0	0	519	22	27	2	85	6	1,174	1,190	1,804	1,220
7	Colorado Agricultural College	6	2	24	3	24	3	24	3	81	20	141	47	1	0	62	47	0	0	273	114
8	Connecticut Agricultural College	1	0	15	1	16	1	16	1	4	0	51	19	5	0	6	3	0	0	66	22
9	Delaware College	0	0	19	0	19	0	19	0	0	0	88	0	3	0	1	0	0	0	92	0
10	State College for Colored Students (Delaware)	2	1	2	1	4	2	4	2	27	9	15	11	0	0	0	0	0	0	42	20
11	Florida Agricultural College	1	1	12	7	13	8	13	8	33	28	43	10	0	0	37	33	0	0	113	71
12	State Normal and Industrial College for Colored Students (Florida)	5	8	0	0	5	8	6	8	52	107	0	0	0	0	0	0	0	0	52	107
13	Georgia State College of Agriculture and Mechanic Arts	0	0	20	0	20	0	20	0	0	0	120	0	2	0	0	0	0	0	122	0
14	Georgia State Industrial College for Colored Youths	2	0	13	1	14	1	14	1	215	89	21	13	0	0	96	71	0	0	332	173
15	University of Idaho	3	2	11	3	14	5	15	6	74	37	91	59	0	0	20	1	0	0	185	97
16	University of Illinois	5	1	100	21	105	22	215	28	201	52	839	316	65	9	76	51	900	54	2,040	465
17	Purdue University (Indiana)	0	0	62	6	62	6	63	8	0	0	863	64	29	13	71	9	0	0	963	86
18	Iowa State College of Agriculture and Mechanic Arts			49	19	49	19	49	19	175	41	601	142	16	4	314	0	0	0	1,106	187
19	Kansas State Agricultural College	1	7	37	14	38	21	38	21	256	62	453	232	16	24	275	55	0	0	955	366
20	Agricultural and Mechanical College of Kentucky	4	0	14	0	18	0	25	0	99	10	314	53	7	0	3	1	86	47	509	111
21	State Normal School for Colored Persons (Kentucky)	4	2	4	2	6	2	7	3	45	29	40	27	0	0	0	0	23	38	108	94
22	Louisiana State University and Agricultural and Mechanical College	5	0	21	0	25	0	25	0	130	0	248	0	2	0	5	0	0	0	385	0

a Not including 148 assistants, etc.

TABLE 2.—*Teachers and students in colleges of agriculture and the mechanic arts endowed by acts of Congress of July 2, 1862, and August 30, 1890*—Continued.

	Institution.	Professors and instructors.								Students.											
		College of agriculture and mechanic arts.						In all departments.		College of agriculture and mechanic arts.								In other departments.		In all departments.	
		Preparatory department.		Collegiate department.		Total number (excluding duplicates.)				Preparatory department.		Collegiate department.		Graduate department.		Short or special courses.					
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
23	Southern University (Louisiana)	2	6	7	1	9	7	9	7	134	259	1	3	0	0	224	206	0	0	158	312
24	University of Maine	0	0	44	0	44	0	53	0	0	0	280	18	13	0	34	0	37	0	364	18
25	Maryland Agricultural College	1	0	16	0	17	0	17	0	36	0	94	0	0	0	8	0	0	0	138	0
26	Massachusetts Agricultural College	0	0	22	0	22	0	22	0	0	0	172	0	14	0	9	0	0	0	195	0
27	Massachusetts Institute of Technology	0	0	179	2	179	2	179	2	0	0	1,229	44	4	0	0	0	0	0	1,233	44
28	Michigan Agricultural College	0	0	45	9	45	9	45	9	0	0	447	116	5	3	79	12	0	0	531	131
29	University of Minnesota	0	0	82	7	82	7	244	31	427	90	358	20					1,632	886	2,417	996
30	Mississippi Agricultural and Mechanical College	4	0	20	0	24	0	35	0	235	1	260	10	5	1	4	0	0	0	504	12
31	Alcorn Agricultural and Mechanical College (Mississippi)	10	0	6	0	16	0	16	0	346	32	35	2							381	34
32	University of the State of Missouri	0	0	41	2	41	2	76	4	0	0	368	2	17	0	135	31	678	349	1,098	382
33	Missouri School of Mines and Metallurgy	0	0	15	0	15	0	15	0	0	0	150	20	8	0	0	0	0	0	158	20
34	Lincoln Institute (Missouri)	2	1	2	1	2	1	7	5	60	25	24	15	0	0	5	0	0	0	89	40
35	Montana College of Agriculture and Mechanic Arts	6	2	15	6	15	8	15	8	49	36	58	11	1	2	23	12	36	51	167	112
36	University of Nebraska			67	11	67	11	92	13	75	3	447	67	2	0	0	0	720	942	1,244	1,012
37	State University of Nevada	6	2	12	4	18	6	18	6	39	57	108	95	2	1	6	2			155	155
38	New Hampshire College of Agriculture and Mechanic Arts	6	0	25	0	27	0	27	0	12	1	75	4	1	1	38	7	0	0	126	13
39	Rutgers Scientific School (New Jersey)	7	4	26	0	31	4	34	4	125	46	138	0	2	0	2	0	59	0	326	46
40	New Mexico College of Agriculture and Mechanic Arts	1	3	17	4	18	7	18	7	106	34	15	17	1	0	4	9	0	0	125	60
41	Cornell University (New York)	0	0	104	4	104	4	321	6	0	0	1,051	9	109	11	102	3	1,135	560	2,397	583
42	North Carolina College of Agriculture and Mechanic Arts	0	0	30	0	30	0	30	0	0	0	171	0	10	0	120	0	0	0	301	0
43	Agricultural and Mechanical College for the Colored Race (North Carolina)	4	3	5	0	9	3	9	3	89	83	19	9	0	0	0	0	0	0	108	92
44	North Dakota Agricultural College	17	2	17	2	17	2	20	6	115	60	15	8	2	0	213	191	0	0	345	259

45	Ohio State University	0	0	98	2	98	2	123	7	0	0	497	33	8	0	143	17	578	189	1,226	239
46	Oklahoma Agricultural and Mechanical College	1	1	16	2	17	3	17	3	94	50	107	29	0	0	68	56	0	0	269	135
47	Colored Agricultural and Normal University (Oklahoma)	5	1	5	1	5	1	5	2	72	83	10	25	0	0	1	1	0	0	83	109
48	Oregon State Agricultural College	0	0	23	5	23	5	23	5	0	0	281	146	4	5	0	0	0	0	285	151
49	Pennsylvania State College	3	1	42	2	42	2	42	2	48	4	338	7	3	0	44	0	0	0	433	11
50	Rhode Island College of Agriculture and Mechanic Arts	6	4	18	8	18	8	18	8	32	11	46	12	1	2	28	2	0	0	107	27
51	Clemson Agricultural College (South Carolina)	4	0	30	0	34	0	34	0	82	0	384	0	5	0	12	0	0	0	483	0
52	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	4	6	5	0	9	6	21	6	450	281	38	25	0	0	0	0	0	0	488	306
53	South Dakota Agricultural College	3	0	23	3	26	3	26	3	170	33	157	77	3	5	43	20	0	0	373	135
54	University of Tennessee	0	0	37	4	37	4	81	4	0	0	272	69	5	1	46	9	321	0	642	79
55	Agricultural and Mechanical College of Texas	0	0	26	0	26	0	26	0	0	0	380	0	2	0	0	0	0	0	382	0
56	Prairie View State Normal and Industrial College (Texas)			9	5	9	5	10	11			130	150							130	150
57	Agricultural College of Utah	4	3	22	4	26	7	26	7	171	73	65	35	0	0	31	5	0	0	267	113
58	University of Vermont and State Agricultural College	0	0	33	0	33	0	63	0	0	0	133	0	2	1	43	8	244	48	422	57
59	Virginia Agricultural and Mechanical College and Polytechnic Institute	0	0	34	0	34	0	34	0	0	0	307	0	19	0	60	0	0	0	386	0
60	Hampton Normal and Agricultural Institute (Virginia)	18	18	6	9	24	27	24	27	521	429	27	14	7	19	7	13	0	0	562	475
61	Washington Agricultural College and School of Science	8	6	33	3	35	6	36	9	123	60	143	30	5	0	112	15	0	0	383	105
62	West Virginia University	6	3	40	4	46	7	48	9	225	25	174	49	25	11	50	64	188	81	672	230
63	West Virginia Colored Institute	8	3	1	0	9	3	9	3	71	96	0	0	0	0	2	11	0	0	73	107
64	University of Wisconsin	0	0	78	3	109	3	202	17	0	0	423	0	33	0	413	3	1,097	671	1,966	674
65	University of Wyoming	10	3	10	3	10	3	13	4	0	0	28	0	0	0	0	0	60	89	88	89
	Total	207	105	1,919	195	2,074	275	3,034	389	5,873	2,737	14,282	2,202	503	123	3,214	1,016	9,317	5,329	32,785	11,227

TABLE 3.—*Number of students graduated in 1901 and number of students pursuing various courses of study in colleges of agriculture and the mechanic arts endowed by acts of Congress of July 2, 1862, and August 30, 1890.*

	Institution.	Graduated in 1901.				Students pursuing courses in—												
		Number.		Average age.		Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Mining engineering.	Chemical engineering.	Textile industry.	Architecture.	Household economy.	Veterinary science.	Dairying.	Military tactics.
		Men.	Women.	Years.	Months.												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Alabama Polytechnic Institute	61	3	20	9	116	57	23	55	0	0	0	0	0	34	0	381
2	Agricultural and Mechanical College for Negroes (Alabama)	5	13	18	0	8								99		4	
3	University of Arizona	3	1	20	0			1		26				22			115
4	University of Arkansas	25	5			12	9	32	24								421
5	Branch Normal College (Arkansas)	3	5														
6	University of California	283	157	23	9	42	a 159	74		216	141		14				692
7	Colorado Agricultural College	27	6			40	74	18						84	30	13	268
8	Connecticut Agricultural College	10	0	20	6	35	13	5	0	0	0	0	0	12	10	15	51
9	Delaware College	18	0	21	1	5	12	16	9		1						75
10	State College for Colored Students (Delaware)	0	3	20	0		2							20			
11	Florida Agricultural College	11	4	19	0	28	5										106
12	State Normal and Industrial College for Colored Students (Florida)	0	1	24	0	22	27							50		55	
13	Georgia State College of Agriculture and Mechanic Arts	8	0	21	0	35		8	7				2				120
14	Georgia State Industrial College for Colored Youths	9	12	23	0	54											
15	University of Idaho	17	7	20	0	1		10		24							130
16	University of Illinois	338	66			144	109	128	91		4		55	10			468
17	Purdue University (Indiana)	141	9	22	11	108	274	162	214					9	66	36	
18	Iowa State College of Agriculture and Mechanic Arts	59	13	23	0	184	116	117	173	14				123	46	85	594
19	Kansas State Agricultural College	34	33	22	10	152	170		64					243		72	500
20	Agricultural and Mechanical College of Kentucky	33	8	21	10	4	122	44	0	0	0	0	0	0	0	0	509
21	State Normal School for Colored Persons (Kentucky)	6	6	19	0	27								32	3	6	108
22	Louisiana State University and Agricultural and Mechanical College	22	0	20	0	38	38	28			44				12		310
23	Southern University (Louisiana)	10	11	17	5	44	116	0	0	0	0	0	0	0	0	20	0
24	University of Maine	38	3	23	0	25	34	81	72							35	
25	Maryland Agricultural College	4	0	20	0	19	30	3								3	130
26	Massachusetts Agricultural College	25	0	23	6	181										31	160
27	Massachusetts Institute of Technology	189	3	21	7		b 127	b 89	b 84	b 60	b 34		b 53				318
28	Michigan Agricultural College	34	5			211	241							119	161	85	378
29	University of Minnesota	328	82			544	70	79	79	86	10	0	0			99	1,000
30	Mississippi Agricultural and Mechanical College	13	5	21	0	491	483		9						238	162	504
31	Alcorn Agricultural and Mechanical College (Mississippi)	6	0	25	0	150											
32	University of the State of Missouri	105	16			215	30	75	53	114				39	35	24	252

33	Missouri School of Mines and Metallurgy	18	0	23	0	0	0	12	0	126	40	0	0	0	0	0	0
34	Lincoln Institute (Missouri)	13	7				30	27	5			40					
35	Montana College of Agriculture and Mechanic Arts	3	1	20	0	25	20	3	3					8			
36	University of Nebraska	168	54			36	152	53	93					74	135	135	435
37	State University of Nevada	16	7			5	7	8		64							142
38	New Hampshire College of Agriculture and Mechanic Arts	41	2	23	0	46	15		16							12	85
39	Rutgers Scientific School (New Jersey)	17	0	23	5	5	0	41	18	0	19	0	0	0	0	0	138
40	New Mexico College of Agriculture and Mechanic Arts	2	2	21	0	1	4										
41	Cornell University (New York)	383	71			193	482	183	179				52		53		600
42	North Carolina College of Agriculture and Mechanic Arts	24	0	21	9	19	134	47	41		23	37				19	291
43	Agricultural and Mechanical College for the Colored Race (North Carolina)	2	1			11	6						1	92		11	
44	North Dakota Agricultural College	8	0	20	0	70	125	0	0	0	0	0	0	45	64	8	88
45	Ohio State University	101	31	22	0	210	116	122	112	53	35		14	47	27	50	400
46	Oklahoma Agricultural and Mechanical College	3	2	23	2	36	47		5					62			
47	Colored Agricultural and Normal University (Oklahoma)	1	1				34							110			
48	Oregon State Agricultural College	18	16	21	1	61	92		19	6				103	6	61	285
49	Pennsylvania State College	49	3	22	11	10	84	55	97	23	32					41	356
50	Rhode Island College of Agriculture and Mechanic Arts	6	6	21	0	31	9	1	6		10						71
51	Clemson Agricultural College (South Carolina)	33	0	20	0	163	140	5	40	0	0	35	0	0	30	30	483
52	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	22	20	19	0	108	78							228		41	400
53	South Dakota Agricultural College	14	12	21	0	38	96	0	8	0	0	0	0	36	7	13	118
54	University of Tennessee	137	6	22	0	66	c87	0							31	34	197
55	Agricultural and Mechanical College of Texas	19	0	20	0	163	209	100							28		380
56	Prairie View State Normal and Industrial College (Texas)	14	14	20	0	68								150			
57	Agricultural College of Utah	1	4	20	0	13	35	15						40	12	8	165
58	University of Vermont and State Agricultural College	61	12	23	0	24	24	29	28	0	0	0	0	0		43	185
59	Virginia Agricultural and Mechanical College and Polytechnic Institute	41	0	21	0	30	103	41	103						12	10	365
60	Hampton Normal and Agricultural Institute (Virginia)	27	13	18	0	701			5					475		7	378
61	Washington Agricultural College and School of Science	18	2			79	a 36	13		37					4	18	244
62	West Virginia University	91	14	23	0	32	7	34									144
63	West Virginia Colored Institute	11	12	22	0	7	0	0	0	0	0	0	0	100	0	7	60
64	University of Wisconsin	219	66			436	d 63	d 77	d 89							120	563
65	University of Wyoming	7	9	21	4	3	14	0	0	11	0	0	0	0	0	0	70
	Total	3,423	865	22	0	5,625	4,570	1,859	1,806	865	393	112	191	2,432	984	1,403	14,233

a Including students in electrical engineering.
b First-year students not included in classification.
c All engineering students.
d 175 engineering students not yet assigned to special courses.

TABLE 4.—*Value of property of colleges of agriculture and the mechanic arts endowed by acts of Congress of July 2, 1862, and August 30, 1890.*

	Institution.	Land-grant fund of 1862.	Other land-grant funds.	Other permanent funds.	Unsold land grant of 1862.	Farm and grounds.	Buildings.	Apparatus.	Machinery.	Library.	Miscellaneous equipment.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
1	Alabama Polytechnic Institute	$253,500	0	0	0	$4,500	$142,000	$12,000	$15,000	$20,000	$17,000	$474,000
2	Agricultural and Mechanical College for Negroes (Alabama)	0	0	0	0	10,000	28,654	3,988	7,989	1,424	----------	52,055
3	University of Arizona	0	0	0	0	4,000	106,100	----------	----------	9,127	52,247	171,474
4	University of Arkansas	130,000	0	0	0	16,000	233,500	26,000	14,000	11,000	16,000	446,500
5	Branch Normal College (Arkansas)	0	0	0	0	320	20,000	500	12,000	----------	1,500	34,320
6	University of California	730,966	$74,962	$2,229,100	$10,486	193,125	1,623,475	----------	----------	180,000	380,000	5,422,114
7	Colorado Agricultural College	86,485	0	0	150,000	32,900	148,849	46,000	15,500	10,377	15,502	505,613
8	Connecticut Agricultural College	135,000	0	0	0	16,000	85,000	7,000	4,000	25,000	1,000	273,000
9	Delaware College	83,000	0	0	0	3,000	79,700	25,000	8,000	30,000	1,000	229,700
10	State College for Colored Students (Delaware)	0	0	0	0	6,000	18,800	1,000	8,000	----------	----------	33,800
11	Florida Agricultural College	154,300	0	0	0	11,000	50,000	(*a*)	(*a*)	7,500	20,000	242,800
12	State Normal and Industrial College for Colored Students (Florida)	0	0	0	0	9,000	22,750	1,916	3,715	900	578	38,859
13	Georgia State College of Agriculture and Mechanic Arts	242,202	0	0	0	15,000	300,000	50,000	10,000	50,000	390,000	1,057,202
14	Georgia State Industrial College for Colored Youths	0	0	0	0	1,400	47,914	2,744	----------	400	----------	52,458
15	University of Idaho	0	0	0	900,000	12,000	175,000	15,000	3,000	12,000	2,000	1,119,000
16	University of Illinois	561,895	0	12,250	4,400	150,000	1,000,000	155,000	55,000	70,803	105,000	2,114,348
17	Purdue University (Indiana)	340,000	0	0	0	60,000	307,000	(*a*)	(*a*)	(*a*)	362,000	1,069,000
18	Iowa State College of Agriculture and Mechanic Arts	589,754	93,955	0	10,054	57,768	401,477	71,000	29,000	27,000	113,000	1,393,008
19	Kansas State Agricultural College	491,181	0	0	720	39,700	273,298	44,423	13,162	41,744	73,955	978,183
20	Agricultural and Mechanical College of Kentucky	165,000	0	0	0	310,000	141,000	41,300	23,500	9,400	417,000	1,107,200
21	State Normal School for Colored Persons (Kentucky)	----------	0	0	0	26,000	18,000	150	2,000	1,000	1,500	48,650
22	Louisiana State University and Agricultural and Mechanical College	182,313	136,000	0	0	33,300	195,000	12,000	8,000	25,000	25,000	616,613
23	Southern University (Louisiana)	0	0	0	0	22,000	46,365	3,337	4,384	3,920	7,389	87,395
24	University of Maine	118,300	0	101,600	0	25,000	222,241	20,000	15,000	22,500	12,500	537,141
25	Maryland Agricultural College	115,943	0	0	0	28,600	850,000	(*a*)	(*a*)	(*a*)	32,000	1,026,543
26	Massachusetts Agricultural College	219,000	0	141,575	0	41,500	213,775	15,144	----------	22,000	69,257	722,251
27	Massachusetts Institute of Technology	(*b*)	0	3,313,059	0	----------	717,039	250,000	91,140	116,702	----------	4,487,940
28	Michigan Agricultural College	875,285	0	0	175,000	68,300	439,075	----------	----------	----------	201,573	1,759,233
29	University of Minnesota	570,335	703,532	54,000	240	375,000	1,020,000	93,000	52,000	80,000	65,000	3,013,107
30	Mississippi Agricultural and Mechanical College	98,575	0	0	0	42,605	181,425	13,735	51,002	15,739	55,168	458,239
31	Alcorn Agricultural and Mechanical College (Mississippi)	113,575	96,296	0	0	3,000	125,000	1,000	5,000	5,000	2,000	350,871
32	University of the State of Missouri	349,881	222,000	663,958	60,000	237,206	630,000	(*a*)	(*a*)	(*a*)	201,000	2,364,045

33	Missouri School of Mines and Metallurgy					12,000	70,500	15,000	12,000	8,490	26,010	144,000
34	Lincoln Institute (Missouri)	0	0	0	0	8,500	65,000	4,000	6,300	250	300	84,450
35	Montana College of Agriculture and Mechanic Arts	0	0	0	900,000	12,000	110,000	10,000	15,000	15,000		1,062,000
36	University of Nebraska	108,000	73,491	0		200,000	455,000			115,000	250,540	1,202,031
37	State University of Nevada	93,000	36,000	0	0	32,938	146,807	18,239	10,993	7,589	32,527	378,093
38	New Hampshire College of Agriculture and Mechanic Arts	80,000	0	5	0	20,500	84,016	15,520	5,000	8,700	20,000	233,736
39	Rutgers Scientific School (New Jersey)	116,000	0	500,000	0	130,000	366,500			40,000	72,500	1,225,000
40	New Mexico College of Agriculture and Mechanic Arts	0	0	0		7,000	44,709	15,200	18,600	11,200	7,200	103,900
41	Cornell University (New York)	688,576	0	6,197,581	0	99,219	2,724,373			509,380	744,829	10,963,958
42	North Carolina College of Agriculture and Mechanic Arts	125,000	0	0	0	26,190	88,477	10,822	23,874	5,632	9,728	289,723
43	Agricultural and Mechanical College for the Colored Race (North Carolina)	0	0	0	0	6,000	45,890	3,800	12,000	1,000	4,000	72,600
44	North Dakota Agricultural College	0	0	0	1,300,000	28,800	154,000	10,000	8,000	15,000		1,515,800
45	Ohio State University	524,176	29,718	0	0	1,500,000	779,000	170,000	30,000	70,000	25,000	3,127,894
46	Oklahoma Agricultural and Mechanical College	0	0	0		6,000	53,500	29,771	22,929	13,269	6,000	131,469
47	Colored Agricultural and Normal University (Oklahoma)	0	0	0	0	3,600	15,000	1,500	8,000	1,000	2,000	31,100
48	Oregon State Agricultural College	131,556	0	0		15,000	94,000	3,000	16,000			259,556
49	Pennsylvania State College	427,291	0	89,709	0	40,000	750,000				60,000	1,367,000
50	Rhode Island College of Agriculture and Mechanic Arts	50,000	0	0	0	18,000	198,600	(a)	(a)	13,129	100,791	380,520
51	Clemson Agricultural College (South Carolina)	95,900	0	80,000	0	26,280	280,000	115,000	65,000	6,000	15,000	683,180
52	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	95,900	0	0	0	40,000	78,500	3,000	7,000	1,500	1,850	227,750
53	South Dakota Agricultural College	0	0	0	800,000	20,000	115,500	10,000	2,000	5,000		952,500
54	University of Tennessee	396,000	0	29,000	0	105,370	205,159	47,192	44,415	10,500	10,800	849,436
55	Agricultural and Mechanical College of Texas	209,000	0	0	0	48,320	462,353	(a)	(a)	5,500	28,786	753,959
56	Prairie View State Normal and Industrial College (Texas)	0	0	0	0	15,000	78,600	967	3,947	970	1,000	100,484
57	Agricultural College of Utah	0	0	0	1,000,000	11,800	158,375	7,528	14,041	5,591	18,521	1,215,856
58	University of Vermont and State Agricultural College	135,500	0	327,617	0	9,500	520,000		25,000	150,000	60,000	1,227,617
59	Virginia Agricultural and Mechanical College and Polytechnic Institute	344,312	0	0	0	30,000	177,615			2,500	101,386	655,813
60	Hampton Normal and Agricultural Institute (Virginia)	172,156	0	926,636	0	57,000	565,000			5,500	155,500	1,881,792
61	Washington Agricultural College and School of Science	0	0	0	900,000	15,000	200,000	c 70,000		10,000		1,195,000
62	West Virginia University	90,000	0	24,370	0	8,000	340,000	25,000	1,000	35,000	5,000	528,370
63	West Virginia Colored Institute	0	0	0	0	12,000	64,000	(a)	(a)	800	24,000	100,800
64	University of Wisconsin	303,360	228,264	0	100	110,173	1,368,806	(a)	(a)	111,336	366,058	2,488,097
65	University of Wyoming	14,563	2,916	0	90,000	10,600	145,000	55,000	25,000	15,800	5,900	364,779
	Total	10,806,780	1,697,134	14,690,455	6,301,000	4,540,014	20,866,618	1,551,766	826,491	2,009,272	4,795,395	68,084,925

a Included in miscellaneous equipment.

b Included in Massachusetts Agricultural College report.

c Includes value of machinery.

TABLE 5.—*Income of colleges of agriculture and the mechanic arts endowed by acts of Congress of July 2, 1862, and August 30, 1890.*

	Institution.	From State or Territory.	From land-grant fund of 1862.	From other land-grant funds.	From other permanent funds.	United States appropriation (act of Aug. 30, 1890).	Tuition fees.	Incidental fees.	Miscellaneous.	Total.	United States appropriation for experiment stations (act of Mar. 2, 1887).
	1	2	3	4	5	6	7	8	9	10	11
1	Alabama Polytechnic Institute	$14,014	$20,280	0	0	$13,850	$850	$1,790	$3,380	$54,164	$15,000
2	Agricultural and Mechanical College for Negroes (Alabama)	4,000	0	0	0	11,150	0	0	0	15,150	0
3	University of Arizona	17,332	0	0	0	25,000	0	910	3,000	46,242	15,000
4	University of Arkansas	37,605	10,400	0	$1,007	18,182	3,405	157	----------	70,756	15,000
5	Branch Normal College (Arkansas)	0	0	0	0	6,818	580	0	72	7,470	0
6	University of California	309,446	43,860	$4,470	49,167	25,000	----------	----------	36,231	468,174	15,000
7	Colorado Agricultural College	32,946	9,625	0	0	25,000	0	0	4,688	72,259	15,000
8	Connecticut Agricultural College	15,000	7,719	0	0	25,000	0	0	10,000	57,719	7,500
9	Delaware College	0	4,980	0	0	20,000	200	2,576	175	27,931	15,000
10	State College for Colored Students (Delaware)	0	0	0	0	5,000	0	0	2,264	7,264	0
11	Florida Agricultural College	0	9,107	0	0	12,500	0	1,839	592	24,038	15,000
12	State Normal and Industrial College for Colored Students (Florida)	8,200	0	0	0	12,500	0	364	213	21,277	0
13	Georgia State College of Agriculture and Mechanic Arts	45,000	16,954	0	0	16,667	0	0	0	78,621	0
14	Georgia State Industrial College for Colored Youths	10,000	0	0	0	8,333	0	0	3,046	21,379	0
15	University of Idaho	64,000	0	0	0	25,000	0	0	270	89,270	15,000
16	University of Illinois	240,200	27,996	0	0	25,000	----------	125,078	24,310	442,584	15,000
17	Purdue University (Indiana)	65,160	17,000	0	0	25,000	0	24,659	16,329	148,148	15,000
18	Iowa State College of Agriculture and Mechanic Arts	101,068	43,801	0	0	25,000	0	400	2,909	173,178	15,000
19	Kansas State Agricultural College	22,700	32,300	0	0	25,000	0	0	0	80,000	15,000
20	Agricultural and Mechanical College of Kentucky	42,810	12,967	0	0	21,375	1,582	673	31,552	110,959	15,000
21	State Normal School for Colored Persons (Kentucky)	3,000	1,256	0	0	3,625	----------	175	10	8,066	0
22	Louisiana State University and Agricultural and Mechanical College	48,000	9,116	5,440	0	12,107	0	1,902	4,859	81,424	15,000
23	Southern University (Louisiana)	10,000	0	0	0	12,893	313	0	644	23,850	0
24	University of Maine	20,000	5,915	0	0	25,000	10,090	6,727	19,635	87,367	15,000
25	Maryland Agricultural College	21,000	3,478	0	0	25,000	14,321	8,525	1,789	74,113	15,000
26	Massachusetts Agricultural College	27,770	7,300	0	0	16,667	210	1,075	2,407	55,429	15,000
27	Massachusetts Institute of Technology	25,000	2,188	0	53,000	8,333	200,745	10,830	47,036	347,132	0
28	Michigan Agricultural College	72,782	57,621	0	0	25,000	330	3,950	29,606	189,289	15,000
29	University of Minnesota	244,845	28,343	0	0	25,000	90,658	0	18,024	406,870	15,000
30	Mississippi Agricultural and Mechanical College	25,719	5,915	0	0	11,624	280	1,535	21,080	66,153	15,000
31	Alcorn Agricultural and Mechanical College (Mississippi)	12,850	6,814	5,778	0	13,376	----------	----------	800	39,618	0
32	University of the State of Missouri	17,500	17,494	----------	----------	23,437	----------	4,709	10,770	73,910	15,000

33	Missouri School of Mines and Metallurgy	104,400		0	0			3,097		107,497	0
34	Lincoln Institute (Missouri)	26,295	0	0	0	1,563				27,858	0
35	Montana College of Agriculture and Mechanic Arts	25,000	0	0	0	25,000	2,065	1,004	4,049	57,118	15,000
36	University of Nebraska	134,905	a 39,000	a 18,025	0	25,000	22,829	0	0	239,829	15,000
37	State University of Nevada	28,340	3,720	1,440	0	25,000	0	0	5,238	63,738	15,000
38	New Hampshire College of Agriculture and Mechanic Arts	10,500	4,800	0	0	25,000	899	429	22,204	63,832	15,000
39	Rutgers Scientific School (New Jersey)	0	6,480	0	17,912	25,000	5,224		198	54,814	15,000
40	New Mexico College of Agriculture and Mechanic Arts	4,376	0	0	0	25,000	1,103	42	572	31,093	15,000
41	Cornell University (New York)	0	34,429	0	364,637	25,000	200,365	49,260	105,696	779,387	13,500
42	North Carolina College of Agriculture and Mechanic Arts	17,761	7,500	0	0	16,235	5,552	286	5,491	52,825	15,000
43	Agricultural and Mechanical College for the Colored Race (North Carolina)	7,500	0	0	0	8,765	416	1,319	3,547	21,547	0
44	North Dakota Agricultural College	18,000	2,351	0	0	25,000	0	559	24,692	70,602	15,000
45	Ohio State University	184,747	31,451	1,859	0	25,000	0	35,674	51,544	330,275	0
46	Oklahoma Agricultural and Mechanical College	3,800	0	5,967	0	22,500	0	1,300	2,000	35,567	15,000
47	Colored Agricultural and Normal University (Oklahoma)	10,272	0	0	0	2,500	0	0	68	12,840	0
48	Oregon State Agricultural College	5,459	12,738	0	0	25,000	0	778	1,301	45,276	15,000
49	Pennsylvania State College	33,159	25,637	0	0	25,000	130	5,975	16,556	106,457	15,000
50	Rhode Island College of Agriculture and Mechanic Arts	24,796	2,500	0	0	25,000	0	400	0	52,696	15,000
51	Clemson Agricultural College (South Carolina)	89,965	5,754	0	3,512	12,500	2,560		6,607	120,898	15,000
52	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	8,000	5,754	0	0	12,500	0	0	0	26,254	0
53	South Dakota Agricultural College	20,500	0	0	0	25,000	3,800	1,593	13,601	64,494	15,000
54	University of Tennessee	0	23,960	0	1,098	25,000	0	13,399	7,930	71,387	15,000
55	Agricultural and Mechanical College of Texas	20,900	14,280	0	0	18,750	0	1,910	0	55,840	15,000
56	Prairie View State Normal and Industrial College (Texas)	18,600	0	0	0	6,250	0		10,910	35,760	0
57	Agricultural College of Utah	18,638	2,121	0	0	25,000	0	1,767	6,884	54,410	15,000
58	University of Vermont and State Agricultural College	6,000	8,130	0	18,279	25,000	12,035			69,444	15,000
59	Virginia Agricultural and Mechanical College and Polytechnic Institute	115,000	20,659	0	0	16,667	675	10,438	5,062	168,501	15,000
60	Hampton Normal and Agricultural Institute (Virginia)	0	10,329	0	43,124	8,333			122,753	184,539	0
61	Washington Agricultural College and School of Science	26,281	0	0	0	25,000	30	4,529	5,076	60,916	15,000
62	West Virginia University	93,550	6,240	0	1,162	20,000	8,569	0	7,052	136,573	15,000
63	West Virginia Colored Institute	22,000	0	0	0	5,000	0	151	160	27,311	0
64	University of Wisconsin	418,000	12,428	11,397	605	25,000	16,714	21,869	75,062	581,075	15,000
65	University of Wyoming	19,045	0	0	0	25,000	0	438	664	45,147	15,000
	Total	3,073,736	682,690	54,446	553,503	1,200,000	606,530	354,091	800,608	7,325,604	681,000

a Approximately.

TABLE 6.—*Value of additions to equipment during the year of colleges of agriculture and the mechanic arts endowed by acts of Congress of July 2, 1862, and August 30, 1890.*

	Institution.	Permanent endowment.	Buildings.	Library.	Apparatus.	Machinery.	Miscellaneous.	Total.
	1	2	3	4	5	6	7	8
1	Alabama Polytechnic Institute	0	$800	$1,700	$2,150	$750	$1,500	$6,900
2	Agricultural and Mechanical College for Negroes (Alabama)							
3	University of Arizona	0	7,500	1,000	1,746	7,500	0	17,746
4	University of Arkansas							
5	Branch Normal College (Arkansas)	0	0	0	0	2,500	250	2,750
6	University of California	$35,000	84,768	6,412	(*a*)	14,360		200,540
7	Colorado Agricultural College	0	0	0	1,500	600	0	2,100
8	Connecticut Agricultural College	0	10,000	2,300	635	2,912	0	15,847
9	Delaware College	0	0	1,762	1,247	410	200	3,619
10	State College for Colored Students (Delaware)	0	6,000	0	0	100	0	6,100
11	Florida Agricultural College	0	0	145	1,614	1,348	764	3,871
12	State Normal and Industrial College for Colored Students (Florida)	0	2,500	900	117	715	578	4,810
13	Georgia State College of Agriculture and Mechanic Arts	0	40,000	1,000	600	0	6,000	47,600
14	Georgia State Industrial College for Colored Youths	0	15,481	0	0	0	0	15,481
15	University of Idaho	0	50,000	400	750	50	0	51,200
16	University of Illinois	59,903		5,803	5,000	5,000	5,000	80,706
17	Purdue University (Indiana)	0	5,400	650	7,210	640	1,200	15,100
18	Iowa State College of Agriculture and Mechanic Arts	875	61,984	2,000	1,500	500	0	66,859
19	Kansas State Agricultural College	0	0	1,685	1,740	970	1,110	5,505
20	Agricultural and Mechanical College of Kentucky	0	16,000	1,200	2,400	1,300	800	21,700
21	State Normal School for Colored Persons (Kentucky)	0	0	100	50	50	50	250
22	Louisiana State University and Agricultural and Mechanical College	0	11,025	589	3,045	1,140		15,799
23	Southern University (Louisiana)	0	970	20	362	4	1,399	2,755
24	University of Maine	0	40,000	2,500	5,015	300	314	48,129
25	Maryland Agricultural College	0	0	500	2,000	500	0	3,000
26	Massachusetts Agricultural College	0	0	1,494	941	0	0	2,435
27	Massachusetts Institute of Technology	219,853	5,936	6,845	50,000	9,931	0	292,625
28	Michigan Agricultural College		98,000				12,000	110,000
29	University of Minnesota	41,049	20,000	8,000	4,900	3,500	1,500	78,949
30	Mississippi Agricultural and Mechanical College	0	44,625	3,903	1,629	23,392	13,218	86,767
31	Alcorn Agricultural and Mechanical College (Mississippi)		1,500					1,500
32	University of the State of Missouri							
33	Missouri School of Mines and Metallurgy	0	0	800	2,000	0	0	2,800
34	Lincoln Institute (Missouri)							
35	Montana College of Agriculture and Mechanic Arts	0	1,200	1,200	1,000	1,500	0	4,900
36	University of Nebraska	69,738	0	5,000	3,500	1,500	1,500	81,238
37	State University of Nevada	0	6,085	445	674	768	1,709	9,681
38	New Hampshire College of Agriculture and Mechanic Arts	0	0	306	1,925	0	2,656	4,887
39	Rutgers Scientific School (New Jersey)	13,000	457	2,004	1,763	136	723	18,083
40	New Mexico College of Agriculture and Mechanic Arts	0	700	1,800	700	600	300	4,100
41	Cornell University (New York)							

42	North Carolina College of Agriculture and Mechanic Arts	0	1,782	632	438	15,118	3,578	21,548
43	Agricultural and Mechanical College for the Colored Race (North Carolina)	0	350	160	370	450	0	1,270
44	North Dakota Agricultural College	0	60,060	500	0	0	0	60,560
45	Ohio State University	4,138	4,268	5,596	8,904	1,624	1,200	25,730
46	Oklahoma Agricultural and Mechanical College	0	700	1,405	4,469	732	7,431	14,737
47	Colored Agricultural and Normal University (Oklahoma)	0	0	1,043	968	10,247	1,297	13,555
48	Oregon State Agricultural College	0	208	394	281	325	558	1,766
49	Pennsylvania State College			1,000				1,000
50	Rhode Island College of Agriculture and Mechanic Arts	0	6,400	826	200	126	0	7,552
51	Clemson Agricultural College (South Carolina)	0	42,000	1,000	8,000	5,000	6,000	62,000
52	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	0	0	0	293	1,350	0	1,643
53	South Dakota Agricultural College	0	0	250				250
54	University of Tennessee	0	18,593	844	3,692	915	800	24,844
55	Agricultural and Mechanical College of Texas							
56	Prairie View State Normal and Industrial College (Texas)	0	0	0	0	1,500	0	1,500
57	Agricultural College of Utah	0	1,267	550	591	574	2,346	5,328
58	University of Vermont and State Agricultural College	0	0	0	0	0	0	0
59	Virginia Agricultural and Mechanical College and Polytechnic Institute	0	16,365	300	0	18,457	6,955	42,077
60	Hampton Normal and Agricultural Institute (Virginia)	38,046	25,000	1,000	0	0	0	64,046
61	Washington Agricultural College and School of Science			300	[b] 7,000			7,300
62	West Virginia University	0	64,000	0	1,000	1,000	1,000	67,000
63	West Virginia Colored Institute							
64	University of Wisconsin	0	107,000	7,132			11,225	125,357
65	University of Wyoming	0	35,000	2,035	4,870	4,600	218	46,723
	Total	541,602	913,924	87,370	148,789	144,994	95,379	1,932,058

[a] Included under machinery.

[b] Includes machinery.

TABLE 7.—*Statistics of farmers' institutes and student labor in colleges of agriculture and the mechanic arts endowed by acts of Congress of July 2, 1862, and August 30, 1890.*

	Institution.	Farmers' institutes.						Student labor.			
		Number held in State.	Total attendance.	Institutes attended by college and station staffs.	Members of the staffs engaged in the work.	Days given by staffs to institute work.	State appropriation for institutes.	Number of students employed.	Average amount earned by each student.	Amount expended for student labor.	State appropriation for student labor.
	1	2	3	4	5	6	7	8	9	10	11
1	Alabama Polytechnic Institute	22	1,047	22	6	31	0	0	0	0	0
2	Agricultural and Mechanical College for Negroes (Alabama)	1	400	1	28	2		200	$26	$5,168	
3	University of Arizona	2	200	2	3	4	0	8	125	1,000	
4	University of Arkansas							70	25	1,760	$2,500
5	Branch Normal College (Arkansas)										
6	University of California	63	20,000	63	7	250	0				
7	Colorado Agricultural College	10	1,500	10	9	60		175	22	3,905	0
8	Connecticut Agricultural College										
9	Delaware College	40	3,000	13	4	16	$600	0	0	0	0
10	State College for Colored Students (Delaware)							40	12½	500	0
11	Florida Agricultural College	18	5,000	18	2	108	0				
12	State Normal and Industrial College for Colored Students (Florida)							31	20	617	0
13	Georgia State College of Agriculture and Mechanic Arts	10	600	10	5	20	0	0	0	0	0
14	Georgia State Industrial College for Colored Youths	1	300	1		1	0	110	15	1,669	0
15	University of Idaho	14	2,100	14	6	52	0	20	75	1,440	0
16	University of Illinois	102	30,600	89	14	89	15,650	100	53	5,304	0
17	Purdue University (Indiana)	104	25,664	22	10	50	5,000				
18	Iowa State College of Agriculture and Mechanic Arts										
19	Kansas State Agricultural College	156	64,031	156	27	600	2,000	138	54	7,524	
20	Agricultural and Mechanical College of Kentucky	8	2,050	7	4	22	5,000	123	19	2,335	0
21	State Normal School for Colored Persons (Kentucky)							20	60	1,200	0
22	Louisiana State University and Agricultural and Mechanical College	37	2,775	37	6	50	2,000	28	97	2,723	0
23	Southern University (Louisiana)							44	1	49	0
24	University of Maine	90		50	3		3,500	102	8	851	0
25	Maryland Agricultural College	23	6,000	23	2	46	4,000	6	80	480	0
26	Massachusetts Agricultural College							75	67	5,000	5,000
27	Massachusetts Institute of Technology							0	0	0	0
28	Michigan Agricultural College	204	84,780	145	16	193	5,500			2,500	2,500
29	University of Minnesota	69	21,846				13,500	352	6	2,211	0
30	Mississippi Agricultural and Mechanical College	23	1,500	23	8	15	500	341	16	5,340	5,000
31	Alcorn Agricultural and Mechanical College (Mississippi)										
32	University of the State of Missouri	60	10,000	50	8	65	4,000	75	20	1,500	600
33	Missouri School of Mines and Metallurgy							5	200	1,000	0
34	Lincoln Institute (Missouri)										

35	Montana College of Agriculture and Mechanic Arts	1	300	1	11	2		15	125	1,800	1,500
36	University of Nebraska	58	30,000	57	6	90	1,112				
37	State University of Nevada							50	123	6,163	0
38	New Hampshire College of Agriculture and Mechanic Arts							67	55	3,701	0
39	Rutgers Scientific School (New Jersey)										
40	New Mexico College of Agriculture and Mechanic Arts							60	9	564	0
41	Cornell University (New York)							0	0	0	0
42	North Carolina College of Agriculture and Mechanic Arts	20						102	24	2,494	0
43	Agricultural and Mechanical College for the Colored Race (North Carolina)							157	16	2,535	0
44	North Dakota Agricultural College	18	7,251	18	7	95	600	25	20	500	0
45	Ohio State University							100	72	7,207	
46	Oklahoma Agricultural and Mechanical College	7	700	7	6	26	0	50	40	2,000	0
47	Colored Agricultural and Normal University (Oklahoma)										
48	Oregon State Agricultural College	11	3,100	11	4	113	0			805	
49	Pennsylvania State College			151	9	226	12,500				
50	Rhode Island College of Agriculture and Mechanic Arts							41	41	1,689	0
51	Clemson Agricultural College (South Carolina)	12	4,000	12	8	21	2,000	50	15	750	0
52	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	6	1,200	6	1	15	150	720	6	4,000	4,000
53	South Dakota Agricultural College	23	8,000	23	4	46	2,000	109	35	3,859	1,000
54	University of Tennessee	30		30	11	120	2,500	86	58	4,971	0
55	Agricultural and Mechanical College of Texas							200	25	5,000	5,000
56	Prairie View State Normal and Industrial College (Texas)							51	26	1,340	0
57	Agricultural College of Utah						1,500	54	25	1,328	0
58	University of Vermont and State Agricultural College	40		20	3	20	5,000				
59	Virginia Agricultural and Mechanical College and Polytechnic Institute	2	125	2	4	6	0	100	30	3,000	0
60	Hampton Normal and Agricultural Institute (Virginia)							642	75	48,467	
61	Washington Agricultural College and School of Science	30	3,000	30	9			98	28	2,718	
62	West Virginia University	67	4,075	35	2	75	2,500	2	135	270	
63	West Virginia Colored Institute							6	66	400	400
64	University of Wisconsin	115	46,000	3	3		12,000				
65	University of Wyoming							20	37	750	0
	Total	1,497	a 445,144	1,162	256	a 2,613	103,112	4,868	32	160,477	27,500

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.	1899.	1900.	1901.	1902.
Alabama	$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
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
Idaho				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				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			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	25,000
Virginia	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	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	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	25,000
Wisconsin	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	25,000
Wyoming	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	25,000
Total	660,000	704,000	782,000	864,000	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.

The estimated number of persons engaged in teaching in the United States exceeds half a million. Many thousands of new teachers are added to the ranks each year to take the places of those who have proven failures or who for other reasons have left the work. It is recognized that inadequate training is the chief cause of failure, although many who have received professional instruction in normal schools retire after the discouraging work of a year or two. On the other hand, there are thousands of men and women who have never been inside a normal school building whose adaptability to the work has enabled them by earnest effort to become successful teachers. It is generally conceded, however, that these teachers could have won earlier success and achieved more valuable results had they first received the professional training offered by a good normal school.

The growing demand for trained teachers has led to a steady increase from year to year in the attendance in normal schools and other institutions where pedagogical instruction is offered. The following table shows the number of institutions of the several classes offering such instruction and the number of normal students in each class for the last four years:

Normal students reported for four years.

Classes of institutions.	1897–98.		1898–99.		1899–1900.		1900–1901.	
	Institutions.	Students.	Institutions.	Students.	Institutions.	Students.	Institutions.	Students.
Public normal schools	167	46,245	166	44,808	172	47,421	170	43,372
Private normal schools	178	21,293	165	23,572	134	22,172	118	20,030
Public universities and colleges	23	2,255	29	2,541	26	2,604	34	3,019
Private universities and colleges	188	6,065	206	6,950	221	7,520	213	7,453
Public high schools	494	7,378	544	8,930	506	10,703	528	11,298
Private high schools	326	5,989	378	6,886	417	8,522	398	8,985
Grand total	1,376	89,225	1,488	93,687	1,476	98,342	1,461	94,157
In all public institutions	684	55,878	739	56,279	704	60,128	732	57,689
In all private institutions	692	33,347	749	37,408	772	38,214	729	36,468

It is the purpose in this chapter to summarize and give in detail the statistics of public and private normal schools. In addition a list is given of the universities and colleges having departments of pedagogy and those offering courses for the training of teachers. A table appears in the summaries giving the number of institutions, other than normal schools, having teachers' training courses and the number of students pursuing such courses.

For the year 1900-1901 there were in the regular training courses for teachers in public and private normal schools 63,402 students, while in all other institutions there were 30,755 students pursuing such courses. The 170 public normal schools had 2,232 instructors, 43,372 students, and 8,753 graduates, while the 118 private normal schools had 873 instructors, 20,030 students, and 1,630 graduates.

The following table will indicate in some measure the progress made by the public and private normal schools since 1890:

	1889-90.				1900-1901.			
	Schools.	Instructors.	Normal students.	Normal graduates.	Schools.	Instructors.	Normal students.	Normal graduates.
Public normal schools	135	1,182	26,917	4,413	170	2,232	43,372	8,753
Private normal schools	43	274	7,897	824	118	873	20,030	1,630
Total	178	1,456	34,814	5,237	288	3,105	63,402	10,383

For the last dozen years the growth of public normal schools has been constant, while the progress of private normal schools has shown as many fluctuations as commercial enterprises. In 1890 there were 43 private normal schools, with 7,897 students. In 1897 the number had reached 198, with 24,181 students. Since that time there has been a gradual decline in the number of such schools until 1901, when there were 118, reporting 20,030 students. The loss of 80 schools has not brought a corresponding reduction in the number of students. The weaker institutions have dropped out, leaving the majority of the remaining 118 stronger and better than before.

The number of students graduating from the normal courses of public and private normal schools in 1901 was 10,383. The normal graduates of other institutions were not reported to this office, but it may be estimated that the number was nearly 5,000, so that the number of graduates from teachers' training courses in all the institutions, including the normal schools, was not less than 15,000.

PUBLIC NORMAL SCHOOLS.

With two exceptions all the States and Territories make provisions for public normal schools. Delaware and Nevada are without normal schools, but provision has been made heretofore for the education of teachers in the State colleges of these two States. The first statistics of the new State normal school of Wyoming will appear in the next Annual Report of this Bureau.

The steady growth of public normal schools is well illustrated by the following table, which shows the amounts of public appropriations received each year since 1890:

Public appropriations to public normal schools for 12 years.

Year.	For support.	For buildings.	Year.	For support.	For buildings.
1889-90	$1,312,419	$900,533	1895-96	$2,187,875	$1,124,834
1890-91	1,285,700	409,916	1896-97	2,426,185	743,333
1891-92	1,567,082	594,635	1897-98	2,566,132	417,866
1892-93	1,452,914	816,826	1898-99	2,510,934	560,896
1893-94	1,996,271	1,583,399	1899-1900	2,769,003	718,507
1894-95	1,917,375	1,003,933	1900-1901	3,068,485	709,217

The summarized statistics of the 170 public normal schools will be found in Tables 1 to 10, while detailed information concerning the individual schools will be found in Tables 21 and 22.

Table 1 shows the number of public normal schools in each State and the number of teachers employed. In the 170 schools 2,232 were engaged in teaching normal students, 722 in other departments, making a total of 2,954 teachers employed, 1,075 men and 1,879 women.

As shown in Table 2, there were 43,372 students in normal departments, 10,989 males and 32,383 females. It addition, there were 708 students in business courses, 7,153 in other secondary grades, and 22,617 pupils in elementary grades. The total enrollment in all departments was 73,850, as shown in Table 3. Included in the normal departments there were 1,632 colored students, most of them being in the colored normal schools of the two Southern divisions. There were 31,638 children in the model schools used by the institutions. In most of the public normal schools the model schools belong to the elementary departments, while others use convenient public schools as model or practice schools.

Table 4 shows that for the year ending June, 1901, there were 8,753 graduates from public normal schools, 1,583 men and 7,770 women. There were 208 graduates of business courses and 688 graduates of other courses. Comparatively few public normal schools now maintain other than normal or teachers' training courses.

The total income of 145 of the 170 public normal schools was $4,014,774, as shown in Table 5. The amount of public appropriations received by 141 of these schools for support was $3,068,485.

The value of the property of public normal schools is shown in Table 6, so far as information could be obtained by this office, only 139 of the 170 schools giving the desired figures. The libraries of 156 schools had an aggregate of 680,758 volumes.

Table 7 shows the amount of public appropriations received each year for the last six years for support, while Table 8 shows the public appropriations for buildings and improvements in the same period.

BRANCHES OF INSTRUCTION.

For the first time an attempt was made by this Bureau to ascertain to what extent certain leading branches belonging to the professional instruction of teachers were taught in the public normal schools. The result of the inquiry is summarized in Tables 9 and 10. The details by schools are given in Table 21. There were 10,628 students in history of education, 12,561 in theory of education, 11,575 in school organization and supervision, 14,101 in school management and discipline, 12,094 in school hygiene, 14,491 in psychology and child-study, 4,489 in ethics, 8,109 in school laws, and 14,914 in practical pedagogy.

PRIVATE NORMAL SCHOOLS.

Tables 11 to 16, inclusive, summarize the statistics of the 118 private normal schools. These tables are in the same form as Tables 1 to 6 for the public normal schools, and may be compared with them, table by table, in the same order.

Table 17 compares certain statistics of public and private normal schools. In the former only about one-fourth of the students are males, while in the latter the number is almost evenly divided between the sexes. In the former about 20 per cent of total number of normal students graduated in 1901, while in the latter the number of normal graduates bore less than half this ratio to the number of normal students.

Table 18 shows the distribution of normal students not in the regular public and private normal schools. Table 19 shows the distribution of the 94,157 students in training courses for teachers in all institutions in 1900–1901.

TABLE 1.—*Summary of statistics of public normal schools in 1900–1901.*

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	170	963	1,269	2,232	112	610	722	1,075	1,879	2,954
North Atlantic Division	59	341	554	895	18	309	327	359	863	1,222
South Atlantic Division	25	107	136	243	31	59	90	138	195	333
South Central Division	25	107	114	221	20	51	71	127	165	292
North Central Division	42	311	362	673	36	168	204	347	530	877
Western Division	19	97	103	200	7	23	30	104	126	230
North Atlantic Division:										
Maine	6	9	26	35	1	7	8	10	33	43
New Hampshire	1	3	5	8	1	5	6	4	10	14
Vermont	3	5	12	17	1	3	4	6	15	21
Massachusetts	10	47	80	127	0	68	68	47	148	195
Rhode Island	1	4	21	25	0	11	11	4	32	36
Connecticut	4	13	43	56	2	33	35	15	76	91
New York	16	91	179	270	7	110	117	98	289	387
New Jersey	3	14	30	44	3	38	41	17	68	85
Pennsylvania	15	155	158	313	3	34	37	158	192	350
South Atlantic Division:										
Delaware	1	4	8	12	0	4	4	4	12	16
Maryland	2	0	16	16	0	0	0	0	16	16
District of Columbia	3	14	20	34	19	23	42	33	43	76
Virginia	7	35	21	56	6	8	14	41	29	70
West Virginia	6	20	30	50	2	3	5	22	33	55
North Carolina	1	8	24	32	0	0	0	8	24	32
South Carolina	3	17	14	31	4	14	18	21	28	49
Georgia	2	9	3	12	0	7	7	9	10	19
Florida										
South Central Division:										
Kentucky	3	10	4	14	2	3	5	12	7	19
Tennessee	1	16	17	33	0	0	0	16	17	33
Alabama	5	21	23	44	12	26	38	33	49	82
Mississippi	5	8	5	13	4	6	10	12	11	23
Louisiana	2	8	20	28	0	8	8	8	28	36
Texas	4	23	31	54	0	3	3	23	34	57
Arkansas	1	5	2	7	0	0	0	5	2	7
Oklahoma	4	16	12	28	2	5	7	18	17	35
Indian Territory	0	0	0	0	0	0	0	0	0	0
North Central Division:										
Ohio	4	8	21	29	0	15	15	8	36	44
Indiana	2	23	13	36	0	6	6	23	19	42
Illinois	5	43	51	94	7	12	19	50	63	113
Michigan	3	40	44	84	0	25	25	40	69	109
Wisconsin	8	61	73	134	2	26	28	63	99	162
Minnesota	5	25	38	63	1	24	25	26	62	88
Iowa	4	35	27	62	0	15	15	35	42	77
Missouri	4	32	28	60	26	39	65	58	67	125
North Dakota	2	9	6	15	0	6	6	9	12	21
South Dakota	3	8	25	33	0	0	0	8	25	33
Nebraska	1	9	11	20	0	0	0	9	11	20
Kansas	1	18	25	43	0	0	0	18	25	43
Western Division:										
Montana	1	5	3	8	0	0	0	5	3	8
Wyoming	0	0	0	0	0	0	0	0	0	0
Colorado	1	12	10	22	0	0	0	12	10	22
New Mexico	2	11	9	20	1	0	1	12	9	21
Arizona	2	5	4	9	0	2	2	5	6	11
Utah	1	6	1	7	0	0	0	6	1	7
Nevada	0	0	0	0	0	0	0	0	0	0
Idaho	2	5	6	11	0	0	0	5	6	11
Washington	2	8	11	19	0	1	1	8	12	20
Oregon	4	16	12	28	2	5	7	18	17	35
California	4	29	47	76	4	15	19	33	62	95

TABLE 2.—*Summary of statistics of public normal schools in 1900–1901.*

STUDENTS AND COURSES OF STUDY.

State or Territory.	Students in normal department.			Students in business courses.			Other students in secondary grades.			Pupils in elementary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	10,989	32,383	43,372	345	363	708	2,749	4,404	7,153	10,433	12,184	22,617
North Atlantic Division	3,015	12,286	15,301	193	145	338	929	1,758	2,687	4,912	5,736	10,648
South Atlantic Division	1,065	3,132	4,197	78	185	263	534	615	1,149	831	1,112	1,943
South Central Division	1,706	2,555	4,261	4	5	9	833	521	854	1,082	1,054	2,136
North Central Division	4,570	11,793	16,363	70	28	98	680	1,271	1,951	2,857	3,229	6,086
Western Division	633	2,617	3,250	0	0	0	273	239	512	751	1,053	1,804
North Atlantic Division:												
Maine	199	876	1,075	4	3	7	25	36	61	77	103	180
New Hampshire	2	120	122	0	0	0	0	0	0	148	119	267
Vermont	29	204	233	0	0	0	0	0	0	75	75	150
Massachusetts	113	1,775	1,888	0	0	0	0	0	0	444	424	868
Rhode Island	0	209	209	0	0	0	0	36	36	0	0	0
Connecticut	6	625	631	0	0	0	0	0	0	0	0	0
New York	1,111	4,315	5,426	79	55	134	414	895	1,309	2,651	3,523	6,174
New Jersey	56	773	829	0	0	0	71	108	179	142	215	357
Pennsylvania	1,499	3,389	4,888	110	87	197	419	683	1,102	1,375	1,277	2,652
South Atlantic Division:												
Delaware												
Maryland	19	402	421	0	0	0	0	0	0	10	34	44
District of Columbia	17	181	198	0	0	0	0	0	0	0	0	0
Virginia	73	198	271	0	0	0	81	195	276	556	582	1,138
West Virginia	601	649	1,250	78	60	138	134	109	243	39	38	77
North Carolina	195	847	1,042	0	0	0	20	33	53	60	67	127
South Carolina	0	231	231	0	65	65	0	78	78	46	83	129
Georgia	117	560	677	0	60	60	285	182	467	60	209	269
Florida	43	64	107	0	0	0	14	18	32	60	99	159
South Central Division:												
Kentucky	99	190	289	0	0	0	0	0	0	197	140	337
Tennessee	270	280	550	0	0	0	83	180	263	0	0	0
Alabama	290	479	769	1	3	4	42	79	121	227	257	484
Mississippi	92	93	185	3	2	5	16	33	49	268	299	567
Louisiana	61	425	486	0	0	0	0	0	0	214	143	357
Texas	590	670	1,260	0	0	0	0	0	0	106	130	236
Arkansas	56	22	58				114	70	184			
Oklahoma	268	396	664	0	0	0	78	159	237	70	85	155
Indian Territory	0	0	0	0	0	0	0	0	0	0	0	0
North Central Division:												
Ohio	1	421	422	0	0	0	0	0	0	0	0	0
Indiana	600	772	1,372	0	0	0	0	0	0	0	0	0
Illinois	531	2,062	2,593	0	0	0	13	35	48	437	478	915
Michigan	449	1,309	1,758	0	0	0	0	0	0	410	515	925
Wisconsin	723	1,977	2,700	0	0	0	8	15	23	541	625	1,166
Minnesota	166	1,152	1,318	0	0	0	0	0	0	622	713	1,335
Iowa	586	1,670	2,256	70	28	98	63	76	139	550	502	1,052
Missouri	958	1,122	2,080	0	0	0	0	0	0	43	32	75
North Dakota	134	273	407	0	0	0	0	0	0	15	21	36
South Dakota	171	383	554	0	0	0	0	0	0	159	226	385
Nebraska	191	515	706	0	0	0	0	0	0	0	0	0
Kansas	60	137	197	0	0	0	596	1,145	1,741	80	117	197
Western Division:												
Montana	9	57	66	0	0	0	4	0	4	0	3	3
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0
Colorado	45	126	171	0	0	0	25	29	54	134	218	352
New Mexico	15	61	76	0	0	0	152	97	249	45	41	86
Arizona	5	48	53				58	75	133	5	7	12
Utah	68	80	148							22	30	52
Nevada	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	83	115	198	0	0	0	0	0	0	29	97	126
Washington	70	222	292	0	0	0	4	7	11	63	135	198
Oregon	123	272	395	0	0	0	30	31	61	116	102	218
California	215	1,636	1,851	0	0	0	0	0	0	337	420	757

TABLE 3.—*Summary of statistics of public normal schools in 1900–1901.*

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	24,516	49,334	73,850	613	1,019	1,632	14,508	17,130	31,638
North Atlantic Division	9,049	19,925	28,974	7	43	50	8,169	9,618	17,778
South Atlantic Division	2,508	5,044	7,552	285	564	849	802	969	1,771
South Central Division	3,125	4,135	7,260	298	370	668	674	738	1,412
North Central Division	8,177	16,321	24,498	22	39	61	3,692	4,315	8,007
Western Division	1,657	3,909	5,566	1	3	4	1,180	1,490	2,670
North Atlantic Division:									
Maine	305	1,018	1,323	0	2	2	114	155	269
New Hampshire	150	239	389	0	0	0	75	192	267
Vermont	104	279	383	0	0	0	75	75	150
Massachusetts	557	2,199	2,756	0	11	11	1,613	1,262	2,875
Rhode Island	0	245	245	0	0	0	309	336	645
Connecticut	6	625	631	0	1	1	1,127	1,397	2,524
New York	4,255	8,788	13,043	4	13	17	2,635	3,657	6,342
New Jersey	269	1,096	1,365	2	6	8	899	1,040	1,939
Pennsylvania	3,403	5,436	8,839	1	10	11	1,263	1,504	2,767
South Atlantic Division:									
Delaware									
Maryland	29	436	465	0	0	0	10	34	44
District of Columbia	17	181	198	14	87	101	361	347	708
Virginia	710	975	1,685	73	128	201	233	313	546
West Virginia	852	856	1,708	23	57	80	9	9	18
North Carolina	275	947	1,222	158	264	422	36	47	83
South Carolina	46	457	503	0	0	0	43	83	129
Georgia	462	1,011	1,473	15	22	37	83	108	191
Florida	117	181	298	2	6	8	24	28	52
South Central Division:									
Kentucky	296	330	626	49	86	135	201	190	391
Tennessee	353	460	813						
Alabama	560	818	1,378	47	76	123	204	222	426
Mississippi	379	427	806	36	36	72	10	15	25
Louisiana	275	568	843	0	0	0	214	271	485
Texas	696	800	1,496	130	150	280	0	0	0
Arkansas	150	92	242	36	22	58	0	0	0
Oklahoma	416	640	1,056	0	0	0	45	40	85
Indian Territory									
North Central Division:									
Ohio	1	421	422	0	2	2	270	260	530
Indiana	600	772	1,372	5	9	14	86	94	180
Illinois	981	2,575	3,556	8	12	20	447	516	963
Michigan	859	1,824	2,683	1	3	4	608	817	1,425
Wisconsin	1,272	2,617	3,889	0	1	1	622	783	1,405
Minnesota	788	1,865	2,653	0	1	1	622	713	1,335
Iowa	1,269	2,276	3,545	0	0	0	550	502	1,052
Missouri	1,001	1,154	2,155	0	0	0	180	178	358
North Dakota	149	294	443	0	0	0	15	21	36
South Dakota	330	609	939	0	0	0	160	228	388
Nebraska	191	515	706	0	1	1	52	86	138
Kansas	736	1,399	2,135	8	10	18	80	117	197
Western Division:									
Montana	13	60	73	0	0	0	200	200	400
Wyoming									
Colorado	204	373	577	0	0	0	134	169	303
New Mexico	212	199	411	0	1	1	62	59	121
Arizona	68	130	198	1	0	1	15	42	57
Utah	90	110	200						
Nevada									
Idaho	112	212	324	0	0	0	12	14	26
Washington	137	364	501	0	0	0	113	165	278
Oregon	269	405	674	0	0	0	207	247	454
California	552	2,056	2,608	0	2	2	437	594	1,031

TABLE 4.—*Summary of statistics of public normal schools in 1900–1901.*

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	1,583	7,770	8,753	71	137	208	189	499	688
North Atlantic Division	667	3,588	4,255	54	78	132	51	313	364
South Atlantic Division	113	309	422	12	51	63	41	15	56
South Central Division	192	437	629	5	3	8	21	48	69
North Central Division	536	2,478	3,014	0	2	2	70	122	192
Western Division	75	358	433	0	3	3	6	1	7
North Atlantic Division:									
Maine	33	174	207						
New Hampshire	1	39	40				6	6	12
Vermont	12	86	98						
Massachusetts	21	435	456				3	16	19
Rhode Island									
Connecticut	1	197	198						
New York	304	1,431	1,735	5	0	5	4	218	222
New Jersey	13	234	247				14	13	27
Pennsylvania	282	992	1,274	49	78	127	24	60	84
South Atlantic Division:									
Delaware									
Maryland	2	84	86						
District of Columbia	9	49	58						
Virginia	20	60	80	2	0	2	19	0	19
West Virginia	22	27	49	10	10	20	21	11	32
North Carolina	47	22	69						
South Carolina	0	27	27	0	11	11			
Georgia	8	36	44	0	30	30	0	1	1
Florida	5	4	9				1	3	4
South Central Division:									
Kentucky	19	41	60						
Tennessee	57	78	135						
Alabama	58	162	220	1	2	3	17	47	64
Mississippi	5	11	16				3	0	3
Louisiana	10	90	100						
Texas	16	16	32	4	1	5			
Arkansas	2	6	8				1	1	2
Oklahoma	25	33	58						
Indian Territory									
North Central Division:									
Ohio	1	225	226						
Indiana	33	56	89						
Illinois	57	727	784						
Michigan	77	324	401				40	60	100
Wisconsin	177	320	497				12	54	66
Minnesota	49	454	503						
Iowa	1	5	6	0	2	2	5	3	8
Missouri	41	68	109						
North Dakota	7	23	30						
South Dakota	5	28	33						
Nebraska	43	158	201						
Kansas	45	90	135				13	5	18
Western Division:									
Montana	2	6	8						
Wyoming									
Colorado	12	57	69						
New Mexico	1	7	8	0	3	3	6	1	7
Arizona	4	18	22						
Utah									
Nevada									
Idaho	6	32	38						
Washington	4	19	23						
Oregon	19	37	56						
California	27	182	209						

TABLE 5.—*Summary of statistics of public normal schools in 1900–1901.*

INCOME FROM VARIOUS SOURCES.

State or Territory.	Number of schools reporting.	Appropriated by States, counties, or cities, for support for 1900-1901.	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 1900-1901.
United States	141	$3,068,485	113	$449,900	13	$80,250	46	$416,139	145	$4,014,774
North Atlantic Division	46	1,133,099	35	242,423	3	3,610	11	74,284	48	1,453,416
South Atlantic Division	22	303,453	16	36,703	1	43,123	10	178,834	22	562,113
South Central Division	21	237,697	17	20,257	1	1,425	16	96,431	21	365,810
North Central Division	33	1,044,491	30	122,352	7	31,817	3	51,200	35	1,249,860
Western Division	19	349,745	15	18,165	1	275	6	15,390	19	383,575
North Atlantic Division:										
Maine	6	34,000	6	2,682	1	200			6	36,882
New Hampshire	1	10,000	1	600	0		0		1	10,600
Vermont	3	16,000	1	190	1	210	0		3	16,400
Massachusetts	7	211,197	2	3,145	0	0	0	0	7	214,342
Rhode Island	1	58,500							1	58,500
Connecticut	1	30,000							1	30,000
New York	13	519,985	11	21,821	0	0	2	151	13	541,957
New Jersey	1	52,000	2	26,200	0		0		2	78,200
Pennsylvania	13	201,417	12	187,785	1	3,200	9	74,153	14	466,555
South Atlantic Division:										
Delaware										
Maryland	1	20,000	1	6,279					1	26,279
District of Columbia										
Virginia	3	48,663	2	4,709	1	43,123	3	124,853	3	221,339
West Virginia	7	90,300	7	4,100	0		0		7	94,400
North Carolina	6	36,538	1	10,749			4	44,081	6	91,368
South Carolina	1	44,052	1	6,440	0	0	1	1,900	1	52,392
Georgia	2	44,400	2	3,750			2	8,000	2	56,150
Florida	2	19,500	2	685					2	20,185
South Central Division:										
Kentucky	2	3,600	2	925	0	0	2	3,750	2	8,275
Tennessee	1	20,000	1	10,000			1	40,000	1	70,000
Alabama	5	34,975	4	8,147	0	0	5	16,961	5	60,083
Mississippi	4	2,000	4	1,925	0	0	2	175	4	4,100
Louisiana	1	18,000	1	3,530			1	2,000	1	23,530
Texas	4	95,600	3	5,000	1	1,425	2	19,160	4	121,185
Arkansas	1	3,250	1	580	0	0	1	6,818	1	10,648
Oklahoma	3	60,272	1	150	0	0	2	7,567	3	67,989
Indian Territory										
North Central Division:										
Ohio			1	280					1	280
Indiana	2	98,216	1	5,000					2	103,216
Illinois	3	75,310	3	13,352	1	586	1	33,000	3	122,248
Michigan	3	128,799	2	12,204	1	4,200	0	0	3	145,203
Wisconsin	7	210,751	5	14,857	1	9,500			7	235,108
Minnesota	4	108,250	4	7,790					4	116,040
Iowa	4	86,400	4	21,906	0	0	0	0	4	108,306
Missouri	4	197,200	3	32,855	0	0	0	0	4	230,055
North Dakota	2	26,150	2	2,675					2	28,825
South Dakota	2	48,415	3	6,483	3	4,031	1	1,200	3	60,129
Nebraska	1	30,000	1	1,700	0		0		1	31,700
Kansas	1	35,000	1	3,250	1	13,500	1	17,000	1	68,750
Western Division:										
Montana	1	15,350	1	555	0		1	1,170	1	17,075
Wyoming	0		0							
Colorado	1	43,000	1	2,000	0	0	1	400	1	45,400
New Mexico	2	21,000	2	4,150	0	0	1	10,800	2	35,950
Arizona	2	17,000	2	1,303	0	0	0	0	2	18,303
Utah	1	7,500	1	940			1	20	1	8,460
Nevada	0		0							
Idaho	2	14,500	1	150	0	0	1	1,000	2	15,650
Washington	2	31,200	1	800	0	0	1	2,000	2	34,000
Oregon	4	28,500	4	6,645	1	275			4	35,420
California	4	171,695	2	1,622	0	0	0	0	4	173,317

TABLE 6.—*Summary of statistics of public normal schools in 1900–1901.*

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.	Value of benefactions received 1900–1901.	Number of schools reporting.	Total money value of endowment.	Number of schools reporting.	Appropriated by States, counties, and cities for buildings and improvements.
United States	156	380,758	$805,300	139	$21,662,114	6	$167,357	6	$955,686	60	$709,217
N. Atlantic Division	58	245,790	295,848	49	12,254,825	1	5,000	2	13,000	27	227,476
S. Atlantic Division	19	47,306	49,658	18	2,236,500	2	161,117	1	926,636	8	78,240
S. Central Division	19	42,519	39,869	20	941,130	0	----------	1	15,000	5	50,250
N. Central Division	41	279,925	347,535	34	4,860,133	1	1,000	1	1,000	14	244,751
Western Division	19	65,218	72,250	18	1,369,526	2	220	1	50	6	111,500
N. Atlantic Division:											
Maine	6	7,465	9,425	6	234,600	0	0	0	0	4	4,650
New Hampshire											
Vermont	3	9,568	8,500	3	40,000	----	----------	1	8,000	2	1,000
Massachusetts	10	32,323	42,150	7	1,707,550	1	5,000	1	5,000	2	5,920
Rhode Island	1	5,000	10,000	1	800,000	----	----------	----	----------	----	----------
Connecticut	4	31,045	24,200	2	229,840	----	----------	----	----------	3	60,000
New York	16	74,894	101,250	13	4,258,978	----	----------	----	----------	10	97,406
New Jersey	3	4,600	7,250	3	612,000	----	----------	----	----------	----	----------
Pennsylvania	15	80,894	82,973	14	4,371,857	----	----------	----	----------	6	58,500
S. Atlantic Division:											
Delaware						----	----------	----	----------	----	----------
Maryland	1	4,500	6,500	1	162,500	----	----------	----	----------	----	----------
Dist. Columbia						----	----------	----	----------	----	----------
Virginia	3	17,600	10,500	3	1,030,000	1	158,017	1	926,636	0	0
West Virginia	7	15,100	20,500	7	503,500	0	----------	0	0	5	42,600
North Carolina	2	142	158	2	4,500	----	----------	----	----------	----	----------
South Carolina	1	5,138	7,000	1	325,000	0	----------	0	0	1	20,940
Georgia	3	3,921	4,200	2	175,000	1	3,100	----	----------	1	6,500
Florida	2	905	1,000	2	96,000	----	----------	----	----------	1	8,200
S. Central Division:											
Kentucky	3	1,512	1,950	1	3,000	----	----------	----	----------	----	----------
Tennessee	1	20,000	15,000	1	202,500	----	----------	----	----------	----	----------
Alabama	4	6,477	4,424	5	173,816	0	0	0	0	2	35,000
Mississippi	3	630	1,115	4	5,200	----	----------	1	15,000	----	----------
Louisiana	2	4,820	7,460	2	100,000	----	----------	----	----------	1	9,250
Texas	2	350	1,220	4	234,514	0	0	0	0	2	6,000
Arkansas	1	4,630	4,200	----	----------	----	----------	----	----------	----	----------
Oklahoma	3	4,100	4,500	3	222,100	----	----------	----	----------	----	----------
Indian Territory						----	----------	----	----------	----	----------
N. Central Division:											
Ohio	4	1,490	1,900	1	1,500	----	----------	----	----------	1	1,500
Indiana	2	45,106	55,000	2	640,000	----	----------	----	----------	1	8,500
Illinois	4	59,563	86,000	3	675,000	----	----------	----	----------	----	----------
Michigan	3	27,138	37,906	3	494,078	0	0	0	0	1	50,000
Wisconsin	8	41,239	49,679	7	776,650	0	0	0	0	2	34,631
Minnesota	5	27,908	25,400	3	572,000	0	0	0	0	2	21,600
Iowa	4	13,681	21,500	4	252,000	----	----------	----	----------	1	50,000
Missouri	4	13,000	13,000	4	808,905	0	0	0	0	3	58,050
North Dakota	2	3,800	4,250	2	70,000	1	1,000	1	1,000	----	----------
South Dakota	3	16,000	12,900	3	265,050	0	0	0	0	2	14,470
Nebraska	1	16,000	20,000	1	105,000	0	0	0	0	1	3,000
Kansas	1	15,000	20,000	1	200,000	----	----------	----	----------	----	----------
Western Division:											
Montana	1	2,717	2,500	1	65,000	0	0	0	0	1	20,000
Wyoming						----	----------	----	----------	----	----------
Colorado	1	15,000	20,000	1	200,000	----	----------	----	----------	----	----------
New Mexico	2	5,000	7,000	1	75,000	1	200	----	----------	----	----------
Arizona	2	4,200	2,300	2	60,000	0	0	1	50	1	6,000
Utah	1	1,010	2,000	1	3,500	0	0	0	0	0	0
Nevada						----	----------	----	----------	----	----------
Idaho	2	650	800	2	65,000	0	0	0	0	0	0
Washington	2	7,000	5,500	2	140,000	0	0	0	0	1	2,500
Oregon	4	1,681	2,150	4	104,500	----	----------	----	----------	1	37,000
California	4	27,960	30,000	4	686,526	1	20	0	0	2	46,000

TABLE 7.—*Review of public normal school statistics, 1895–1901.*

APPROPRIATION FROM STATE, COUNTY, OR CITY FOR SUPPORT.

State or Territory.	1895-96.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.
United States	$2,187,875	$2,426,185	$2,566,132	$2,510,934	$2,769,003	$3,068,465
North Atlantic Division	887,590	1,005,972	1,035,502	1,010,913	1,147,471	1,133,099
South Atlantic Division	146,592	257,836	220,323	280,350	230,883	303,453
South Central Division	105,043	75,940	131,165	182,715	154,638	237,697
North Central Division	769,900	852,787	881,457	779,256	934,731	1,044,491
Western Division	277,750	233,650	297,700	307,700	301,280	349,745
North Atlantic Division:						
Maine	27,350	26,900	26,900	31,020	32,750	34,000
New Hampshire	10,000	13,000	13,000	13,000	13,800	10,000
Vermont	13,032	12,426	15,000	17,000	15,500	16,000
Massachusetts	138,294	168,207	175,878	196,668	179,862	211,197
Rhode Island		20,000	25,000	55,000	60,000	58,500
Connecticut	39,000	42,695	16,000	34,303	15,234	30,000
New York	444,954	484,801	517,105	513,507	596,780	519,985
New Jersey	40,570	44,943	55,661	45,000	45,000	52,000
Pennsylvania	174,390	193,000	190,958	105,415	188,545	201,417
South Atlantic Division:						
Delaware	9,042					
Maryland	10,500	12,500	12,875	20,000	20,000	20,000
District of Columbia						
Virginia	31,000	38,333	47,996	30,000	30,000	48,663
West Virginia	35,100	42,200	36,400	122,550	66,200	90,390
North Carolina	20,750	41,316	37,657	32,800	33,075	36,538
South Carolina		62,229	30,000	30,000	31,508	44,052
Georgia	32,990	45,400	45,400	36,500	36,500	44,400
Florida	7,300	15,858	10,000	8,500	13,500	19,500
South Central Division:						
Kentucky	10,350	5,775	3,375	4,525	3,700	3,600
Tennessee	20,225		20,000	20,000	20,000	20,000
Alabama	22,418	29,450	22,445	21,890	23,550	34,975
Mississippi	6,350	6,615	6,820	6,890	4,760	2,000
Louisiana	13,750	15,000	15,000	16,000	16,000	18,000
Texas	28,000	1,600	42,500	42,700	53,700	95,600
Arkansas	4,950	5,500	5,025	5,000	3,500	3,250
Oklahoma		12,000	16,000	16,000	29,428	60,272
Indian Territory						
North Central Division:						
Ohio	1,800	3,500	8,000	4,000	29,000	
Indiana	65,827	60,720	60,750	65,352	65,000	98,216
Illinois	123,610	64,000	127,777	96,000	132,216	75,310
Michigan	61,400	63,850	95,650	88,700	117,000	128,799
Wisconsin	165,086	288,540	259,396	198,717	266,415	210,751
Minnesota	91,500	95,000	128,000	125,000	106,500	108,250
Iowa	39,075	42,625	51,737	55,887	52,050	86,400
Missouri	142,352	143,552	49,950	39,750	43,250	197,200
North Dakota	19,000	20,000	20,227	23,400	23,650	26,150
South Dakota	12,500	26,000	27,000	28,500	30,150	48,415
Nebraska	19,500	25,000	24,750	25,000	27,500	30,000
Kansas	28,250	20,000	28,000	28,950	35,000	35,000
Western Division:						
Montana			7,700	15,000	15,000	15,350
Wyoming						
Colorado	35,000	35,000	35,000	35,000	35,000	43,000
New Mexico	7,000	6,000	6,500		7,000	21,000
Arizona	6,000	8,000	11,500		15,000	17,000
Utah			58,500	7,500	7,500	7,500
Nevada						
Idaho	50,500	17,000	14,000	14,000	14,500	14,500
Washington	42,000	26,500	12,500	29,200	15,100	31,200
Oregon	16,000	15,650	9,700	20,500	24,500	28,500
California	121,250	125,500	142,300	186,500	167,680	171,695

TABLE 8.—*Review of public normal school statistics, 1895–1901.*

PUBLIC APPROPRIATIONS FOR BUILDINGS AND IMPROVEMENTS.

State or Territory.	1895–96.	1896–97.	1897–98.	1898–99.	1899–1900.	1900–1901.
United States	$1,124,834	$743,233	$417,866	$560,896	$718,507	$709,217
North Atlantic Division	564,118	146,044	131,217	113,659	210,639	227,476
South Atlantic Division	83,168	263,045	57,435	58,775	101,254	78,240
South Central Division	9,798	15,250	4,310	5,275	35,570	50,250
North Central Division	288,250	203,669	97,504	133,375	251,094	241,751
Western Division	179,500	115,325	127,400	249,812	118,950	111,500
North Atlantic Division:						
Maine	17,000	68,000	41,000	740	5,600	4,650
New Hampshire		715	715	8,000	8,000	
Vermont	0	0	0		1,760	1,000
Massachusetts	125,000	10,000	0	53,300	93,563	5,920
Rhode Island	250,000	0	0			
Connecticut	20,000	0				60,000
New York	140,869	16,895	55,587	18,732	70,216	97,406
New Jersey	1,249	330	4,515	4,000	5,000	
Pennsylvania	10,000	50,104	29,400	28,887	26,500	58,500
South Atlantic Division:						
Delaware	5,912					
Maryland	1,631	0	2,760	0	4,504	
District of Columbia						
Virginia	5,125	166,405	2,500		20,000	
West Virginia	55,000	61,400	45,450	53,319	35,800	42,600
North Carolina		190		5,000	5,000	
South Carolina		50	1,725		35,000	20,940
Georgia	7,000	35,000		456	950	6,500
Florida	8,500	0	5,000			8,200
South Central Division:						
Kentucky		2,700	800	800		
Tennessee	0					
Alabama	3,002	50	1,000	1,800	1,800	35,000
Mississippi	0	20	110	75	345	
Louisiana		12,480			1,500	9,250
Texas	2,500	0	2,000	2,000	22,325	6,000
Arkansas	1,296	0	400	600	600	
Oklahoma	3,000	0			10,000	
Indian Territory						
North Central Division:						
Ohio	1,000	3,000	2,300			1,500
Indiana	0	10,000	50		0	8,500
Illinois	47,000	56,000		90,575	55,390	
Michigan		25,000	17,500	0	58,000	50,000
Wisconsin	155,800	55,889	39,354		2,904	34,631
Minnesota	11,750	12,500	15,000	10,000	5,800	21,600
Iowa	30,000	3,000			50,000	50,000
Missouri	35,400	6,280	3,000	1,000	1,000	58,050
North Dakota		0	300	2,000		
South Dakota		0		25,000	52,500	14,470
Nebraska	3,000	20,000	20,000	5,000	5,000	3,000
Kansas	4,300	12,000			20,500	
Western Division:						
Montana			50,000			20,000
Wyoming						
Colorado	20,000	0	0			
New Mexico	10,000	10,000		5,000	19,700	
Arizona	11,500	25,000	16,000		13,000	6,000
Utah			58,500	23,000		
Nevada						
Idaho	70,000	1,000	50		6,000	
Washington	60,000	62,825	2,850	6,500		2,500
Oregon	3,000	4,000		17,500	13,750	37,000
California	5,000	2,500	0	197,812	66,500	46,000

TABLE 9.—*Number of students pursuing certain subjects in public normal schools in 1900–1901.*

State or Territory.	History of education.			Theory of education.			School organization and supervision.			School management and discipline.			School hygiene.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	1,736	8,892	10,628	2,276	10,285	12,561	2,172	9,403	11,575	2,949	11,153	14,101	2,212	9,882	12,094
North Atlantic Division	823	5,021	5,849	1,155	5,775	6,930	814	4,524	5,338	1,262	5,292	6,554	1,171	5,273	6,444
South Atlantic Division	99	381	480	120	589	709	187	783	970	207	889	1,096	110	758	868
South Central Division	191	448	639	219	548	767	382	733	1,115	473	838	1,311	353	694	1,047
North Central Division	453	2,269	2,722	611	2,643	3,254	614	2,550	3,164	819	3,262	4,081	407	2,360	2,767
Western Division	165	773	938	171	730	901	175	813	988	188	871	1,059	171	797	968
North Atlantic Division:															
Maine	35	198	233	31	193	224	52	275	327	47	269	316	77	301	378
New Hampshire	2	45	47				1	45	46	1	60	61	1	69	70
Vermont	11	91	102	11	91	102	11	91	102	11	91	102	12	116	128
Massachusetts	99	474	573	110	622	732	78	573	651	84	693	777	90	783	873
Rhode Island	0	48	48	0	192	192	0	51	51	0	48	48	0	60	60
Connecticut	4	199	203	4	475	479	4	215	219	4	215	219	1	411	412
New York	284	2,319	2,603	294	2,358	2,652	210	1,867	2,077	217	1,898	2,115	225	1,783	2,008
New Jersey	20	345	365	20	362	382	20	250	270	20	250	270	40	430	470
Pennsylvania	373	1,302	1,675	685	1,482	2,167	438	1,157	1,595	878	1,768	2,646	725	1,320	2,045
South Atlantic Division:															
Delaware															
Maryland	2	38	40	14	218	232	7	90	97	7	90	97	5	133	138
District of Columbia	7	79	86	7	79	86	5	35	40	8	129	137	8	129	137
Virginia	23	68	91	24	77	101	28	61	89	28	61	89	25	130	155
West Virginia	23	24	47	34	22	56	14	22	36	34	36	70	48	75	123
North Carolina	18	87	105	12	71	83	15	73	88	21	75	96	9	263	272
South Carolina	0	28	28	0	70	70	0	50	50	0	50	50			
Georgia	18	48	66	27	46	73	107	434	541	107	442	549	15	22	37
Florida	8	9	17	2	6	8	11	18	29	2	6	8	2	6	8
South Central Division:															
Kentucky	21	44	65	21	92	113	26	56	82	26	56	82	25	68	93
Tennessee															
Alabama	22	94	116	61	153	214	19	99	118	34	109	143	76	147	223
Mississippi				19	34	53	19	34	53	26	42	68	29	41	70
Louisiana	9	108	117	0	79	79	11	128	139	14	149	163	0	79	79
Texas	92	149	241	75	139	214	262	376	638	302	398	700	126	247	373
Arkansas	36	22	58	36	22	58	36	22	58	36	22	58	36	22	58
Oklahoma	11	31	42	7	29	36	9	18	27	35	62	97	61	90	151
Indian Territory															
North Central Division:															
Ohio	1	262	263	1	300	301	0	210	210	1	262	263	0	269	269
Indiana	41	134	175	25	88	113	26	80	106	52	108	160	0	58	85

Illinois	48	663	711	85	786	871	91	782	873	149	946	1,095	113	801	914
Michigan	65	362	427	20	106	126	44	107	151	20	106	126	20	106	126
Wisconsin	103	256	359	257	719	976	197	573	770	209	626	835	163	641	804
Minnesota	25	232	257	20	172	192	24	274	298	26	430	456	6	183	189
Iowa	44	87	131	58	124	182	29	44	73	79	216	295	24	43	67
Missouri	52	82	134	38	94	132	47	117	164	183	299	482	0	59	59
North Dakota	7	24	31	7	24	31	7	24	31	7	24	31	5	15	20
South Dakota	11	32	43	27	71	98	27	71	98	26	70	96	36	74	110
Nebraska	25	52	77	35	83	118	40	111	151	40	111	151	40	111	151
Kansas	31	83	114	38	76	114	82	157	239	27	64	91			
Western Division:															
Montana	2	7	9	0	10	10	2	0	2	2	6	8			
Wyoming															
Colorado	12	57	69	36	176	212	36	176	212	36	176	212	36	176	212
New Mexico	6	37	43	5	37	42	5	36	41	5	36	41	5	36	41
Arizona	5	18	23	11	34	45	11	36	47	11	38	49	11	38	49
Utah	27	85	112	20	71	91	20	68	88	20	71	91	20	68	88
Nevada															
Idaho	14	58	72	4	30	34	2	7	9	5	26	31	2	7	9
Washington	4	22	26	19	87	106	46	178	224	46	178	224	44	146	190
Oregon	25	35	60	37	50	87	15	19	34	25	47	72	18	22	40
California	70	454	524	39	235	274	38	293	331	38	293	331	35	304	339

TABLE 10.—*Number of students pursuing certain subjects in public normal schools in 1900–1901.*

State or Territory.	Psychology and child study.			Ethics.			School laws.			Practical pedagogy.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	2,510	11,981	14,491	740	3,749	4,489	1,531	6,578	8,109	2,637	12,277	14,914
North Atlantic Division	944	5,632	6,576	224	1,597	1,821	734	3,464	4,198	808	5,171	5,979
South Atlantic Division	118	545	663	73	224	297	101	293	394	135	939	1,074
South Central Division	359	806	1,165	262	377	639	243	439	682	499	1,026	1,525
North Central Division	874	3,962	4,836	119	1,250	1,369	319	1,713	2,032	997	4,045	5,042
Western Division	215	1,036	1,251	62	301	363	134	669	803	198	1,096	1,294
North Atlantic Division:												
Maine	60	243	303	38	214	252	60	288	348	40	203	243
New Hampshire	2	60	62				1	43	44			
Vermont	12	116	128	12	116	128	12	116	128	11	91	102
Massachusetts	166	724	890	16	113	129	82	606	688	70	675	745
Rhode Island	0	150	150				0	48	48	0	82	82
Connecticut	3	577	580				4	186	190	4	215	219
New York	365	2,327	2,692	101	1,092	1,193	275	1,271	1,546	244	2,162	2,406
New Jersey	20	353	373				20	340	360	30	404	434
Pennsylvania	316	1,082	1,398	57	62	119	280	566	846	409	1,339	1,748
South Atlantic Division:												
Delaware												
Maryland	7	90	97	7	90	97	7	90	97	17	353	370
District of Columbia	16	131	147				14	87	101	17	181	198
Virginia	24	104	128	26	61	87	23	21	44	24	79	103
West Virginia	24	22	46	16	22	38	4	5	9	20	31	51
North Carolina	9	69	78	0	9	9	26	51	77	24	85	109
South Carolina	0	28	28							0	143	143
Georgia	24	78	102	24	42	66	15	22	37	18	34	52
Florida	14	23	37				12	17	29	15	33	48
South Central Division:												
Kentucky	36	87	123	76	119	195	36	39	75	36	113	149
Tennessee												
Alabama	54	142	196	39	62	101	35	126	161	86	188	274
Mississippi	7	8	15				2	8	10	26	42	68
Louisiana	19	172	191							0	79	79
Texas	179	332	511	99	157	256	113	210	323	272	525	797
Arkansas	36	22	58	36	22	58	36	22	58	36	22	58
Oklahoma	28	43	71	12	17	29	21	34	55	43	57	100
Indian Territory												
North Central Division:												
Ohio	1	317	318	0	178	178	0	79	79	1	285	286
Indiana	129	228	357							5	52	57
Illinois	106	886	992	23	635	658	66	714	780	153	917	1,070
Michigan	99	601	700	0	76	76	20	106	126	78	363	441
Wisconsin	171	552	723	38	91	129	113	320	433	318	860	1,178
Minnesota	43	624	667	16	125	141	23	203	226	38	394	432
Iowa	69	304	373				27	82	109	113	624	737
Missouri	55	138	193	23	92	115	0	59	59	125	159	284
North Dakota	5	15	20	5	15	20	7	24	31	13	33	46
South Dakota	25	64	89	14	38	52	20	62	82	25	71	96
Nebraska	38	90	128				30	52	82	68	170	238
Kansas	133	143	276				13	12	25	60	137	197
Western Division:												
Montana	4	11	15				0	15	15	2	6	8
Wyoming												
Colorado	36	176	212							36	176	212
New Mexico	5	36	41	5	36	41				1	36	37
Arizona	10	37	47	4	14	18	4	31	35	10	41	51
Utah	27	78	105	20	68	88				20	71	91
Nevada												
Idaho	9	47	56	2	12	14	6	28	34	2	12	14
Washington	28	97	125	19	49	68	46	178	224	28	97	125
Oregon	35	80	115				17	45	62	21	73	94
California	61	474	535	12	122	134	61	372	433	78	584	662

TABLE 11.—*Summary of statistics of private normal schools in 1900–1901.*

SCHOOLS AND INSTUCTORS.

State or Territory.	Schools.	Teachers for normal students.			Teachers wholly for other departments.			Total number of teachers employed.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	118	491	382	873	233	236	469	724	618	1,342
North Atlantic Division	6	78	75	153	0	1	1	78	76	154
South Atlantic Division	27	45	72	117	19	66	85	64	138	202
South Central Division	27	80	86	166	82	79	161	162	165	327
North Central Division	56	284	143	427	131	89	220	415	232	647
Western Division	2	4	6	10	1	1	2	5	7	12
North Atlantic Division:										
Maine										
New Hampshire										
Vermont										
Massachusetts	3	2	25	27	0	1	1	2	26	28
Rhode Island										
Connecticut										
New York	1	69	49	118	0	0	0	69	49	118
New Jersey										
Pennsylvania	2	7	1	8	0	0	0	7	1	8
South Atlantic Division:										
Delaware										
Maryland	3	7	2	9	2	0	2	9	2	11
District of Columbia	2	0	8	8	0	0	0	0	8	8
Virginia	4	9	11	20	0	2	2	9	13	22
West Virginia	2	4	6	10	0	2	2	4	8	12
North Carolina	4	8	20	28	7	9	16	15	29	44
South Carolina	5	4	10	14	4	16	20	8	26	34
Georgia	5	10	12	22	4	29	33	14	41	55
Florida	2	3	3	6	2	8	10	5	11	16
South Central Division:										
Kentucky	8	17	16	33	4	11	15	21	27	48
Tennessee	8	19	26	45	29	34	63	48	60	108
Alabama	2	13	19	32	43	17	60	56	36	92
Mississippi	3	9	13	22	2	12	14	11	25	36
Louisiana										
Texas	2	7	2	9	0	3	3	7	5	12
Arkansas	4	15	10	25	4	2	6	19	12	31
Oklahoma										
Indian Territory										
North Central Division:										
Ohio	9	67	18	85	15	9	24	82	27	109
Indiana	9	62	49	111	49	21	70	111	70	181
Illinois	8	36	22	58	16	19	35	52	41	93
Michigan	2	1	2	3	1	2	3	2	4	6
Wisconsin	2	14	1	15	0	0	0	14	1	15
Minnesota	2	7	0	7	2	2	4	9	2	11
Iowa	9	34	18	52	20	9	29	54	27	81
Missouri	6	24	10	34	15	13	28	39	23	62
North Dakota	1	2	0	2	2	0	2	4	0	4
South Dakota	1	4	2	6	0	0	0	4	2	6
Nebraska	3	22	11	33	1	3	4	23	14	37
Kansas	4	11	10	21	10	11	21	21	21	42
Western Division:										
Montana										
Wyoming										
Colorado	1	3	5	8	1	1	2	4	6	10
New Mexico										
Arizona										
Utah										
Nevada										
Idaho										
Washington										
Oregon										
California	1	1	1	2	0	0	0	1	1	2

TABLE 12.—*Summary of statistics of private normal schools in 1900–1901.*

STUDENTS AND COURSES OF STUDY.

State or Territory.	Students in normal department.			Students in business courses.			Other students in secondary grades.			Pupils in elementary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	10,123	9,907	20,030	4,514	1,877	6,391	4,408	2,809	7,217	4,528	5,622	10,150
North Atlantic Division	270	760	1,030	0	0	0	5	22	27	161	314	475
South Atlantic Division	440	776	1,216	144	54	198	288	386	674	1,331	2,155	3,486
South Central Division	1,420	1,114	2,574	359	198	557	614	384	998	1,917	1,915	3,832
North Central Division	7,944	7,058	15,002	3,995	1,581	5,576	3,501	2,017	5,518	1,099	1,195	2,294
Western Division	9	199	208	16	44	60	0	0	0	20	43	63
North Atlantic Division:												
Maine												
New Hampshire												
Vermont												
Massachusetts	0	207	207	0	0	0	0	15	15	0	0	0
Rhode Island												
Connecticut												
New York	150	443	593	0	0	0	0	0	0	153	304	457
New Jersey												
Pennsylvania	120	110	230	0	0	0	5	7	12	8	10	18
South Atlantic Division:												
Delaware												
Maryland	50	21	71	10	0	10	0	0	0	32	28	60
District of Columbia	0	32	32	0	0	0	0	0	0	7	8	15
Virginia	30	106	136	28	6	34	29	29	58	14	76	90
West Virginia	84	93	177	15	8	23	0	0	0	25	37	62
North Carolina	97	263	360	6	8	14	24	41	65	204	351	555
South Carolina	54	66	120	15	22	37	52	94	146	510	663	1,173
Georgia	98	162	260	58	6	64	133	159	292	440	879	1,319
Florida	27	33	60	12	4	16	50	63	113	99	113	212
South Central Division:												
Kentucky	444	343	787	171	92	263	50	39	89	267	355	622
Tennessee	597	452	1,049	106	83	189	234	154	388	515	669	1,184
Alabama	46	30	76	0	0	0	207	128	335	718	382	1,095
Mississippi	65	80	145	10	1	11	10	6	16	257	311	568
Louisiana												
Texas	135	71	206	38	8	46	77	44	121	12	10	22
Arkansas	173	138	311	34	14	48	36	13	49	153	188	341
Oklahoma												
Indian Territory												
North Central Division:												
Ohio	2,873	1,203	4,076	265	45	310	1,635	552	2,187	96	72	168
Indiana	2,190	2,290	4,480	1,489	663	2,152	1,393	901	2,294	59	18	77
Illinois	912	1,203	2,115	879	260	1,130	115	165	280	178	82	260
Michigan	75	97	172	91	128	219	4	7	11	4	2	6
Wisconsin	40	25	65	40	0	40	2	0	2	62	86	148
Minnesota	20	24	44	22	0	22	0	0	0	101	55	156
Iowa	571	748	1,319	160	133	293	152	200	352	219	243	462
Missouri	543	476	1,019	243	93	336	108	120	228	106	217	323
North Dakota	15	20	35	60	0	60	0	0	0	35	30	65
South Dakota	32	55	87	0	0	0	0	0	0	25	17	42
Nebraska	446	689	1,135	634	192	826	0	0	0	212	339	551
Kansas	227	228	455	121	67	188	182	72	254	22	34	56
Western Division:												
Montana												
Wyoming												
Colorado	7	176	183	14	43	57				20	43	63
New Mexico												
Arizona												
Utah												
Nevada												
Idaho												
Washington												
Oregon												
California	2	23	25	2	1	3		0	0	0	0	

TABLE 13.—*Summary of statistics of private normal schools in 1900–1901.*

TOTAL ENROLLMENT OF STUDENTS, ETC.

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	23,573	20,215	43,788	529	764	1,293	1,821	1,811	3,132
North Atlantic Division	436	1,096	1,532	0	0	0	234	468	702
South Atlantic Division	2,208	3,371	5,574	222	409	631	311	395	706
South Central Division	4,350	3,611	7,961	294	246	540	429	551	980
North Central Division	16,539	11,851	28,390	13	8	21	247	397	744
Western Division	45	286	331	0	1	1	0	0	0
North Atlantic Division:									
Maine									
New Hampshire									
Vermont									
Massachusetts	0	222	222	0	0	0	0	0	0
Rhode Island									
Connecticut									
New York	303	747	1,050	0	0	0	234	468	702
New Jersey									
Pennsylvania	133	127	260	0	0	0	0		
South Atlantic Division:									
Delaware									
Maryland	92	49	141	4	13	17	0	0	0
District of Columbia	7	40	47	0	22	22	27	38	65
Virginia	101	217	318	0	51	51	0	0	0
West Virginia	124	138	262	34	48	82	0	0	0
North Carolina	331	663	994	92	93	185	102	151	253
South Carolina	631	845	1,476	54	66	120	50	54	104
Georgia	729	1,206	1,935	31	108	139	122	140	262
Florida	188	213	401	7	8	15	10	12	22
South Central Division:									
Kentucky	932	829	1,761	12	28	40	35	52	87
Tennessee	1,452	1,358	2,810	210	250	460	136	223	359
Alabama	966	540	1,506	46	30	76	74	86	160
Mississippi	242	398	740	23	38	64	133	142	275
Louisiana									
Texas	262	133	395	0	0	0	0	0	0
Arkansas	396	353	749	0	0	0	51	48	99
Oklahoma									
Indian Territory									
North Central Division:									
Ohio	4,869	1,872	6,741	0	0	0	40	53	93
Indiana	5,021	3,872	8,893	3	4	7	6	6	12
Illinois	2,075	1,710	3,785	5	3	8	78	71	149
Michigan	174	224	408	0	0	0	0	0	0
Wisconsin	144	111	255	0	0	0	62	86	148
Minnesota	143	79	222	0	0	0	78	76	154
Iowa	1,162	1,824	2,426	0	0	0	0	0	0
Missouri	1,000	906	1,906	0	0	0	46	65	111
North Dakota	110	50	160	0	0	0	0	0	0
South Dakota	57	72	129	0	0	0	0	0	0
Nebraska	1,292	1,220	2,512	5	1	6	37	40	77
Kansas	552	401	953	0	0	0	0	0	0
Western Division:									
Montana									
Wyoming									
Colorado	41	262	303	0	1	1			
New Mexico									
Arizona									
Utah									
Nevada									
Idaho									
Washington									
Oregon									
California	4	24	28	0	0	0	0		

TABLE 14.—*Summary of statistics of private normal schools in 1900–1901.*

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	827	803	1,630	461	194	655	553	480	1,033
North Atlantic Division	24	92	116	0	0	0	17	52	69
South Atlantic Division	67	132	199	50	12	62	48	116	164
South Central Division	196	142	338	133	37	170	143	48	191
North Central Division	540	432	972	267	104	371	344	255	599
Western Division	0	5	5	11	41	52	1	9	10
North Atlantic Division:									
Maine									
New Hampshire									
Vermont									
Massachusetts	0	12	12	0	0	0	0	34	34
Rhode Island									
Connecticut									
New York	17	73	90	0	0	0	17	18	35
New Jersey									
Pennsylvania	7	7	14						
South Atlantic Division:									
Delaware									
Maryland	13	4	17						
District of Columbia	0	10	10						
Virginia	1	13	14	4	0	4	1	0	1
West Virginia	1	4	5	0	0	0	0	10	10
North Carolina	7	34	41	3	7	10	0	11	11
South Carolina	11	23	34	5	2	7	0	0	0
Georgia	30	37	67	30	3	33	43	92	135
Florida	4	7	11	8	0	8	4	3	7
South Central Division:									
Kentucky	69	61	130	77	12	89	34	6	40
Tennessee	40	57	97	25	18	43	43	13	56
Alabama	1	7	8	0	0	0	58	27	85
Mississippi	8	4	12	5	3	8	0	0	0
Louisiana									
Texas	44	12	56	16	1	17	8	2	10
Arkansas	34	1	35	10	3	13	0	0	0
Oklahoma									
Indian Territory									
North Central Division:									
Ohio	202	109	311	55	4	59	153	51	204
Indiana	47	39	86	70	42	112	53	36	89
Illinois	73	29	102	71	20	91	60	66	126
Michigan	16	21	37						
Wisconsin	9	0	9						
Minnesota	6	12	18	0	0	0	6	24	30
Iowa	24	17	41	39	23	62	46	52	98
Missouri	16	9	25	8	4	12	5	3	8
North Dakota	0	0	0	0	0	0	0	0	0
South Dakota	8	13	21						
Nebraska	110	149	259	16	5	21	9	6	15
Kansas	29	34	63	8	6	14	12	17	29
Western Division:									
Montana									
Wyoming									
Colorado	0	5	5	11	41	52	1	9	10
New Mexico									
Arizona									
Utah									
Nevada									
Idaho									
Washington									
Oregon									
California	0	0	0						

TABLE 15.—*Summary of statistics of private normal schools in 1900–1901.*

INCOME FROM VARIOUS SOURCES.

State or Territory.	Number of schools reporting.	Appropriated by States, counties, or cities for support for 1900–1901.	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 1900–1901.
United States	18	$18,140	73	$475,460	9	$55,132	38	$286,847	79	$835,579
N. Atlantic Division	0	----------	3	135,484	1	8,866	1	18,213	3	162,563
S. Atlantic Division	8	8,490	20	37,759	2	2,419	11	26,237	22	74,905
S. Central Division	6	6,290	20	60,829	2	7,896	11	210,449	20	285,464
N. Central Division	4	3,360	29	240,338	4	35,951	15	31,948	33	311,597
Western Division	0	----------	1	1,050	0	----------	0	----------	1	1,050
N. Atlantic Division:										
Maine										
New Hampshire										
Vermont										
Massachusetts	0	----------	1	3,000					1	3,000
Rhode Island										
Connecticut										
New York	0	----------								
New Jersey			1	130,184	1	8,866	1	18,213	1	157,263
Pennsylvania	0	----------	1	2,300					1	2,300
S. Atlantic Division:										
Delaware										
Maryland	1	2,000	1	400	1	250	0	----------	2	2,650
Dist. of Columbia			2	2,000					2	2,000
Virginia			3	3,233	0	----------	1	6,036	3	9,269
West Virginia	1	1,000	1	551	1	2,169	1	1,323	1	5,043
North Carolina	2	340	2	14,050	0	----------	2	8,400	3	22,790
South Carolina	1	600	5	4,295	0	----------	4	4,238	5	9,133
Georgia	2	2,800	4	10,430	0	----------	2	4,240	4	17,470
Florida	1	1,750	2	2,800	0	----------	1	2,000	2	6,550
S. Central Division:										
Kentucky	1	350	6	26,581	1	180	3	4,650	6	31,761
Tennessee	1	345	6	18,970	0	----------	3	10,360	6	29,675
Alabama	1	4,500	1	1,878	1	7,716	1	177,309	1	191,403
Mississippi	1	395	3	6,250	0	----------	3	18,030	3	24,675
Louisiana										
Texas	0	----------	1	1,050	0	----------	0	----------	1	1,050
Arkansas	2	700	3	6,100	0	----------	1	100	3	6,900
Oklahoma										
Indian Territory										
N. Central Division:										
Ohio	1	1,800	6	52,248	2	19,200	3	4,020	7	77,268
Indiana	1	360	4	111,551	1	8,407	3	2,354	5	122,672
Illinois			3	17,000			1	500	3	17,500
Michigan	0	----------	1	525	0	----------	0	----------	1	525
Wisconsin	0	----------	0	----------	1	8,544	1	1,320	1	9,664
Minnesota	0	----------	2	2,734	0	----------	2	5,075	2	7,809
Iowa	0	----------	4	12,307	0	----------	1	1,764	4	14,071
Missouri	1	700	4	18,445	0	----------	0	----------	4	19,145
North Dakota										
South Dakota	0	----------	1	2,098			1	2,865	1	4,963
Nebraska	0	----------	0	----------	0	----------	1	12,950	1	12,950
Kansas	1	500	4	23,430	0	----------	2	1,100	4	25,030
Western Division:										
Montana										
Wyoming										
Colorado										
New Mexico										
Arizona										
Utah										
Nevada										
Idaho										
Washington										
Oregon										
California	0	----------	1	1,050	0	----------	0	----------	1	1,050

TABLE 16.—*Summary of statistics of private normal schools in 1900–1901.*

VALUE OF BUILDINGS AND OTHER PROPERTY.

State or Territory.	Schools reporting libraries.	Volumes in libraries.	Estimated value of libraries.	Number of schools reporting.	Value of buildings, grounds, apparatus, etc.	Number of schools reporting.	Value of benefactions received 1900–1901.	Number of schools reporting.	Total money value of endowment.
United States	92	163,337	$157,714	87	$4,743,930	15	$448,355	13	$822,332
North Atlantic Division	4	21,654	5,400	3	1,770,000	1	217,200	1	100,000
South Atlantic Division	23	27,208	27,759	21	468,010	6	8,465	2	64,000
South Central Division	23	40,320	39,325	23	966,270	4	203,840	3	329,182
North Central Division	40	72,605	83,230	38	1,518,950	4	18,850	6	309,150
Western Division	2	1,550	2,000	2	20,700	0		1	20,000
North Atlantic Division:									
Maine									
New Hampshire									
Vermont									
Massachusetts	2	4,790	5,200	1	50,000	0		0	
Rhode Island									
Connecticut									
New York	1	16,694		1	1,685,000	1	217,200	1	100,000
New Jersey									
Pennsylvania	1	260	200	1	35,000				
South Atlantic Division:									
Delaware									
Maryland	3	7,682	10,000	3	84,000	0		0	
District of Columbia	1	400	600			0		0	
Virginia	3	950	925	3	61,800			1	24,000
West Virginia	2	5,500	5,660	1	4,000			1	40,000
North Carolina	4	5,250	5,700	3	144,710	2	5,140	0	
South Carolina	4	1,650	1,684	5	56,500	2	3,100		
Georgia	4	3,176	2,450	4	86,060	2	225	0	
Florida	2	2,600	800	2	31,000	0		0	
South Central Division:									
Kentucky	6	3,125	1,650	6	44,904	1	131	0	
Tennessee	8	15,500	18,950	7	358,000	1	31,000	2	75,410
Alabama	1	5,000	5,000	1	356,866	1	164,709	1	253,772
Mississippi	3	4,820	5,825	3	152,500	1	8,000	0	
Louisiana									
Texas	2	4,575	3,100	2	24,000				
Arkansas	3	7,300	4,800	4	30,000	0		0	
Oklahoma									
Indian Territory									
North Central Division:									
Ohio	7	20,912	21,930	7	207,000	0		0	
Indiana	7	18,050	23,400	6	452,000	0		0	
Illinois	5	3,900	4,250	4	174,000	0		2	80,000
Michigan	1	1,460	1,500	1	5,000	0		0	
Wisconsin	1	1,545	3,000					1	170,000
Minnesota	2	1,250	1,400	2	68,000	1	3,000	0	
Iowa	5	6,858	8,100	6	190,450	0		1	26,000
Missouri	4	2,820	2,500	4	114,000	0		2	2,150
North Dakota									
South Dakota	1	1,310	700	1	30,000	1	1,900		
Nebraska	3	6,700	5,450	3	200,500	1	12,950	0	
Kansas	4	7,800	11,000	4	78,000	1	1,000	1	31,000
Western Division:									
Montana									
Wyoming									
Colorado	1	400	800	1	700				
New Mexico									
Arizona									
Utah									
Nevada									
Idaho									
Washington									
Oregon									
California	1	1,150	1,200	1	20,000	0		1	20,000

TABLE 17.—*Percentage of male and female students and percentage of graduates to total number in normal course in public and private normal schools in 1900–1901.*

State or Territory.	In public normal schools.			In private normal schools.		
	Male.	Female.	Graduates.	Male.	Female.	Graduates.
United States	25.34	74.66	20.18	50.54	49.46	8.14
North Atlantic Division	19.70	80.30	27.81	26.21	73.79	11.26
South Atlantic Division	25.38	74.62	10.05	36.18	63.82	16.37
South Central Division	40.04	59.96	14.76	56.72	43.28	13.13
North Central Division	27.93	72.07	18.42	52.95	47.05	6.48
Western Division	19.48	80.52	13.32	4.33	95.67	2.40
North Atlantic Division:						
Maine	18.51	81.49	19.26			
New Hampshire	1.64	98.36	32.79			
Vermont	12.45	87.55	42.06			
Massachusetts	5.98	94.02	24.15	0	100.00	5.80
Rhode Island	0	100.00				
Connecticut	.95	99.05	31.33			
New York	20.47	79.53	31.98	25.30	74.70	15.18
New Jersey	6.76	93.24	29.79			
Pennsylvania	30.67	69.33	26.06	52.17	47.83	6.09
South Atlantic Division:						
Delaware						
Maryland	4.51	95.49	20.43	70.42	29.58	23.94
District of Columbia	8.59	91.41	29.29	0	100.00	21.25
Virginia	26.94	73.06	29.52	22.06	77.94	10.29
West Virginia	48.08	51.92	3.92	47.46	52.54	2.82
North Carolina	18.71	81.29	6.62	26.94	73.06	11.39
South Carolina	0	100.00	11.69	45.00	55.00	28.33
Georgia	17.28	82.72	6.50	37.69	62.31	25.77
Florida	40.19	59.81	8.41	45.00	55.00	18.33
South Central Division:						
Kentucky	34.26	65.74	20.76	56.42	43.58	16.49
Tennessee	49.09	50.91	24.55	56.91	43.09	9.25
Alabama	57.71	62.29	28.61	60.53	39.47	10.53
Mississippi	49.73	50.27	8.65	44.83	55.17	8.23
Louisiana	12.55	87.45	20.58			
Texas	46.83	53.17	2.54	65.53	34.47	27.18
Arkansas	62.07	37.93	13.79	55.63	44.37	11.25
Oklahoma	40.36	59.64	8.73			
Indian Territory						
North Central Division:						
Ohio	.24	99.76	53.55	70.49	29.51	7.63
Indiana	43.73	56.27	6.49	48.88	51.12	1.92
Illinois	20.48	79.52	30.24	43.12	56.88	4.82
Michigan	25.54	74.46	22.81	43.60	56.40	21.51
Wisconsin	26.78	73.22	18.41	61.54	38.46	13.85
Minnesota	12.59	87.41	38.16	45.45	54.55	40.91
Iowa	25.98	74.02	.27	43.29	56.71	3.11
Missouri	46.06	53.94	5.24	53.29	46.71	2.45
North Dakota	32.92	67.08	7.37	42.86	57.14	
South Dakota	30.87	69.13	5.96	36.78	63.22	24.14
Nebraska	27.05	72.95	28.47	39.30	60.70	22.82
Kansas	30.46	69.54	68.53	49.89	50.11	13.85
Western Division:						
Montana	13.64	86.36	12.12			
Wyoming						
Colorado	26.32	73.68	40.55	3.83	96.17	2.73
New Mexico	19.74	80.26	10.53			
Arizona	9.43	90.57	41.51			
Utah	45.95	54.05				
Nevada						
Idaho	41.92	58.08	19.19			
Washington	23.97	76.03	7.88			
Oregon	31.14	68.86	14.18			
California	11.62	88.38	11.29	8.00	92.00	0

TABLE 18.—*Normal students in universities and colleges and public and private high schools in 1900–1901.*

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	247	4,500	5,972	10,472	528	2,869	8,429	11,298	398	3,844	5,141	8,985	30,755
N. Atlantic Division	42	1,094	833	1,927	172	724	4,745	5,469	69	568	976	1,544	8,940
S. Atlantic Division	40	465	748	1,213	63	272	672	944	82	759	915	1,674	3,831
S. Central Division	47	972	1,263	2,235	144	1,153	1,300	2,453	117	1,391	1,428	2,819	7,507
N. Central Division	96	1,549	1,904	3,453	140	714	1,654	2,368	98	992	1,512	2,504	8,325
Western Division	22	420	1,224	1,644	9	6	58	64	32	134	310	444	2,152
N. Atlantic Division:													
Maine	3	7	31	38	5	8	52	60	3	6	50	56	154
New Hampshire	1	7	0	7	1	0	7	7	3	160	41	201	215
Vermont	1	14	16	30	20	15	123	138	10	7	45	52	220
Massachusetts	5	19	189	208	8	14	208	222	1	5	20	25	455
Rhode Island	1	14	20	24	1	2	2	4	2	0	36	36	74
Connecticut					0	0	0	0	1	6	0	6	6
New York	13	369	284	733	91	564	3,759	4,323	14	30	136	166	5,242
New Jersey	1	15	0	15	11	6	82	88	5	1	57	58	161
Pennsylvania	17	649	193	842	35	115	512	627	30	353	591	944	2,413
S. Atlantic Division:													
Delaware	1	0	3	3	0	0	0	0	0	0	0		3
Maryland	4	11	63	74	3	2	155	157	4	3	23	26	257
Dist. of Columbia	2	20	93	113	0	0	0	0	0	0	0	0	113
Virginia	3	112	64	176	10	60	135	195	12	57	178	235	606
West Virginia	2	30	43	73	2	8	15	23	6	137	159	296	392
North Carolina	5	116	57	173	6	35	47	82	32	318	283	601	856
South Carolina	6	69	91	160	7	15	38	53	8	102	123	225	438
Georgia	14	70	212	282	17	84	157	221	17	128	134	262	765
Florida	3	37	122	159	18	68	145	213	3	14	15	29	401
S. Central Division:													
Kentucky	10	323	242	565	23	232	298	530	31	364	385	749	1,844
Tennessee	13	406	510	916	17	90	105	195	27	347	330	677	1,788
Alabama	6	51	34	85	12	113	43	156	10	70	73	143	384
Mississippi	8	68	303	371	26	254	354	608	17	233	221	454	1,433
Louisiana	2	4	41	45	5	13	23	36	4	8	22	30	111
Texas	6	100	109	209	44	230	336	566	20	235	272	507	1,282
Arkansas	2	20	24	44	15	221	135	356	7	126	116	242	642
Oklahoma													
Indian Territory					2	6	6	6	1	8	9	17	23
N. Central Division:													
Ohio	13	222	247	469	39	150	255	405	7	49	85	134	1,008
Indiana	6	198	137	335	14	73	106	179	9	131	155	286	800
Illinois	13	190	176	366	12	38	378	416	13	173	253	426	1,208
Michigan	5	35	45	80	9	3	73	76	3	83	130	213	369
Wisconsin	5	199	148	347	6	81	105	186	1	10	13	23	556
Minnesota	5	54	118	172	7	17	65	82	6	84	89	173	427
Iowa	12	250	302	552	17	51	95	146	21	134	388	522	1,220
Missouri	12	118	159	277	17	159	220	379	19	252	250	502	1,158
North Dakota	1	10	15	25	1	1	1	2	2	14	10	24	51
South Dakota	5	33	110	143	2	5	12	17	6	19	61	80	240
Nebraska	7	85	255	340	4	6	16	22	7	26	53	79	441
Kansas	12	155	192	347	12	130	328	458	4	17	25	42	847
Western Division:													
Montana	1	6	4	10	1	1	19	20	2	0	25	25	55
Wyoming	1	4	23	27	0	0	0	0	1	0	8	8	35
Colorado	1	9	12	21	0	0	0	0	1	0	14	14	35
New Mexico	1	1	12	13	1	0	1	1	0	0	0	0	14
Arizona	1	0	1	1	0	0	0	0	0	0	0	0	1
Utah	2	132	290	422	0	0	0	0	5	108	139	247	669
Nevada					2	2	22	24	0	0	0	0	24
Idaho					1	1	1	2	1	3	8	11	13
Washington	4	13	32	45	3	0	9	9	4	8	13	21	75
Oregon	6	29	58	87				0	9	12	50	62	149
California	5	226	792	1,018	1	2	6	8	9	3	53	56	1,082

TABLE 19.—*Distribution of students pursuing teachers' training courses in various institutions in 1900–1901.*

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	43,372	20,030	10,472	11,298	8,985	94,157
North Atlantic Division	15,301	1,060	1,927	5,469	1,544	25,271
South Atlantic Division	4,197	1,216	1,213	944	1,674	9,244
South Central Division	4,261	2,574	2,235	2,453	2,819	14,342
North Central Division	16,363	15,002	3,453	2,368	2,504	39,690
Western Division	3,250	208	1,644	64	444	5,610
North Atlantic Division:						
Maine	1,075		38	60	56	1,229
New Hampshire	122		7	7	201	337
Vermont	253		30	193	52	453
Massachusetts	1,888	207	208	222	25	2,550
Rhode Island	209		34	4	36	283
Connecticut	631			0	6	637
New York	5,426	593	753	4,323	166	11,261
New Jersey	829		15	88	58	990
Pennsylvania	4,888	230	842	627	944	7,531
South Atlantic Division:						
Delaware			3	0	0	3
Maryland	421	71	74	157	26	749
District of Columbia	198	32	113	0	0	343
Virginia	271	136	176	195	235	1,013
West Virginia	1,250	177	73	23	296	1,819
North Carolina	1,042	360	173	82	601	2,258
South Carolina	231	120	160	53	225	789
Georgia	677	260	282	221	262	1,702
Florida	107	60	159	213	29	568
South Central Division:						
Kentucky	289	787	565	520	749	2,920
Tennessee	550	1,049	916	195	677	3,387
Alabama	769	76	85	156	143	1,229
Mississippi	185	145	371	608	454	1,763
Louisiana	486		45	36	30	597
Texas	1,260	206	209	566	507	2,748
Arkansas	58	311	44	356	242	1,011
Oklahoma	664					664
Indian Territory	0			6	17	23
North Central Division:						
Ohio	422	4,076	469	405	134	5,506
Indiana	1,372	4,480	335	179	286	6,652
Illinois	2,593	2,115	366	416	426	5,916
Michigan	1,758	172	80	76	213	2,299
Wisconsin	2,700	65	347	186	23	3,321
Minnesota	1,318	44	172	82	173	1,789
Iowa	2,256	1,319	552	146	522	4,795
Missouri	2,080	1,019	277	379	502	4,257
North Dakota	407	35	25	2	24	493
South Dakota	554	87	143	17	80	881
Nebraska	706	1,135	340	22	79	2,282
Kansas	197	455	347	458	42	1,499
Western Division:						
Montana	66		10	20	25	121
Wyoming	0		27	0	8	35
Colorado	171	183	21	0	14	389
New Mexico	76		13	1	0	90
Arizona	53		1	0	0	54
Utah	148		422	0	247	817
Nevada	0			24	0	24
Idaho	198			2	11	211
Washington	292		45	9	21	367
Oregon	395		87		62	544
California	1,851	25	1,018	8	56	2,958

TABLE 20.—*Colleges and universities reporting students in teachers' training courses.*

Location.	Institution.	Normal students.							
		1896.	1897.	1898.	1899.	1900.	1901.		
							Male.	Female.	Total.
ALABAMA.									
Athens	Athens Female College	8	10	12	.....	5	0	5	5
Cullman	St. Bernard College	.....	14	.....	.....	.....	.....	.....	.....
East Lake	Howard College	.....	.....	.....	.....	34	18	0	18
Eufaula	Union Female College	.....	.....	.....	2	.....	.....	.....	.....
Lafayette	Lafayette College	.....	.....	.....	11	15	20	15	35
Lineville	Lineville College	.....	.....	.....	.....	.....	3	4	7
Selma	Alabama Baptist Colored University.	.....	.....	.....	.....	124	.....	.....	.....
Talladega	Isbell College	13	15	3	.....	.....	.....	.....	.....
University	University of Alabama (public).	.....	.....	.....	.....	24	10	10	20
ARIZONA.									
Tucson	University of Arizona (public).	.....	.....	4	.....	.....	0	1	1
ARKANSAS.									
Arkadelphia	Arkadelphia Methodist College.	.....	.....	19	.....	.....	.....	.....	.....
Clarksville	Arkadelphia Cumberland College.	9	.....	.....	.....	.....	.....	.....	.....
Conway	Hendrix College	.....	.....	.....	.....	16	.....	.....	.....
Fayetteville	University of Arkansas (public). *a*	.....	16	6	14	32	14	4	18
Little Rock	Philander Smith College	2	.....	45	17	17	6	20	26
CALIFORNIA.									
Berkeley	University of California (public). *a*	269	262	717	593	.....	140	549	689
Claremont	Pomona College	.....	.....	.....	14	7	5	7	12
Los Angeles	St. Vincent's College	78	.....	.....	.....	.....	.....	.....	.....
Do	University of Southern California.	.....	18	.....	9	3	.....	.....	.....
Mills College	Mills College	.....	.....	.....	4	2	.....	.....	.....
Pasadena	Throop Polytechnic Institute.	11	10	13	12	24	1	12	13
San Jose	College of Notre Dame	20	10	20	30	21	0	35	35
Santa Rosa	Pacific Methodist College	.....	1	.....	.....	.....	.....	.....	.....
Stanford University.	Leland Stanford Junior University. *a*	46	50	211	295	264	80	189	269
COLORADO.									
Boulder	University of Colorado (public). *a*	.....	65	42	.....	47	.....	.....	.....
Colorado Springs	Colorado College	.....	.....	15	17	.....	9	12	21
University Park	University of Denver	.....	.....	.....	14	.....	.....	.....	.....
DELAWARE.									
Dover	State College for Colored Students (public).	.....	.....	.....	.....	3	0	3	3
DISTRICT OF COLUMBIA.									
Washington	Gallaudet College (public)	5	.....	5	.....	5	3	2	5
Do	Howard University (public)	47	124	21	9	81	17	91	108
FLORIDA.									
De Land	John B. Stetson University	.....	29	.....	48	35	13	43	56
Lake City	Florida Agricultural College (public).	.....	.....	19	40	36	4	19	23
Leesburg	Florida Conference College	.....	.....	8	8	.....	.....	.....	.....
St. Leo	St. Leo Military College	2	4	3	5	6	.....	.....	.....
Tallahassee	Florida State College (public).	.....	.....	.....	.....	40	20	60	80
Winter Park	Rollins College	.....	18	8	9	.....	.....	.....	.....
GEORGIA.									
Athens	University of Georgia (public).	.....	.....	.....	20	.....	.....	.....	.....

a Has a pedagogical department.

TABLE 20.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1896.	1897.	1898.	1899.	1900.	1901.		
							Male.	Female.	Total.
GEORGIA—cont'd.									
Atlanta	Atlanta Baptist College	.....	2	3	.....	2	1	0	1
Do	Atlanta University	105	127	139	13	20	5	4	9
Do	Morris Brown College	26	16	45	42	43	1	31	32
Bowdon	Bowdon College	.....	.....	27	30	30	25	15	40
College Park	Southern Female College	.....	225	.....	.....	.....	.....	.....	.....
Cuthbert	Andrew Female College	4	.....	8	4	6	0	4	4
Dahlonega	North Georgia Agricultural College (public).	40	.....	44	68	67	12	5	17
Dalton	Dalton Female Seminary	.....	.....	3	4	5	0	7	7
Forsyth	Monroe College	.....	.....	.....	10	6	0	8	8
Gainesville	Brenan College	18	.....	.....	35	20	.....	.....	.....
Lagrange	Lagrange Female College	23	25	.....	.....	.....	0	7	7
Do	Southern Female College	10	.....	.....	.....	20	0	50	50
Macon	Mercer University	10	10	11	10	30	.....	.....	.....
Oxford	Emory College	.....	.....	.....	.....	15	4	0	4
South Atlanta	Clark University	42	31	47	55	45	0	62	62
Thomasville	Young Female College	.....	.....	4	.....	2	.....	.....	.....
Wrightsville	Nannie Lou Warthen College.	.....	.....	.....	.....	11	6	5	11
Young Harris	Young L. G. Harris College	.....	25	29	.....	.....	16	14	30
ILLINOIS.									
Abingdon	Hedding College	18	4	4	1	.....	.....	.....	.....
Bourbonnais	St. Viateur's College	.....	.....	.....	.....	.....	30	0	30
Carthage	Carthage College	64	.....	.....	.....	.....	0	8	8
Champaign	University of Illinois (public).	31	66	68	.....	.....	29	15	44
Chicago	University of Chicago *a*	.....	.....	.....	300	.....	.....	.....	.....
Do	St. Ignatius College	.....	.....	.....	.....	16	.....	.....	.....
Effingham	Austin College	130	110	90	175	150	75	70	145
Elmhurst	Evangelical Proseminary	33	.....	20	17	10	6	0	6
Eureka	Eureka College	.....	.....	.....	6	.....	3	3	6
Evanston	Northwestern University *a*	20	20	20	11	20	15	34	49
Ewing	Ewing College	.....	9	.....	.....	50	.....	.....	.....
Fulton	Northern Illinois College	50	45	25	35	.....	.....	.....	.....
Greenville	Greenville College	.....	.....	.....	.....	11	.....	.....	.....
Jacksonville	Illinois College	.....	5	8	14	20	8	0	8
Do	Illinois Woman's College	7	15	15	18	10	0	12	12
Lincoln	Lincoln University	.....	.....	.....	.....	55	0	2	2
Naperville	Northwestern College	12	12	.....	15	12	4	6	10
Quincy	Chaddock College	10	.....	25	65	22	.....	.....	.....
Rock Island	Augustana College	12	5	7	16	77	7	22	29
Urbana	University of Illinois	.....	.....	.....	55	18	.....	.....	.....
Westfield	Westfield College	9	17	14	18	21	13	4	17
Wheaton	Wheaton College	.....	17	.....	.....	18	.....	.....	.....
INDIANA.									
Bloomington	Indiana University (public) *a*	52	.....	128	94	.....	90	71	161
Crawfordsville	Wabash College	.....	.....	4	6	.....	20	0	20
Hanover	Hanover College	.....	.....	.....	.....	.....	3	2	5
Irvington	Butler College	.....	.....	.....	20	.....	.....	.....	.....
Merom	Union Christian College	54	23	65	50	54	49	28	77
Moores Hill	Moores Hill College	98	20	.....	20	22	29	29	58
Upland	Taylor University	40	52	32	44	16	7	7	14
INDIAN TERRITORY.									
Bacone	Indian University	.....	.....	.....	.....	6	.....	.....	.....
Muscogee	Henry Kendall College	.....	.....	.....	.....	6	.....	.....	.....
IOWA.									
Cedar Rapids	Coe College	.....	.....	.....	.....	10	8	14	22
Charles City	Charles City College	32	22	29	27	32	3	26	29
College Springs	Amity College	16	18	37	13	31	1	8	9
Des Moines	Des Moines College	.....	.....	.....	.....	.....	8	6	14
Do	Drake University	.....	.....	173	219	249	110	111	221
Fairfield	Parsons College	.....	.....	.....	.....	.....	5	4	9
Fayette	Upper Iowa University	28	.....	33	16	25	13	34	47
Grinnell	Iowa College	.....	.....	15	6	5	.....	.....	.....

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TABLE 20.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
							1901.		
		1896.	1897.	1898.	1899.	1900.	Male.	Female.	Total.
IOWA—cont'd.									
Hopkinton	Lenox College	.....	.....	.....	11	.....	.....	.....	.....
Indianola	Simpson College	124	114	121	67	.....	.....	.....	.....
Iowa City	State University of Iowa (public). *a*	51	54	.....	70	81	28	35	63
Lamoni	Graceland College	.....	.....	.....	.....	4	.....	.....	.....
Le Grand	Palmer College	.....	.....	.....	.....	8	.....	.....	.....
Mount Pleasant	German College	4	2	.....	.....	.....	.....	.....	.....
Do	Iowa Wesleyan University	19	19	12	.....	.....	.....	.....	.....
Mount Vernon	Cornell College	78	72	72	138	64	.....	.....	.....
Pella	Central University of Iowa	.....	30	26	24	46	4	10	14
Sioux City	Morningside College	12	55	42	15	43	25	5	30
Storm Lake	Buena Vista College	59	47	48	45	.....	23	24	47
Toledo	Western College	14	.....	32	.....	.....	22	25	47
KANSAS.									
Atchison	Midland College	9	.....	.....	.....	.....	.....	.....	.....
Baldwin	Baker University	77	.....	92	80	111	48	69	117
Dodge City	Soule College	20	28	28	28	.....	.....	.....	.....
Emporia	College of Emporia	.....	.....	.....	.....	11	9	4	13
Highland	Highland University	4	3	.....	.....	.....	.....	.....	.....
Holton	Campbell University	18	18	67	85	85	.....	.....	.....
Lawrence	University of Kansas (public). *a*	.....	39	.....	.....	51	.....	.....	.....
Lecompton	Lane University	.....	20	44	32	25	9	9	18
Lincoln	Kansas Christian College	.....	.....	.....	30	49	0	2	2
Lindsborg	Bethany College	.....	.....	23	26	33	28	24	52
Ottawa	Ottawa University	11	8	26	9	11	8	12	20
Salina	Kansas Wesleyan University	54	60	66	71	71	37	22	59
Sterling	Cooper Memorial College	.....	5	.....	3	40	7	5	12
Topeka	Washburn College	.....	.....	4	.....	.....	0	2	2
Wichita	Fairmount College	2	.....	.....	12	17	1	9	10
Winfield	St. John's Lutheran College	.....	.....	.....	.....	.....	0	14	14
Do	Southwest Kansas College	36	34	34	42	28	8	20	28
KENTUCKY.									
Berea	Berea College	.....	.....	41	54	81	96	66	162
Georgetown	Georgetown College	.....	.....	.....	46	30	22	8	30
Glasgow	Liberty College	12	40	.....	16	25	27	29	56
Harrodsburg	Beaumont College	.....	.....	.....	12	.....	.....	.....	.....
Hopkinsville	Bethel Female College	.....	.....	.....	.....	.....	0	2	2
Do	South Kentucky College	.....	15	.....	10	10	.....	.....	.....
Lexington	A. and M. College of Kentucky (public).	.....	79	39	111	138	86	47	133
Do	Kentucky University	.....	.....	.....	.....	57	40	16	56
Millersburg	Millersburg Female College	.....	.....	.....	15	25	0	20	20
Nicholasville	Jessamine Female College	.....	2	6	.....	6	.....	.....	.....
Owensboro	Owensboro Female College	.....	.....	.....	.....	50	.....	.....	.....
Richmond	Central University	.....	.....	55	65	46	40	25	65
Russellville	Logan Female College	.....	.....	.....	.....	.....	0	5	5
Winchester	Kentucky Wesleyan College	.....	10	.....	17	17	12	24	36
LOUISIANA.									
New Orleans	College of the Immaculate Conception.	142	142	.....	.....	.....	.....	.....	.....
Do	Leland University	34	.....	.....	.....	.....	.....	.....	.....
Do	New Orleans University	42	38	23	25	24	0	29	29
Do	Straight University	20	12	10	12	28	4	12	16
MAINE.									
Kents Hill	Maine Wesleyan Female College.	9	.....	25	8	10	0	14	14
Orono	University of Maine (public)	.....	.....	.....	.....	10	7	5	12
Woodfords	Westbrook Seminary	.....	.....	.....	.....	12	0	12	12
MARYLAND.									
Baltimore	Morgan College	87	.....	.....	.....	.....	9	10	19
Baltimore (Station L).	Notre Dame of Maryland	4	15	16	.....	14	0	15	15

a Has a pedagogical department.

TABLE 20.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1896.	1897.	1898.	1899.	1900.	1901.		
							Male.	Female.	Total.
MARYLAND—continued.									
Chestertown	Washington College	8	20	32	44	44	2	29	31
Hagerstown	Kee Mar College	.....	.....	.....	.....	20	0	9	9
MASSACHUSETTS.									
Cambridge	Harvard University	.....	88	62	113	.....	.....	.....	.....
Do	Radcliffe College	26	13	.....	63	56	0	47	47
South Hadley	Mount Holyoke College	.....	28	.....	.....	190	0	75	75
Tufts College	Tufts College	.....	.....	.....	.....	.....	13	25	38
Wellesley	Wellesley College	38	55	73	64	42	0	42	42
Worcester	Clark University	.....	.....	.....	.....	.....	6	0	6
MICHIGAN.									
Adrian	Adrian College	29	.....	9	.....	6	0	6	6
Albion	Albion College	21	30	38	30	34	14	20	34
Alma	Alma College	.....	19	10	7	30	5	7	12
Ann Arbor	University of Michigan (public). *a*	.....	.....	.....	.....	.....	.....	.....	.....
Hillsdale	Hillsdale College	19	13	8	40	13	.....	.....	.....
Holland	Hope College	30	.....	.....	.....	19	.....	.....	.....
Kalamazoo	Kalamazoo College	.....	.....	9	17	14	8	6	14
Olivet	Olivet College	.....	14	12	17	17	8	6	14
MINNESOTA.									
Albert Lea	Albert Lea College	.....	.....	.....	.....	.....	0	5	5
Minneapolis	University of Minnesota (public). *a*	130	28	130	110	36	25	84	109
Northfield	Carleton College	.....	.....	.....	12	7	16	20	36
St. Paul	Macalester College	.....	.....	.....	11	.....	.....	.....	.....
Do	Hamline University	.....	.....	.....	.....	31	.....	.....	.....
St. Peter	Gustavus Adolphus College	84	50	20	17	33	13	4	17
Winnebago City	Parker College	16	8	13	10	.....	0	5	5
MISSISSIPPI.									
Blue Mountain	Blue Mountain Female College.	.....	.....	.....	50	40	0	40	40
Brookhaven	Whitworth Female College	.....	.....	15	20	.....	0	12	12
Columbus	Mississippi Industrial Institute and College (public).	104	15	78	78	85	0	129	129
French Camp	Central Mississippi Institute	.....	23	45	.....	6	0	3	3
Holly Springs	Rust University	28	20	40	25	10	41	50	91
Meridian	East Mississippi Female College.	.....	10	12	6	35	0	55	55
Oxford	Woman's College	10	10	.....	.....	.....	.....	.....	.....
Pontotoc	Chickasaw Female College	.....	15	.....	.....	12	0	12	12
Port Gibson	Port Gibson Female College	1	2	2	2	2	.....	.....	.....
University	University of Mississippi (public). *a*	40	31	.....	24	28	27	2	29
MISSOURI.									
Albany	Central Christian College	10	5	9	13	15	3	5	8
Bolivar	Southwest Baptist College	.....	16	31	.....	.....	.....	.....	.....
Bowling Green	Pike County College	.....	.....	.....	.....	6	3	6	9
Cameron	Missouri Wesleyan College	20	28	18	13	10	4	14	18
Canton	Christian University	.....	7	.....	.....	.....	.....	.....	.....
Clarksburg	Clarksburg College	.....	.....	.....	14	16	12	14	26
Columbia	University of the State of Missouri (public). *a*	52	57	63	116	71	54	39	93
Glasgow	Pritchett College	3	.....	.....	.....	2	0	4	4
Lagrange	Lagrange College	.....	19	15	18	44	16	20	36
Lexington	Baptist Female College	2	.....	5	5	.....	.....	.....	.....
Liberty	Liberty Ladies' College	.....	.....	.....	20	.....	.....	.....	.....
Morrisville	Morrisville College	.....	.....	33	.....	.....	.....	.....	.....
Nevada	Cottey College for Young Ladies.	.....	20	.....	.....	.....	0	20	20
Odessa	Odessa College	.....	.....	.....	.....	10	5	8	13
St. Louis	St. Louis University	.....	.....	.....	.....	51	.....	.....	.....
Springfield	Drury College	.....	14	15	8	.....	1	1	2
Tarkio	Tarkio College	8	.....	.....	.....	.....	.....	.....	.....
Trenton	Ruskin College	22	.....	.....	102	.....	6	6	12
Warrenton	Central Wesleyan College	22	30	26	30	37	14	22	36

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TABLE 20.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1896.	1897.	1898.	1899.	1900.	1901.		
							Male.	Female.	Total.
MONTANA.									
Bozeman	College of Agriculture and Mechanic Arts (public).	.....	.....	4	15	12	.....	.....	.....
Helena	Montana Wesleyan University.	15	.....	.....	9	9	6	4	10
Missoula	University of Montana (public).	.....	.....	.....	3	.....	.....	.....	.....
NEBRASKA.									
Bellevue	University of Omaha	.....	13	11	12	.....	5	15	20
Bethany	Cotner University	12	12	.....	.....	.....	1	5	6
College View	Union College	.....	.....	46	.....	50	4	17	21
Grand Island	Grand Island College	.....	.....	28	12	25	0	4	4
Hastings	Hastings College	.....	.....	.....	12	.....	.....	.....	.....
Lincoln	University of Nebraska (public).	60	80	140	157	120	30	123	153
University Place	Nebraska Wesleyan University.	.....	.....	.....	80	6	35	79	114
York	York College	15	25	.....	48	40	10	12	22
NEVADA.									
Reno	State University of Nevada (public).	94	75	48	65	.....	.....	.....	.....
NEW HAMPSHIRE.									
Hanover	Dartmouth College	.....	.....	.....	.....	.....	7	0	7
NEW JERSEY.									
Bordentown	Bordentown Female College	.....	39	40	14	14	.....	.....	.....
New Brunswick	Rutgers College	.....	.....	.....	8	13	15	0	15
NEW MEXICO.									
Albuquerque	University of New Mexico (public).	1	.....	.....	9	19	1	12	13
Mesilla Park	New Mexico College of Agriculture and Mechanic Arts (public).	.....	.....	.....	12	.....	.....	.....	.....
NEW YORK.									
Alfred	Alfred University	14	17	24	14	12	8	22	30
Allegany	St. Bonaventure's College	.....	10	.....	.....	.....	.....	.....	.....
Brooklyn	Adelphi College	.....	24	22	22	30	0	40	40
Clinton	Hamilton College	10	20	20	20	25	50	0	50
Elmira	Elmira College	.....	.....	.....	.....	3	0	3	3
Hamilton	Colgate University	10	.....	.....	.....	.....	9	0	9
Ithaca	Cornell University *a*	.....	.....	.....	.....	.....	.....	.....	.....
New York	Barnard College	4	15	.....	14	71	0	93	93
Do	College of St. Francis Xavier	.....	.....	28	20	26	28	0	28
Do	College of the City of New York (public).	.....	.....	173	186	236	110	0	110
Do	Columbia University *a*	.....	.....	55	116	74	.....	.....	.....
Do	Manhattan College	.....	4	.....	26	28	31	0	31
Do	New York University	100	138	182	346	226	69	137	206
Potsdam	Clarkson School of Technology.	.....	.....	.....	.....	.....	0	5	5
Rochester	University of Rochester	.....	.....	21	26	18	19	1	20
Syracuse	Syracuse University	.....	.....	72	35	108	45	83	128
NORTH CAROLINA.									
Chapel Hill	University of North Carolina (public).	39	21	.....	.....	61	.....	.....	.....
Charlotte	Biddle University	20	41	37	37	49	52	0	52
Hickory	Claremont College	4	8	8	18	20	0	6	6
Louisburg	Louisburg Female College	.....	35	20	10	.....	.....	.....	.....
Murfreesboro	Chowan Baptist Female Institute.	.....	3	3	44	44	.....	.....	.....
Raleigh	Baptist Female College	.....	.....	.....	.....	.....	0	9	9
Do	Shaw University	.....	.....	190	173	171	.....	.....	.....
Salisbury	Livingstone College	52	.....	38	113	75	37	42	79
Wake Forest	Wake Forest College	.....	.....	.....	.....	.....	27	0	27

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TABLE 20.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1896.	1897.	1898.	1899.	1900.	1901.		
							Male.	Female.	Total.
NORTH DAKOTA.									
University	University of North Dakota (public).	20	12	80	25	23	10	15	25
OHIO.									
Akron	Buchtel College	.....	7	11	7	.....	1	11	12
Alliance	Mount Union College	.....	.....	.....	53	65	45	20	65
Athens	Ohio University (public) *a*	.....	50	.....	.....	.....	.....	.....	.....
Berea	Baldwin University	15	20	20	4	9	10	17	27
Cleveland	Western Reserve University.	.....	.....	22	.....	.....	.....	.....	.....
Columbus	Ohio State University (public).	.....	.....	44	53	.....	23	24	57
Defiance	Defiance College	39	128	.....	119	146	19	26	45
Delaware	Ohio Wesleyan University	22	.....	.....	19	.....	2	10	12
Findlay	Findlay College	107	43	33	36	23	14	20	34
Hiram	Hiram College	2	2	.....	6	8	.....	.....	.....
Lima	Lima College	67	45	86	75	56	25	23	48
Marietta	Marietta College	6	.....	.....	.....	2	.....	.....	.....
New Concord	Muskingum College	15	.....	3	.....	.....	.....	.....	.....
Oberlin	Oberlin College	.....	.....	24	18	17	.....	.....	.....
Oxford	Western College for Women.	.....	.....	.....	.....	2	0	2	2
Richmond	Richmond College	.....	.....	35	.....	.....	.....	.....	.....
Scio	Scio College	.....	.....	.....	10	14	6	11	17
Tiffin	Heidelberg University	19	73	84	33	27	9	11	20
Westerville	Otterbein University	14	24	25	21	16	9	6	15
Wilberforce	Wilberforce University	107	83	84	83	83	38	40	78
Wooster	University of Wooster	33	.....	38	22	.....	21	16	37
Yellow Springs	Antioch College	40	26	.....	.....	.....	.....	.....	.....
OKLAHOMA.									
Stillwater	Oklahoma Agricultural and Mechanical College (public).	.....	.....	9	.....	.....	.....	.....	.....
OREGON.									
Albany	Albany College	.....	.....	.....	29	22	4	16	20
Dallas	Dallas College	.....	.....	.....	.....	.....	1	3	4
Forest Grove	Pacific College	.....	.....	.....	.....	.....	20	0	20
McMinnville	McMinnville	.....	4	.....	.....	.....	0	3	3
Philomath	Philomath College	.....	9	60	30	12	2	4	6
Salem	Willamette University	39	24	29	24	33	2	32	34
PENNSYLVANIA.									
Allentown	Allentown College for Women.	34	.....	.....	25	.....	.....	.....	.....
Do	Muhlenberg College	20	15	20	.....	25	50	0	50
Annville	Lebanon Valley College	11	10	.....	.....	.....	78	36	114
Beatty	St. Vincent College	24	.....	.....	19	25	19	0	19
Bryn Mawr	Bryn Mawr College	.....	21	.....	2	5	0	5	5
Carlisle	Dickinson College	.....	.....	.....	.....	.....	29	32	61
Collegeville	Ursinus College	9	7	.....	2	23	17	1	18
Easton	Lafayette College	.....	7	7	.....	.....	7	0	7
Gettysburg	Pennsylvania College	15	20	21	.....	17	.....	.....	.....
Greenville	Thiel College	12	11	7	8	8	.....	.....	.....
Huntingdon	Juniata College	.....	.....	.....	25	60	42	35	77
Lancaster	Franklin and Marshall College.	.....	.....	.....	15	12	11	0	11
Lewisburg	Bucknell University	.....	.....	.....	.....	.....	86	21	107
Myerstown	Albright College	.....	.....	.....	.....	15	.....	.....	.....
New Berlin	Central Pennsylvania College.	10	9	19	8	11	9	7	16
Philadelphia	Central High School (public).	6	18	32	32	22	16	0	16
Do	University of Pennsylvania. *a*	81	.....	78	44	55	21	2	23
Selinsgrove	Susquehanna University	13	22	14	12	.....	8	8	16
State College	Pennsylvania State College (public).	.....	.....	.....	.....	.....	1	0	1
Swarthmore	Swarthmore College	.....	.....	11	.....	9	.....	.....	.....
Volant	Volant College	.....	25	35	8	30	37	43	80
Waynesburg	Waynesburg College	.....	.....	.....	.....	.....	18	3	21

a Has a pedagogical department.

TABLE 20.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1896.	1897.	1898.	1899.	1900.	1901.		
							Male.	Female.	Total.
RHODE ISLAND.									
Providence	Brown University *a*	32	55	50	52	42	14	20	34
SOUTH CAROLINA.									
Columbia	Allen University	23	20	20	27	29	12	7	19
Do	Columbia Female College	8	.....	.....	.....	.....	.....	.....	.....
Do	South Carolina College (public). *a*	25	25	32	39	45	31	9	40
Duewest	Erskine College	.....	.....	.....	.....	26	18	0	18
Do	Duewest Female College	25	12	7	6	15	0	15	15
Greenville	Furman University	.....	.....	.....	30	22	.....	.....	.....
Do	Greenville College for Women.	.....	.....	.....	.....	5	0	8	8
Orangeburg	Claflin University	83	73	39	34	44	8	52	60
Spartanburg	Converse College	.....	.....	50	.....	.....	.....	.....	.....
Williamston	Williamston Female College	8	.....	.....	.....	.....	.....	.....	.....
SOUTH DAKOTA.									
Brookings	South Dakota Agricultural College (public).	.....	.....	.....	.....	.....	3	15	18
Hot Springs	Black Hills College	18	2	7	7	.....	.....	.....	.....
Huron	Huron College	25	12	14	20	29	4	13	17
Mitchell	Dakota University	17	.....	60	65	73	10	39	49
Redfield	Redfield College	33	.....	16	16	16	3	13	16
Vermilion	University of South Dakota (public).	.....	7	6	8	14	13	30	43
Yankton	Yankton College	.....	.....	.....	.....	16	.....	.....	.....
TENNESSEE.									
Bristol	King College	.....	.....	.....	.....	.....	12	0	12
Brownsville	Brownsville Female College	.....	4	.....	.....	5	0	10	10
Chattanooga	U. S. Grant University	.....	.....	.....	8	.....	.....	.....	.....
Franklin	Tennessee Female College	4	.....	.....	.....	.....	.....	.....	.....
Greeneville	Greeneville and Tusculum College.	.....	.....	.....	12	12	.....	.....	.....
Harriman	American University of Harriman.	.....	.....	15	9	.....	6	4	10
Hiwassee College	Hiwassee College	.....	.....	27	14	32	.....	.....	.....
Jackson	Memphis Conference Female Institute.	.....	.....	.....	3	3	0	3	3
Jefferson City	Carson and Newman College.	.....	.....	.....	20	25	.....	.....	.....
Knoxville	Knoxville College	.....	43	.....	53	37	28	32	60
Do	University of Tennessee (public). *a*	35	17	16	9	.....	.....	.....	.....
Lebanon	Cumberland University	.....	.....	13	.....	.....	.....	.....	.....
McKenzie	Bethel College	15	25	14	.....	.....	.....	.....	.....
Maryville	Maryville College	.....	.....	20	17	51	21	30	51
Milligan	Milligan College	24	.....	35	50	80	20	20	40
Murfreesboro	Soule College	.....	.....	50	.....	.....	.....	.....	.....
Nashville	Fisk University	.....	.....	.....	14	.....	.....	.....	.....
Do	Roger Williams University	92	81	39	42	26	2	14	16
Do	University of Nashville	420	.....	.....	.....	603	270	280	550
Do	Walden University	24	15	38	48	45	15	36	51
Do	Ward Seminary	.....	.....	.....	.....	.....	0	38	38
Pulaski	Martin College	.....	20	20	.....	.....	.....	.....	.....
Rogersville	Rogersville Synodical College.	20	12	16	15	8	0	15	15
Spencer	Burritt College	19	32	23	46	38	32	28	60
Sweetwater	Sweetwater College	8	.....	.....	.....	.....	.....	.....	.....
TEXAS.									
Austin	University of Texas (public). *a*	129	.....	91	97	.....	54	75	129
Belton	Baylor Female College	.....	.....	.....	20	.....	.....	.....	.....
Bonham	Carlton College	.....	.....	5	5	.....	.....	.....	.....
Brownwood	Howard Payne College	18	22	22	40	44	15	12	27
Campbell	Henry College	.....	50	.....	19	8	5	3	8
Chapel Hill	Chapel Hill Female College	.....	.....	.....	6	4	.....	.....	.....
Fort Worth	Forth Worth University	9	.....	.....	.....	.....	.....	.....	.....

a Has a pedagogical department.

TABLE 20.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1896.	1897.	1898.	1899.	1900.	1901.		
							Male.	Female.	Total.
TEXAS—cont'd.									
Greenville	Burleson College	.....	.....	.....	10	10	5	6	11
Hermoson	Add-Ran Christian University.	.....	.....	17	15	.....	.....	.....	.....
Marshall	Wiley University	33	.....	17	37	.....	.....	.....	.....
San Antonio	St. Louis College	1	.....	.....	.....	.....	.....	.....	.....
Sherman	Austin College	.....	.....	.....	4	.....	.....	.....	.....
Waco	Baylor University	.....	.....	.....	.....	38	18	10	28
Do	Paul Quinn College	2	12	7	7	8	3	3	6
UTAH.									
Logan	Brigham Young College	.....	.....	24	26	17	17	19	36
Salt Lake City	University of Utah (public) *a*	320	379	414	441	387	115	271	386
VERMONT.									
Middlebury	Middlebury College	.....	2	10	.....	30	14	16	30
VIRGINIA.									
Bridgewater	Bridgewater College	8	8	17	19	14	9	17	26
Fredericksburg	Fredericksburg College	.....	10	.....	.....	.....	.....	.....	.....
Lynchburg	Randolph-Macon Woman's College. *a*	10	20	20	35	22	0	47	47
Richmond	Virginia Union University	.....	.....	.....	.....	2	.....	.....	.....
Williamsburg	William and Mary College	125	106	116	143	100	103	0	103
Winchester	Valley Female College	1	2	2	4	6	.....	.....	.....
WASHINGTON.									
Burton	Vashon College	25	18	6	8	8	1	3	4
Pullman	Washington Agricultural College and School of Science (public).	.....	.....	.....	.....	.....	8	5	13
Seattle	University of Washington (public).	4	.....	.....	65	43	4	21	25
Tacoma	Whitworth College	.....	.....	2	4	.....	.....	.....	.....
Do	Puget Sound University	49	26	12	12	.....	.....	.....	.....
Vancouver	St. James College	14	.....	3	.....	.....	.....	.....	.....
Walla Walla	Whitman College	.....	.....	.....	.....	.....	0	3	3
WEST VIRGINIA.									
Barboursville	Barboursville College	.....	18	15	25	7	30	29	59
Lewisburg	Lewisburg Female Institute	.....	.....	.....	.....	.....	0	14	14
Morgantown	West Virginia University (public). *a*	15	23	23	.....	36	.....	.....	.....
WISCONSIN.									
Appleton	Lawrence University	22	21	25	29	29	20	18	38
Beloit	Beloit College	.....	7	23	32	25	17	9	26
Franklin	Mission House of the Reformed Church in the United States.	15	.....	.....	.....	.....	.....	.....	.....
Galesville	Gale College	.....	.....	.....	15	15	.....	.....	.....
Madison	University of Wisconsin (public). *a*	62	.....	31	59	210	142	100	242
Milton	Milton College	.....	.....	.....	.....	3	0	1	1
Ripon	Ripon College	.....	.....	.....	.....	5	20	20	40
Watertown	Northwestern University	.....	7	.....	.....	.....	.....	.....	.....
WYOMING.									
Laramie	University of Wyoming (public).	25	24	29	26	14	4	23	27

a Has a pedagogical department.

TABLE 21.—*Number of students pursuing certain subjects in public normal schools in 1900–1901.*

	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	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	ALABAMA.																		
1	State Normal School, Florence	6	27	6	27	6	27	6	27	41	49	6	27	6	27	6	27	22	54
2	State Normal School, Jacksonville	3	0	45	54	3	0	15	15	15	15	8	8	3	0	11	8	3	0
3	Alabama Normal College, Livingston	2	55	2	55	2	55	2	55	2	55	2	55	.....	.....	2	55	2	55
4	Agricultural and Mechanical College for Negroes, Normal	11	12	8	17	8	17	11	12	18	28	8	17	.....	.....	8	17	29	44
5	State Normal School, Troy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	35	30	35	8	19	30	35
	ARIZONA.																		
6	Northern Arizona Normal School, Flagstaff	1	4	1	4	1	6	1	8	1	8	0	7	.....	.....	0	17	0	11
7	Normal School of Arizona, Tempe	4	14	10	30	10	30	10	30	10	30	10	30	4	14	4	14	10	30
	ARKANSAS.																		
8	Branch Normal College, Pine Bluff	36	22	36	22	36	22	36	22	36	22	36	22	36	22	36	22	36	22
	CALIFORNIA.																		
9	California State Normal School at Chico	32	127	20	83	.....	.....	.....	.....	.....	.....	24	85	.....	.....	23	71	33	158
10	State Normal School, Los Angeles	12	122	12	122	12	122	12	122	12	122	12	174	12	122	12	122	12	174
11	State Normal School, San Diego	7	52	7	30	7	30	7	30	.....	.....	6	59	.....	.....	7	38	7	38
12	State Normal School, San Jose	19	153	.....	.....	19	141	19	141	23	182	19	156	.....	.....	19	141	26	214
	COLORADO.																		
13	Colorado State Normal School, Greeley	12	57	36	176	36	176	36	176	36	176	36	176	.....	.....	.....	.....	36	176
	CONNECTICUT.																		
14	Bridgeport Training School for Teachers	0	13	0	29	0	29	0	29	.....	.....	0	16	.....	.....	.....	.....	0	29
15	State Normal Training School, New Britain	0	79	0	191	0	79	0	79	0	191	1	270	.....	.....	0	79	0	79
16	State Normal Training School, New Haven	1	71	1	150	1	71	1	71	1	150	2	221	.....	.....	1	71	1	71
17	State Normal Training School, Willimantic	3	36	3	105	3	36	3	36	0	70	0	70	.....	.....	3	36	3	36

	DISTRICT OF COLUMBIA.																		
18	Washington Normal School No. 1	2	44	2	44			3	94	3	94	2	44					3	94
19	Washington Normal School No. 2	5	35	5	35	5	35	5	35	5	35	14	87			14	87	14	87
	FLORIDA.																		
20	Florida State Normal School, De Funiak Springs	6	3			9	12					12	17			12	17	13	27
21	State Normal and Industrial College for Colored Students, Tallahassee	2	6	2	6	2	6	2	6	2	6	2	6					2	6
	GEORGIA.																		
22	State Normal School, Athens	3	12	12	24	92	340	92	340			9	20	9	20			3	12
23	Georgia State Industrial College, College	15	22	15	22	15	22	15	22	15	22	15	22	15	22	15	22	15	22
24	Georgia Normal and Industrial College, Milledgeville	0	14			0	72	0	80			0	36						
	IDAHO.																		
25	State Normal School, Albion	10	37	2	12	2	7	2	7	2	7	5	26	2	12	2	7	2	12
26	State Normal School, Lewiston	4	21	2	18			3	19			4	21			4	21		
	ILLINOIS.																		
27	Southern Illinois State Normal University, Carbondale	25	25	25	25	40	45	40	45	40	45	30	35			30	35	50	55
28	Eastern Illinois State Normal School, Charleston	2	9	7	35	3	12	3	12	25	31	7	35					3	24
29	Chicago Normal School	21	629	21	629	21	629	21	629	21	629	21	629	21	629	21	629	21	629
30	Northern Illinois State Normal School, De Kalb			5	45	5	45	5	45	5	45	21	128	2	6			14	69
31	Illinois State Normal University, Normal			27	52	22	51	80	215	22	51	27	59			15	50	65	140
	INDIANA.																		
32	Indianapolis Normal School*	0	58	0	58	0	58	0	58	0	58	0	58					0	18
33	Indiana State Normal School, Terre Haute	41	76	25	30	26	22	52	50			129	170					5	14
	IOWA.																		
34	Iowa State Normal School, Cedar Falls	31	63	38	89	16	20	62	179			66	296			9	51	96	587
35	Dexter Normal School	10	16	10	16	10	16	10	16	10	16							10	16
36	Hawarden Normal School			7	11														
37	Woodbine Normal and Commercial School	3	8	3	8	3	8	7	21	14	27	3	8			18	31	7	21
	KANSAS.																		
38	State Normal School, Emporia	31	83	38	76	82	157	27	64			133	143			13	12	60	137
	KENTUCKY.																		
39	State Normal School for Colored Persons, Frankfort	6	7	6	7	11	19	11	19			11	19	76	119	11	19	11	19
40	Hazard Normal School	15	11	15	11	15	11	15	11	25	20	25	20			25	20	25	20
41	Normal School, Louisville	0	26	0	74	0	26	0	26	0	48	0	48					0	74

*Statistics of 1899–1900.

TABLE 21.—*Number of students pursuing certain subjects in public normal schools in 1900–1901*—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	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	LOUISIANA.																		
42	Louisiana State Normal School, Natchitoches	9	59	-----	-----	11	49	14	70	-----	-----	19	93	-----	-----	-----	-----	-----	-----
43	New Orleans Normal and Training School	0	49	0	79	0	79	0	79	0	79	0	79	-----	-----	-----	-----	0	79
	MAINE.																		
44	Eastern State Normal School,* Castine	12	54	12	54	19	75	19	75	25	50	25	50	19	75	25	50	12	54
45	Farmington State Normal School*	8	44	8	44	17	99	17	99	21	131	20	92	8	44	24	143	8	44
46	Madawaska Training School, Fort Kent	7	5	7	5	7	5	7	5	7	5	7	5	7	5	7	5	7	5
47	State Normal School, Gorham	4	90	4	90	4	90	4	90	4	90	4	90	4	90	4	90	4	90
48	Lee Normal Academy*	4	5	-----	-----	5	6	-----	-----	29	25	4	6	-----	-----	-----	-----	5	3
49	Springfield Normal School	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	4	7
	MARYLAND.																		
50	Maryland State Normal School, Baltimore	2	38	14	218	7	90	7	90	5	133	7	90	7	90	7	90	17	353
	MASSACHUSETTS.																		
51	Boston Normal School	0	85	0	125	0	85	0	85	0	187	0	101	-----	-----	0	187	0	187
52	Massachusetts Normal Art School, Boston	1	23	1	23	1	23	1	23	-----	-----	1	23	-----	-----	-----	-----	1	23
53	State Normal School, Bridgewater	11	41	16	97	16	97	16	97	16	97	16	97	16	97	16	97	16	97
54	Wellington School, Cambridge	-----	-----	-----	-----	0	30	0	30	-----	-----	-----	-----	-----	-----	-----	-----	0	30
55	State Normal School, Fitchburg	2	111	2	111	2	111	2	111	2	111	2	111	-----	-----	2	111	2	111
56	State Normal School, Framingham	0	68	-----	-----	0	82	0	82	0	79	0	82	0	0	0	82	0	82
57	Training School for Teachers, Lowell	0	16	0	16	0	16	0	16	0	16	0	16	0	16	-----	-----	0	16
58	State Normal School, Salem	3	85	3	85	3	85	3	85	3	85	3	85	0	0	3	85	3	85
59	Massachusetts State Normal School, Westfield	80	1	80	1	54	0	54	0	59	0	134	1	-----	-----	59	0	46	0
60	Massachusetts State Normal Institute, Worcester	2	44	8	164	2	44	8	164	10	208	10	208	-----	-----	2	44	2	44
	MICHIGAN.																		
61	Washington Normal School, Detroit	0	76	0	76	0	76	0	76	0	76	0	116	0	76	0	76	0	76
62	Central State Normal School, Mount Pleasant	20	30	20	30	20	30	20	30	20	30	20	30	-----	-----	20	30	40	60
63	Michigan State Normal College, Ypsilanti	45	256	-----	-----	24	1	-----	-----	-----	-----	79	455	-----	-----	-----	-----	38	227

	MINNESOTA.																		
64	State Normal School, Mankato	6	46					2	52	2	52	7	78					9	63
65	State Normal School, Moorhead	12	60	12	60	20	178	20	178			20	178	12	60	19	107	12	60
66	State Normal School, St. Cloud	5	15	4	12			0	53			10	90					10	90
67	St. Paul Teachers' Training School	0	51	0	35			0	51	0	35	0	51					0	51
68	State Normal School, Winona	2	60	4	65	4	96	4	96	4	96	6	227	4	65	4	96	7	130
	MISSISSIPPI.																		
69	Abbeville Normal School			2	8	2	8	2	8	2	8					2	8	2	8
70	Blue Springs Normal College																		
71	Mississippi State Normal School, Holly Springs			7	11	7	11	7	11									7	11
72	Louisville Normal School			10	15	10	15	10	15	20	25							10	15
73	Mississippi Central Normal School, Walnutgrove							7	8	7	8	7	8					7	8
	MISSOURI.																		
74	State Normal School (third district), Cape Girardeau	14	24			9	19	9	19			7	17	7	17			9	18
75	State Normal School (first district), Kirksville	22	23			22	23	100	125			10	15					100	125
76	Normal and High Schools, St. Louis	0	19	0	46	0	59	0	59	0	59	0	58	0	59	0	59		
77	State Normal School (second district), Warrensburg	16	16	38	48	16	16	74	96			38	48	16	16			16	16
	MONTANA.																		
78	Montana State Normal School, Dillon	2	7	0	10	2	0	2	6			4	11			0	15	2	6
	NEBRASKA.																		
79	Nebraska State Normal School, Peru	25	52	35	83	40	111	40	111	40	111	38	90			30	52	68	170
	NEW HAMPSHIRE.																		
80	New Hampshire State Normal School, Plymouth	2	45			1	45	1	60	1	69	2	60			1	43		
	NEW JERSEY.																		
81	Normal and Training School, Newark	0	160	0	165	0	65	0	65	0	65	0	160			0	160	0	160
82	Paterson Normal Training School	0	5	0	17	0	5	0	5	0	5	0	13					0	24
83	New Jersey State Normal and Model Schools, Trenton	20	180	20	180	20	180	20	180	40	360	20	180			20	180	30	220
	NEW MEXICO.																		
84	New Mexico Normal University, Las Vegas	5	36	5	36	5	36	5	36	5	36	5	36	5	36			1	36
85	Normal School of New Mexico, Silver City	1	1	0	1														
	NEW YORK.																		
86	New York State Normal College, Albany	51	363	51	363	51	363	51	363	51	363	51	363	51	363	51	363	51	363
87	State Normal and Training School, Brockport	7	57	5	30	2	14			2	11	20	90			2	14	24	113

*Statistics of 1899–1900.

TABLE 21.—*Number of students pursuing certain subjects in public normal schools in 1900–1901*—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	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	NEW YORK—continued.																		
88	Training School for Teachers, Brooklyn	18	329	18	329	18	329	18	329	18	329	18	329	.....	.....	18	329	18	329
89	Buffalo State Normal School	12	124	12	124	11	141	11	141	11	141	13	125	.....	.....	2	50	9	119
90	State Normal and Training School, Cortland	20	104	44	216	25	86	25	86	25	86	23	103	.....	.....	25	86	23	103
91	State Normal and Training School, Fredonia	7	40	7	40	9	48	9	48	9	48	3	6	.....	.....	.....	.....	16	126
92	State Normal and Training School, Geneseo	40	106	40	106	40	106	40	106	40	106	40	106	40	106	40	106	40	106
93	Jamaica State Normal and Training School	18	188	18	188	20	100	20	100	.....	.....	16	176	.....	.....	12	110	17	182
94	State Normal and Training School, New Paltz	20	35	20	35	20	35	20	35	20	35	18	40	.....	.....	20	30	20	35
95	The Normal College of the City of New York	0	525	0	525	0	525	0	525	0	530	0	525	0	525	.....	.....	0	525
96	The New York Training School for Teachers	39	157	39	157	9	46	9	46	9	46	39	157	.....	.....	9	46	9	46
97	Oneonta State Normal and Training School	21	89	.....	.....	.....	.....	.....	.....	.....	.....	80	35	.....	.....	80	35	.....	.....
98	State Normal and Training School, Oswego	8	48	10	120	3	38	3	38	3	38	10	98	10	98	3	38	7	74
99	Plattsburg State Normal and Training School	3	11	3	11	2	36	2	36	.....	.....	7	42	.....	.....	2	36	10	41
100	Potsdam State Normal and Training School	20	120	27	114	.....	.....	9	25	37	50	27	114	.....	.....	11	28	.....	.....
101	Syracuse High School (Normal Department)	0	23	.....	.....	.....	.....	0	20	.....	.....	0	18	.....	.....	.....	.....	.....	.....
	NORTH CAROLINA.																		
102	Elizabeth City State Normal School	6	9	6	30	6	20	6	20	6	20	.....	.....	.....	.....	.....	.....	6	20
103	State Colored Normal School, Fayetteville	0	9	0	9	0	9	0	9	0	9	0	9	0	9	0	9	0	9
104	Albion Academy—State Normal School,* Franklinton	.....	.....	6	2	.....	.....	6	2	.....	.....	.....	.....	.....	.....	.....	.....	6	2
105	State Normal School,* Goldsboro	3	9	.....	.....	.....	.....	.....	.....	3	9	.....	.....	.....	.....	.....	.....	3	9
106	State Normal and Industrial School,* Greensboro	0	56	0	40	0	40	0	40	0	225	0	56	.....	.....	.....	.....	0	45
107	Plymouth State Normal School	9	4	.....	.....	9	4	9	4	.....	.....	9	4	.....	.....	26	42	9	0
	NORTH DAKOTA.																		
108	State Normal School,* Mayville	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15
109	State Normal School, Valley City	2	9	2	9	2	9	2	9	.....	.....	.....	.....	.....	.....	2	9	8	18
	OHIO.																		
110	Cincinnati Normal School	1	52	1	52	.....	.....	1	52	.....	.....	1	52	.....	.....	.....	.....	1	52
111	Cleveland Normal Training School	0	99	0	99	0	99	0	99	0	120	0	120	0	99	.....	.....	0	120
112	Columbus Normal School	0	75	0	79	0	75	0	75	0	79	0	75	0	79	0	79	0	79
113	Dayton Normal and Training School	0	36	0	70	0	36	0	36	0	70	0	70	.....	.....	.....	.....	0	34

	OKLAHOMA.																		
114	Northwestern Territorial Normal School, Alva	4	6	4	6	4	6	30	50	44	62	20	32	4	6	4	6	36	44
115	The Normal School of Oklahoma, Edmond	5	24	3	23	5	12	5	12	17	28	6	10	6	10	17	28	5	12
116	Colored Agricultural and Normal University, Langston	2	1									2	1	2	1			2	1
	OREGON.																		
117	Southern Oregon State Normal School, Ashland	5	4	5	4							3	6			3	2	3	9
118	Central Oregon State Normal School, Drain			4	6	2	4	2	4	5	7	2	5			5	7	2	4
119	State Normal School, Monmouth	15	25	15	25			10	23			17	54			5	29	11	54
120	Eastern Oregon State Normal School, Weston	5	6	13	15	13	15	13	15	13	15	13	15			4	7	5	6
	PENNSYLVANIA.																		
121	State Normal School, Bloomsburg	36	86	36	86	36	86	36	86	36	86					36	86		
122	Southwestern State Normal School, California	18	76	18	76	18	76	18	76	35	90	18	76					18	76
123	Clarion State Normal School	20	26	20	26	37	59	37	59	11	14	20	30	1	1	20	26	20	26
124	East Stroudsburg State Normal School	26	67	26	67	26	67	94	130	94	130	26	67			94	130	26	67
125	Northwestern State Normal School, Edinboro	13	41	150	200			150	200	75	100	13	41					13	41
126	Indiana Normal School of Pennsylvania	17	89	21	85	23	79	23	79	23	79	19	101			23	79	19	101
127	Keystone State Normal School, Kutztown	53	64	106	104			110	102	198	106	63	65	7	4			53	64
128	Central State Normal School, Lock Haven	22	58	22	58			80	160			22	58					22	58
129	Mansfield Normal School	49	53	103	162	58	105	58	105	103	162	49	53	49	53	58	105	49	53
130	First Pennsylvania State Normal School, Millersville	34	95	34	95	70	168	70	168									104	263
131	Philadelphia Normal School for Girls	0	297	0	297	0	297	0	297	0	297	0	297					0	297
132	Normal Department—Pittsburg High School	0	113	0	56	0	0	0	56	0	56	0	56					0	56
133	Cumberland Valley State Normal School, Shippensburg	28	49	28	49	60	60	60	60	60	60	28	49	0	1	28	49	28	49
134	Slippery Rock State Normal School	21	91	21	91	80	100	112	130	69	80	21	91			21	91	21	91
135	West Chester State Normal School	36	97	100	30	30	60	30	60	30	60	37	98	0	3			36	97
	RHODE ISLAND.																		
136	Rhode Island Normal School, Providence	0	48	0	192	0	51	0	43	0	60	0	150			0	48	0	82
	SOUTH CAROLINA.																		
137	Winthrop Normal and Industrial College, Rock Hill	0	28	0	70	0	50	0	50			0	28					0	143
	SOUTH DAKOTA.																		
138	State Normal School, Madison			14	38	14	38	14	38	14	38	14	38	14	38	14	38	14	38
139	State Normal School, Spearfish	5	20	5	20	5	21	4	19	10	24	3	13			6	24	3	20
140	State Normal School, Springfield	6	12	8	13	8	12	8	13	12	12	8	13					8	13
	TENNESSEE.																		
141	Peabody Normal College, Nashville																		

* Statistics of 1899-1900.

TABLE 21.—*Number of students pursuing certain subjects in public normal schools in 1900–1901*—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	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	TEXAS.																		
142	North Texas Normal College, Denton	37	63	37	63	200	250	200	250	50	100	50	100	37	63	37	63	200	250
143	Detroit Normal School	1	2	1	2	6	4	.....	.....	20	25	20	25	8	10	20	25	8	10
144	Sam Houston Normal Institute, Huntsville	37	74	37	74	56	122	56	122	56	122	92	197	37	74	56	122	31	248
145	Prairie View State Normal and Industrial College	17	10	.....	.....	.....	.....	46	26	.....	.....	17	10	17	10	.....	.....	33	17
	UTAH.																		
146	Southern Branch State Normal School,* Cedar City	7	14	.....	.....	.....	.....	.....	.....	.....	.....	7	7	.....	.....	.....	.....	.....	.....
147	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.																		
148	State Normal School, Castleton	4	35	4	35	4	35	4	35	4	53	4	53	4	53	4	53	4	35
149	State Normal School, Johnson	3	27	3	27	3	27	3	27	3	27	3	27	3	27	3	27	3	27
150	Randolph State Normal School	4	29	4	29	4	29	4	29	5	36	5	36	5	36	5	36	4	29
	VIRGINIA.																		
151	State Female Normal School, Farmville	0	40	0	38	.....	.....	.....	.....	0	64	0	65	0	40	.....	.....	0	40
152	Hampton Normal and Agricultural Institute	0	7	1	18	1	18	1	18	1	18	1	18	.....	.....	.....	.....	1	18
153	Virginia Normal and Collegiate Institute, Petersburg	23	21	23	21	27	43	27	43	22	48	23	21	26	21	23	21	23	21
	WASHINGTON.																		
154	State Normal School,* Cheney	3	10	9	27	36	118	36	118	36	118	18	37	18	37	36	118	18	37
155	Washington State Normal School, Ellensburg	1	12	10	60	10	60	10	60	8	28	10	60	1	12	10	60	10	60
	WEST VIRGINIA.																		
156	West Virginia State Normal School, Athens	1	0	4	4	.....	.....	9	9	.....	.....	.....	.....	1	0	.....	.....	.....	.....
157	Fairmount State Normal School	5	3	6	3	.....	.....	.....	.....	.....	.....	6	4	6	4	.....	.....	6	4
158	State Normal School, Glenville	3	0	8	0	.....	.....	8	3	12	11	4	2	2	0	.....	.....	3	3
159	Marshall College, State Normal School, Huntington	4	5	4	5	4	5	4	5	30	59	10	10	4	13	4	5	4	5
160	West Virginia Colored Institute, Institute	8	14	.....	.....	5	12	5	12	5	12	.....	.....	.....	.....	.....	.....	5	12

161	Shepherd College, State Normal School, Shepherdstown	1	0	5	5	5	5	1	2	1	2	2	2	1	2	------	------	1	3
162	West Liberty State Normal School	1	2	7	5	------	------	7	5	------	------	2	4	3	3	------	------	1	4
	WISCONSIN.																		
163	State Normal School, Milwaukee	39	138	58	334	19	196	19	196	19	196	58	334	------	------	------	------	39	138
164	State Normal School, Oshkosh	22	46	20	43	79	143	79	143	25	83	29	68	------	------	31	73	97	269
165	State Normal School, Platteville	9	17	81	43	42	91	42	91	42	91	43	82	------	------	22	47	58	15
166	State Normal School, River Falls	5	10	2	9	------	------	13	45	15	45	7	11	14	47	13	49	52	178
167	State Normal School, Stevens Point	8	12	37	75	40	113	23	55	23	55	------	------	------	------	23	55	35	102
168	Marathon County Training School for Teachers, Wausau	------	------	------	------	------	------	12	40	12	40	------	------	------	------	------	------	12	40
169	Superior State Normal School, West Superior	5	15	30	120	3	20	3	20	27	131	12	16	------	------	3	20	4	42
170	State Normal School, Whitewater	15	18	23	95	14	40	18	62	------	------	22	41	24	44	21	76	21	76

*Statistics of 1899–1900.

TABLE 22.—*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 School	5	6	5	6	154	177	25	27	96	126
2	Jacksonville	do	4	6	3	3	139	140	84	77	45	54
3	Livingston	Alabama Normal College	3	10	2	8	2	170	0	40	2	87
4	Normal	Agricultural and Mechanical College for negroes.	15	18	6	5	165	295	108	113	47	78
5	Troy	State Normal College	6	9	5	1	100	126	....	....	100	126
	ARIZONA.											
6	Flagstaff	Northern Arizona Normal School.	1	3	1	3	20	43	....	....	1	34
7	Tempe	Normal School of Arizona	4	3	4	1	48	82	5	7	4	14
	ARKANSAS.											
8	Pine Bluff	Branch Normal College	5	2	5	2	150	92	....	....	56	22
	CALIFORNIA.											
9	Chico	California State Normal School at Chico.	7	12	3	6	191	478	125	200	66	278
10	Los Angeles	State Normal School	11	22	11	15	203	719	152	180	51	539
11	San Diego	do	7	7	7	7	90	274	60	40	30	234
12	San Jose	do	8	21	8	19	68	585	....	....	68	585
	COLORADO.											
13	Greeley	Colorado State Normal School.	12	10	12	10	204	373	134	216	45	126
	CONNECTICUT.											
14	Bridgeport	Bridgeport Training School for Teachers.	2	11	2	5	0	29	....	....	0	29
15	New Britain	State Normal Training School.	5	29	5	29	1	270	....	....	1	270
16	New Haven	do	5	21	4	3	2	221	....	....	2	221
17	Willimantic	do	3	15	2	6	3	105	....	....	3	105
	DISTRICT OF COLUMBIA.											
18	Washington	Washington Normal School, No. 1.	0	9	0	9	3	94	0	0	3	94
19	do	Washington Normal School, No. 2.	0	7	0	7	14	87	0	0	14	87
	FLORIDA.											
20	De Funiak Springs.	Florida State Normal School	4	2	4	2	41	58	0	0	41	58
21	Tallahassee	State Normal and Industrial College for Colored Students.	5	8	5	1	76	123	60	99	2	6
	GEORGIA.											
22	Athens	State Normal School	5	7	5	7	102	411	0	0	102	411
23	College	Georgia State Industrial College.	13	1	9	0	300	146	60	70	15	22
24	Milledgeville	Georgia Normal and Industrial College.	3	20	3	7	0	454	0	199	0	127
	IDAHO.											
25	Albion	State Normal School	2	3	2	3	34	83	17	58	17	25
26	Lewiston	do	3	3	3	3	78	129	12	39	66	90

normal schools, 1900–1901.

Students.																	
In business course.		In high school grades.		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 1900-1901.	Amount received from State, county, or city for buildings and improvements.	
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	
0	0	23	14	25	27	0	0	6	26	6	36	1,500	$50,000	$7,500	$13,000	$10,000	1
		10	9	84	77	0	0	3	0	4	36	500	50,000	8,000	9,000	25,000	2
0	1	0	42			0	0	0	9	4	36		7,000	7,975	10,333		3
1	2	9	14	20	26	47	76	5	13	4	9	2,804	51,816	4,000	15,150		4
				65	92			44	114	1	36	1,673	15,000	7,500	12,600		5
		19	14	1	18	1	0	0	4	3	40	200	50,000	6,000	6,503	6,000	6
		39	61	14	24			4	14	4	40	4,000	10,000	11,000	11,800		7
		114	70			36	22	2	6	2	40	4,630		3,250	10,648		8
0	0	0	0	125	200	0	1	12	38	4	40	8,900	125,000	31,500	32,777	0	9
0	0	0	0	152	180	0	1	10	120	4	40	8,660	184,000	53,250	53,595	23,500	10
				60	40	0	0	5	24	4	40	2,900	84,000	30,945	30,945	22,500	11
				100	174					4	40	7,500	283,526	56,000	56,000		12
		25	29	134	169			12	57	2	38	15,000	200,000	43,000	45,400		13
				277	247	0	0	0	8	2	40	962	79,840				14
				650	850			0	79	2	40	15,000		30,000	30,000		15
						0	1	1	71	2	40	9,084				60,000	16
				200	300	0	0	0	39	2	40	6,000	150,000				17
0	0	0	0	199	211	0	0			2							18
0	0	0	0	162	136	14	87	9	49	2	40						19
0	0	0	0	10	12	0	0	5	3	4	33	100	10,000	7,000	7,109		20
		14	18	14	16	2	6	0	1	2	30	865	26,000	12,500	13,076	8,200	21
0	0	0	0	23	38	0	0	5	20	3	40	1,621	25,000	21,509	27,650	6,500	22
0	0	285	54	60	70	15	22	3	6	2	32	300					23
0	60	0	128					0	10	4	36	2,000	150,000	22,900	28,500		24
0	0	0	0	0	0	0	0	2	11	4	40	150	25,000	7,000	7,000	0	25
				12	14	0	0	4	21	4	40	500	40,000	7,500	8,650		26

TABLE 22.—*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.											
27	Carbondale	Southern Illinois State Normal University.	12	8	11	6	276	415	144	153	132	262
28	Charleston	Eastern Illinois State Normal School.	8	10	4	6	100	179	----	----	100	179
29	Chicago	Chicago Normal School	8	22	8	22	21	629	----	----	21	629
30	De Kalb	Northern Illinois State Normal School.	8	9	8	9	226	485	180	195	46	290
31	Normal	Illinois State Normal University.	14	14	12	8	358	867	113	130	232	702
	INDIANA.											
32	Indianapolis	Indianapolis Normal School*	2	3	2	3	0	58	0	0	0	58
33	Terre Haute	Indiana State Normal School	21	16	21	10	600	714	0	0	600	714
	IOWA.											
34	Cedar Falls	Iowa State Normal School	25	24	25	24	683	1,688	190	166	493	1,522
35	Dexter	Dexter Normal School	4	1	4	1	50	75	----	----	10	16
36	Hawarden	Hawarden Normal School	2	11	2	1	250	260	200	209	20	55
37	Woodbine	Woodbine Normal and Commercial School.	4	6	4	1	286	253	160	136	63	77
	KANSAS.											
38	Emporia	State Normal School	18	25	18	25	736	1,399	80	117	60	137
	KENTUCKY.											
39	Frankfort	State Normal School for Colored Persons.	7	3	7	3	76	116	27	30	49	86
40	Hazard	Hazard Normal School	4	3	2	0	220	140	170	110	50	30
41	Louisville	Normal School	1	1	1	1	0	74	----	----	0	74
	LOUISIANA.											
42	Natchitoches	Louisiana State Normal School.	8	16	8	8	169	437	108	140	61	297
43	New Orleans	New Orleans Normal and Training School.	0	12	0	12	106	131	106	3	0	128
	MAINE.											
44	Castine	Eastern State Normal School.*	4	7	3	6	66	432	10	15	56	417
45	Farmington	Farmington State Normal School.*	3	9	3	6	38	204	----	----	38	204
46	Fort Kent	Madawaska Training School.	0	4	0	4	56	60	----	----	56	60
47	Gorham	State Normal School	2	8	2	5	70	252	64	88	6	144
48	Lee	Lee Normal Academy*	1	2	1	2	45	50	0	0	40	44
49	Springfield	Springfield Normal School	0	3	0	3	30	40	3	0	3	7
	MARYLAND.											
50	Baltimore	Maryland State Normal School.	4	12	4	8	29	436	10	34	19	402
	MASSACHUSETTS.											
51	Boston	Boston Normal School	2	11	2	12	0	261	0	0	0	261
52	....do	Massachusetts Normal Art School.	12	4	12	4	52	272	0	0	52	272
53	Bridgewater	State Normal School	8	19	7	8	45	242	----	----	45	242
54	Cambridge	Wellington School	1	5	1	3	444	454	444	424	0	30
55	Fitchburg	State Normal School	5	20	5	11	2	111	----	----	2	111
56	Framingham	....do	5	18	5	11	0	278	0	0	0	278
57	Lowell	Training School for Teachers	2	28	2	10	0	16	----	----	0	16
58	Salem	State Normal School	4	18	4	11	3	223	----	----	3	223

* Statistics of 1899-1900.

normal schools, 1900–1901—Continued.

Students.																	
In business course.		In high school grades.		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 1900-1901.	Amount received from State, county, or city for buildings and improvements.	
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	
0	0	0	0	75	102	8	12	9	3	4	39	15,160	$40,000	$33,216	$36,659	.....	27
.....	.....	.....	.....	90	112	.....	.....	2	9	4	.....	.....	.....	.....	.....	.....	28
.....	.....	.....	.....	.....	.....	.....	.....	21	629	2	40	22,000	.....	.....	.....	.....	29
0	0	0	0	180	195	0	0	9	39	4	42	10,403	300,000	2,600	37,620	.....	30
.....	.....	13	35	102	107	.....	.....	16	47	4	36	12,000	335,000	39,494	47,889	0	31
0	0	0	0	0	0	0	3	0	18	2	40	15,103	315,000	33,216	33,216	.....	32
0	0	0	0	86	94	5	6	33	38	4	39	30,000	325,000	65,000	70,000	$3,500	33
0	0	0	0	190	166	0	0	.....	.....	4	36	12,681	200,000	69,800	88,641	50,000	34
.....	.....	49	59	.....	.....	.....	.....	.....	.....	2	40	300	12,000	2,599	3,000	0	35
30	5	.....	.....	200	200	.....	.....	1	2	3	40	200	30,000	7,000	7,400	.....	36
40	23	23	17	160	186	0	0	0	3	4	40	500	10,000	7,000	9,265	.....	37
0	0	596	1,145	80	117	8	10	45	90	4	39	15,000	200,000	35,000	68,750	.....	38
0	0	0	0	0	0	49	86	4	4	4	40	962	.....	3,000	6,775	0	39
.....	.....	.....	.....	.....	.....	0	0	15	11	2	40	150	3,000	600	1,500	.....	40
.....	.....	.....	.....	201	190	.....	.....	0	25	2	40	400	.....	.....	.....	.....	41
0	0	0	0	108	140	0	0	10	48	4	32	4,000	75,000	18,000	23,530	9,250	42
0	0	0	0	106	131	0	0	0	42	2	43	820	25,000	.....	.....	.....	43
.....	.....	.....	.....	10	15	0	0	12	51	2	38	1,000	50,000	10,000	10,700	500	44
0	0	0	0	40	52	0	0	8	44	2	38	3,401	75,500	9,100	9,800	500	45
.....	.....	.....	.....	.....	.....	.....	.....	7	5	4	38	450	20,000	2,650	2,775	.....	46
0	0	0	0	64	88	0	2	2	63	3	38	2,416	80,000	10,000	10,600	3,600	47
.....	.....	5	6	0	0	0	0	0	0	2	33	116	4,300	1,000	1,649	0	48
4	3	23	30	.....	.....	.....	.....	4	8	3	22	82	4,800	1,250	1,358	50	49
0	0	0	0	10	34	0	0	2	84	3	40	4,500	162,500	20,000	23,279	.....	50
0	0	0	0	582	121	0	1	0	85	2	40	3,000	.....	.....	.....	.....	51
0	0	.....	.....	0	0	0	2	1	23	4	41	231	275,000	24,746	27,771	.....	52
.....	.....	0	0	212	231	0	0	16	97	4	38	7,485	440,000	43,323	43,443	0	53
0	0	0	0	0	0	0	6	0	15	.....	.....	100	52,000	.....	.....	.....	54
0	0	0	0	384	345	0	0	0	22	2	38	3,500	247,500	26,000	26,000	5,000	55
0	0	0	0	53	46	0	0	0	0	2	38	3,404	190,350	28,853	28,853	920	56
.....	.....	.....	.....	244	386	.....	.....	0	13	1	38	1,200	.....	.....	.....	.....	57
0	0	0	0	110	101	0	2	2	78	2	40	3,656	300,000	28,500	28,500	0	58

TABLE 22.—*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
	MASSACHUSETTS—continued.											
59	Westfield	Massachusetts State Normal School.	2	16	3	4	1	134	----	----	1	134
60	Worcester	Massachusetts State Normal Institute.	6	9	6	6	10	208	0	0	10	208
	MICHIGAN.											
61	Detroit	Washington Normal School.	4	24	4	8	400	635	400	500	0	135
62	Mount Pleasant	Central State Normal School.	10	10	10	10	150	259	0	0	150	259
63	Ypsilanti	Michigan State Normal College.	26	35	26	26	309	939	10	15	299	924
	MINNESOTA.											
64	Mankato	State Normal School	7	15	7	11	173	474	124	185	49	289
65	Moorhead	do	4	11	4	11	102	312	70	74	32	238
66	St. Cloud	do	8	9	7	5	156	321	104	90	52	231
67	St. Paul	St. Paul Teachers' Training School.	1	11	1	4	205	265	205	214	0	51
68	Winona	State Normal School.	6	16	6	7	152	493	119	150	33	343
	MISSISSIPPI.											
69	Abbeville	Abbeville Normal School	2	2	2	2	83	97	63	80	14	16
70	Blue Springs	Blue Springs Normal College.	2	1	1	0	70	65	50	40	10	8
71	Holly Springs	Mississippi State Normal School.	5	3	2	1	109	125	73	89	36	36
72	Louisville	Louisville Normal School	2	2	2	0	60	65	35	40	25	25
73	Walnut Grove	Mississippi Central Normal School.	1	3	1	2	57	75	47	50	7	8
	MISSOURI.											
74	Cape Girardeau	State Normal School (Third Dist.).	10	5	10	2	249	199	43	32	206	167
75	Kirksville	State Normal School (First Dist.).	8	10	8	10	372	370	0	0	372	370
76	St. Louis	Normal and High School	28	42	2	6	0	105	----	----	0	105
77	Warrensburg	State Normal School (Second Dist.).	12	10	12	10	380	480	----	----	380	480
	MONTANA.											
78	Dillon	Montana State Normal School.	5	3	5	3	13	60	0	3	9	57
	NEBRASKA.											
79	Peru	Nebraska State Normal School.	9	11	9	11	191	515	----	----	191	515
	NEW HAMPSHIRE.											
80	Plymouth	New Hampshire State Normal School.	4	10	3	5	150	239	148	119	2	120
	NEW JERSEY.											
81	Newark	Normal and Training School.	1	14	1	14	0	160	----	----	0	160
82	Paterson	Paterson Normal Training School.	2	21	2	2	0	24	----	----	0	24
83	Trenton	New Jersey State Normal and Model Schools.	14	33	11	14	269	912	142	215	55	589
	NEW MEXICO.											
84	Las Vegas	New Mexico Normal University.	9	6	8	6	192	146	45	41	5	33
85	Silver City	Normal School of New Mexico.	3	3	3	3	50	53	----	----	10	25
	NEW YORK.											
86	Albany	New York State Normal College.	11	11	11	11	236	721	185	358	51	363

normal schools, 1900–1901—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 1900-1901.	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	
								0	58	2	39	3,850		$27,400	$27,400	0	59
0	0	0	0	28	32	0	0	2	44	3	38	5,897	$202,700	22,375	22,375	0	60
0	0	0	0	400	500	0	0	0	39	3	40	638	57,265	24,000	24,000	0	61
0	0			100	100	1	1	40	60	3	36	5,000	100,000	25,000	37,000	$50,000	62
				108	217	0	2	37	225	4	36	21,500	336,813	69,799	84,208		63
0	0	0	0	124	185	0	1	16	115	5	38	7,432	135,000	29,500	31,200	1,600	64
				70	74			12	60	5	38	3,000		19,750	20,550	20,000	65
				104	90			16	105	5	38	6,976	187,000	29,500	31,790	0	66
				205	214			0	35	2	38	4,500					67
				119	150			5	139	5		6,000	230,000	29,500	22,500		68
		6	1	0	0	0	0			4	36	500	1,500	500	1,125	0	69
3	2	7	15							2	36		700	700	825		70
0	0	0	0	0	0	36	36	2	9	2	36						71
				10	15			3	2	1	36	100	1,000	400	1,200	0	72
0	0	3	17	0	0	0	0	0	0	2	32	30	2,000	400	950		73
0	0	0	0	43	32	0	0	9	18	4	40	2,500	75,000	26,200	28,550	20,000	74
0	0	0	0	43	49	0	0	16	34	4	40	2,500	100,000	33,000	41,192	35,550	75
										4	40	2,000	408,905	105,000	105,000		76
0	0			94	97			16	16	4	40	6,000	225,000	33,000	55,313	2,500	77
0	0	4	0	200	200	0	0	2	6	4	40	2,717	65,000	15,350	17,075	20,000	78
				52	86	0	1	43	158	5	40	16,000	105,000	30,000	31,700	3,000	79
				75	192			1	39	2	39			10,000	10,000		80
				200	250	0	3	0	60	2		400	140,000		1,200		81
0	0	0	0	557	575	0	0	0	10	2	40	200	72,000				82
0	0	71	108	142	215	2	3	13	164	3	38	4,000	400,000	52,000	77,000		83
		112	69	45	41	0	1	1	7	3	36	2,500	75,000	12,000	26,100		84
		40	28	17	18					4	40	2,500		9,000	9,850		85
0	0	0	0	185	358	0	2	23	79	2	39	3,450	230,910	30,000	40,970	0	86

TABLE 22.—*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—continued.											
87	Brockport	State Normal and Training School.	6	14	6	14	259	461	157	186	63	243
88	Brooklyn	Training School for Teachers	2	37	2	22	271	589	253	260	18	329
89	Buffalo	Buffalo State Normal School.	7	20	7	11	246	634	206	232	37	397
90	Cortland	State Normal and Training School.	4	16	3	12	483	670	284	285	189	361
91	Fredonia	do	5	15	5	15	226	448	164	196	36	217
92	Geneseo	do	6	17	6	11	421	676	170	255	175	371
93	Jamaica	Jamaica State Normal and Training School.	5	10	5	10	140	489	100	100	40	389
94	New Paltz	State Normal and Training School.	6	11	5	10	260	300	127	133	50	167
95	New York	The Normal College of the City of New York.	7	78	2	5	818	1,729	459	917	107	215
96	do	The New York Training School for Teachers.	5	8	5	8	39	157	0	0	39	157
97	Oneonta	Oneonta State Normal and Training School.	6	13	6	13	273	502	151	140	112	348
98	Oswego	State Normal and Training School.	8	12	8	12	296	566	258	275	38	291
99	Plattsburg	Plattsburg State Normal and Training School.	7	10	7	8	35	165	0	0	35	165
100	Potsdam	Potsdam State Normal and Training School.	10	12	10	12	312	633	137	186	121	254
101	Syracuse	Syracuse High School (Normal Dept.).	3	5	3	5	0	48	----	----	0	48
	NORTH CAROLINA.											
102	Elizabeth City	Elizabeth City State Normal School.	2	2	2	2	37	93	----	----	37	93
103	Fayetteville	State Colored Normal School	2	1	2	1	20	63	----	----	20	63
104	Franklinton	Albion Academy—State Normal School.*	5	7	3	4	132	174	60	67	52	74
105	Goldsboro	State Normal School*	3	1	3	1	40	61	0	0	40	61
106	Greensboro	State Normal and Industrial School.*	9	20	9	20	0	490	0	0	0	490
107	Plymouth	Plymouth State Normal School.	1	2	1	2	36	66	----	----	36	66
	NORTH DAKOTA.											
108	Mayville	State Normal School*	4	6	4	3	72	165	0	0	72	165
109	Valley City	do	5	6	5	3	77	129	15	21	62	108
	OHIO.											
110	Cincinnati	Cincinnati Normal School	0	2	0	2	1	52	0	0	1	52
111	Cleveland	Cleveland Normal Training School.	5	19	5	4	0	220	----	----	0	220
112	Columbus	Columbus Normal School	3	8	3	8	0	79	0	0	0	79
113	Dayton	Dayton Normal and Training School.	0	7	0	7	0	70	0	0	0	70
	OKLAHOMA.											
114	Alva	Northwestern Territorial Normal School.	14	4	12	4	205	561	----	----	200	250
115	Edmond	The Normal School for Oklahoma.	8	5	8	4	128	230	----	----	55	122
116	Langston	Colored Agricultural and Normal University.	5	2	2	1	83	109	70	85	13	24
	OREGON.											
117	Ashland	Southern Oregon State Normal School.	3	5	1	1	59	85	27	6	23	66
118	Drain	Central Oregon State Normal School.	3	2	3	1	70	105	50	55	10	40

* Statistics of 1899-1900.

normal schools, 1900–1901—Continued.

Students.																	
In business course.		In high school grades.		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 1900–1901.	Amount received from State, county, or city for buildings and improvements.	
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	
----	----	39	32	157	186	0	0	11	68	4	39	5,500	$300,000	$26,500	$28,000	$60,000	87
0	0	0	0	253	329	0	2	13	305	1	40	1,500	170,000	----	----	----	88
3	5	0	0	206	232	0	0	9	119	4	39	7,000	256,500	30,031	30,739	2,042	89
----	----	10	24	306	308	1	0	17	91	4	39	7,000	260,352	28,363	28,642	1,709	90
0	0	26	35	164	196	0	0	11	50	4	39	112	----	26,000	27,200	----	91
76	50	----	----	170	255	0	1	40	106	4	39	5,000	240,509	30,000	32,122	2,387	92
----	----	----	----	100	100	1	2	11	72	4	39	2,500	190,000	25,000	25,000	----	93
----	----	23	0	127	133	----	----	----	----	4	39	3,000	138,716	21,500	22,818	10,000	94
0	0	252	597	458	918	0	6	107	215	4	38	11,170	1,585,000	195,000	195,000	14,300	95
0	0	0	0	----	----	0	0	9	46	2	40	1,500	----	----	----	----	96
0	0	10	14	151	140	0	0	21	85	4	39	4,000	300,000	30,000	30,500	2,000	97
----	----	----	----	258	275	1	0	6	76	4	39	14,453	130,000	27,000	23,025	1,082	98
0	0	0	0	13	41	1	0	4	33	4	39	3,409	162,000	24,000	24,700	1,000	99
----	----	54	193	137	186	----	----	22	86	4	39	5,000	295,000	26,591	28,221	2,886	100
----	----	----	----	----	----	----	----	----	----	2	40	300	----	----	----	----	101
----	----	----	----	----	----	----	----	2	5	4	38	----	2,000	2,000	2,350	----	102
----	----	----	----	----	----	30	63	0	9	3	40	130	2,500	2,000	2,200	----	103
0	0	20	33	30	35	52	74	----	----	----	----	----	----	2,500	6,000	----	104
0	0	0	0	0	0	40	61	----	----	3	36	----	----	2,000	2,000	----	105
0	0	0	0	0	0	0	0	0	0	----	----	----	----	26,181	76,961	----	106
----	----	----	----	6	12	36	66	45	8	4	38	12	----	1,857	1,857	----	107
0	0	0	0	----	----	0	0	5	15	4	36	2,000	35,000	11,150	12,860	----	108
0	0	0	0	15	21	0	0	2	8	4	36	1,800	35,000	15,000	15,965	----	109
0	0	0	0	0	0	0	0	1	52	2	40	150	----	----	----	----	110
0	0	0	0	0	0	0	0	0	99	2	38	600	1,500	----	----	1,500	111
0	0	0	0	270	260	0	2	0	40	2	36	540	----	----	280	----	112
0	0	0	0	0	0	0	0	0	34	2	36	200	----	----	----	----	113
0	0	5	51	45	40	0	0	4	6	4	36	1,000	150,000	30,000	35,150	0	114
----	----	73	108	0	0	0	0	20	26	4	40	2,500	50,000	20,000	20,000	0	115
----	----	----	----	----	----	----	----	1	1	----	----	600	22,100	10,272	12,839	----	116
0	0	9	13	21	28	0	0	2	2	3	38	150	25,000	3,750	6,175	----	117
----	----	10	10	50	55	----	----	2	4	3	40	256	25,000	3,750	4,295	----	118

TABLE 22.—*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
	OREGON—cont'd.											
119	Monmouth	State Normal School	8	5	8	5	52	126	----	----	41	118
120	Weston	Eastern Oregon State Normal School.	4	5	4	5	88	89	39	41	49	48
	PENNSYLVANIA.											
121	Bloomsburg	State Normal School	15	12	15	8	254	343	211	255	36	86
122	California	Southwestern State Normal School.	11	12	11	12	317	498	172	168	145	330
123	Clarion	Clarion State Normal School	7	8	5	3	199	234	26	18	146	182
124	East Stroudsburg.	East Stroudsburg State Normal School.	7	7	7	7	194	262	74	65	120	197
125	Edinboro	Northwestern State Normal School.	14	8	13	7	166	289	31	26	134	256
126	Indiana	Indiana Normal School of Pennsylvania.	13	12	13	12	269	482	115	116	96	300
127	Kutztown	Keystone State Normal School.	17	8	17	8	464	312	242	240	53	64
128	Lockhaven	Central State Normal School	10	7	10	6	200	250	70	42	97	203
129	Mansfield	Mansfield Normal School	9	8	9	7	181	273	0	0	132	221
130	Millersville	First Pennsylvania State Normal School.	18	16	18	16	401	496	92	82	34	95
131	Philadelphia	Philadelphia Normal School for Girls.	2	50	2	34	0	297	0	0	0	297
132	Pittsburg	Normal Department—Pittsburg High School.	2	12	2	8	80	475	80	110	0	113
133	Shippensburg	Cumberland Valley State Normal School.	9	8	9	6	197	210	57	49	140	161
134	Slippery Rock	Slippery Rock State Normal School.	8	10	8	10	260	476	105	106	145	345
135	West Chester	West Chester State Normal School.	16	14	16	14	221	539	0	0	221	539
	RHODE ISLAND.											
136	Providence	Rhode Island Normal School	4	32	4	21	0	245	----	----	0	209
	SOUTH CAROLINA.											
137	Rockhill	Winthrop Normal and Industrial College.	8	24	8	24	46	457	46	83	0	231
	SOUTH DAKOTA.											
138	Madison	State Normal School	4	7	4	7	114	288	55	110	59	178
139	Spearfish	....do	1	12	1	12	132	208	64	72	68	136
140	Springfield	....do	3	6	3	6	84	113	40	44	44	69
	TENNESSEE.											
141	Nashville	Peabody Normal College	16	17	16	17	353	460	----	----	270	280
	TEXAS.											
142	Denton	North Texas Normal College	6	8	6	8	200	250	----	----	200	250
143	Detroit	Detroit Normal School	2	3	2	0	141	150	106	130	35	20
144	Huntsville	Sam Houston Normal Institute.	5	12	5	12	225	250	0	0	225	250
145	Prairie View	Prairie View State Normal and Industrial College.	10	11	10	11	130	150	----	----	130	150
	UTAH.											
146	Cedar City	Southern Branch of the State Normal School.*	6	1	6	1	90	110	22	30	68	80
147	Salt Lake City	State Normal School of Utah.*a*	----	----	----	----	----	----	----	----	----	----

*Statistics of 1899-1900. *a* See table "Colleges and universities."

normal schools, 1900–1901—Continued.

Students.																	
In business course.		In high school grades.		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 1900–1901.	Amount received from State, county, or city for buildings and improvements.	
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	
----	----	11	8	97	123	----	----	10	25	3	40	1,000	$4,500	$9,000	$12,300	0	119
----	----	----	----	39	41	----	----	5	6	4	40	275	50,000	12,000	12,650	$37,000	120
----	----	7	2	53	40	----	----	33	86	3	40	3,132	328,446	10,000	33,475	----------	121
----	----	----	----	172	168	----	----	18	76	2	40	6,000	246,029	3,422	36,328	10,000	122
27	34	----	----	26	18	----	----	19	27	3	42	8,150	268,000	10,000	28,502	----------	123
----	----	----	----	74	65	----	----	----	----	3	40	1,030	89,306	12,995	24,845	0	124
1	1	0	6	31	26	1	0	13	41	3	40	7,000	175,000	10,000	19,782	----------	125
30	20	28	46	115	116	0	0	17	80	2	41	4,362	265,000	12,500	36,486	0	126
30	2	39	6	100	93	----	----	52	64	3	42	7,093	341,500	12,500	32,071	----------	127
6	3	27	2	70	80	0	0	----	----	3	40	4,000	250,000	10,000	10,000	----------	128
16	27	33	25	57	66	0	0	44	56	2	40	5,145	290,764	10,000	20,126	0	129
----	----	275	319	92	82	----	----	34	95	3	40	10,500	503,812	10,000	45,088	10,000	130
0	0	0	0	165	406	0	2	0	275	2	40	7,500	600,000	80,000	80,060	8,500	131
0	0	0	252	80	110	0	7	0	52	4	40	1,500	----------	----------	----------	----------	132
----	----	----	----	57	49	----	----	28	49	2	40	3,856	250,000	10,000	22,000	10,000	133
----	----	10	25	95	100	----	----	21	91	3	42	2,618	250,000	10,000	39,200	10,000	134
----	----	----	----	75	85	0	1	----	----	4	40	9,038	514,000	----------	38,652	10,000	135
0	0	0	36	309	336	0	0	----	----	2	39	5,000	800,000	58,500	58,500	----------	136
0	65	0	78	46	83	0	0	0	27	4	36	5,138	325,000	44,052	52,392	20,940	137
0	0	0	0	55	110	0	0	1	2	4	40	2,000	150,000	31,915	37,069	11,470	138
----	----	0	0	64	72	0	0	2	14	5	38	13,000	100,000	16,500	19,960	3,000	139
0	0	0	0	41	46	0	0	2	12	3	36	1,000	15,000	----------	3,100	----------	140
----	----	83	180	----	----	----	----	57	78	----	----	20,000	202,500	20,000	70,000	0	141
----	----	----	----	----	----	----	----	----	----	3	36	----------	30,000	37,500	38,400	4,000	142
----	----	----	----	0	0	0	0	2	5	----	----	150	5,000	2,000	2,600	0	143
0	0	0	0	0	0	0	0	0	0	3	35	----------	100,000	37,500	44,425	2,000	144
----	----	----	----	----	----	120	150	14	11	----	----	200	99,514	18,600	35,760	0	145
----	----	----	----	----	----	----	----	----	----	4	36	1,010	3,500	7,500	8,460	0	146
----	----	----	----	----	----	----	----	----	----	----	----	----------	----------	----------	----------	----------	147

TABLE 22.—*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
	VERMONT.											
148	Castleton	State Normal School	1	5	1	5	13	85	----	----	13	85
149	Johnson	do	3	6	2	3	82	129	75	75	7	54
150	Randolph Center	Randolph State Normal School.	2	4	2	4	9	65	----	----	9	65
	VIRGINIA.											
151	Farmville	State Female Normal School	3	10	2	5	0	306	0	120	0	67
152	Hampton	The Hampton Normal and Agricultural Institute.	24	27	6	9	562	475	528	442	1	19
153	Petersburg	Virginia Normal and Collegiate Institute.	6	6	6	6	148	194	28	20	72	112
	WASHINGTON.											
154	Cheney	State Normal School*	4	5	4	5	52	130	----	----	48	123
155	Ellensburg	Washington State Normal School.	4	7	4	6	85	234	63	135	22	99
	WEST VIRGINIA.											
156	Athens	West Virginia State Normal School.	6	5	6	5	130	73	5	1	124	72
157	Fairmount	Fairmount State Normal School.	6	4	6	2	169	179	----	----	133	154
158	Glenville	State Normal School	4	4	4	4	79	76	----	----	79	76
159	Huntington	The Marshall College State Normal School.	7	8	5	5	252	275	----	----	100	150
160	Institute	West Virginia Colored Institute.	9	3	5	0	75	105	34	37	23	57
161	Shepherdstown	Shepherd College State Normal School.	5	3	5	3	67	68	0	0	64	63
162	West Liberty	West Liberty State Normal School.	4	2	4	2	80	80	0	0	78	77
	WISCONSIN.											
163	Milwaukee	State Normal School	11	14	9	11	58	334	----	----	58	334
164	Oshkosh	do	12	21	12	16	316	578	125	150	185	422
165	Platteville	do	10	12	10	7	160	260	56	68	104	192
166	River Falls	do	5	12	5	8	155	332	77	115	77	215
167	Stevens Point	do	9	15	9	10	252	384	129	119	122	258
168	Wausau	Marathon County Training School for Teachers.	1	1	1	1	14	62	----	----	14	62
169	West Superior	Superior State Normal School	8	11	8	11	150	340	84	90	66	250
170	Whitewater	State Normal School	7	13	7	9	167	327	70	83	97	244

*Statistics of 1898-1900.

normal schools, 1900–1901—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 1900-1901.	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	
								5	30	2	40	2,000	$15,000	$5,000	$5,000		148
				75	75	0	0	3	27	2	39	5,000	10,000	5,250	5,450	$500	149
0	0	0	0	0	0	0	0	4	29	2	40	2,568	15,000	5,750	5,950	500	150
0	0	0	119	20	83	0	0	0	35	2	37	4,000	90,000	15,000	17,700	0	151
		33	14	185	210	1	16	0	7	2	32	11,000	783,000	18,663	184,539	0	152
0	0	48	62	28	20	72	112	20	18	3	35	2,600	157,000	15,000	19,100	0	153
		4	7	50	30			3	7	3	40	3,000	65,000	13,200	14,000	0	154
0	0	0	0	63	135	0	0	1	12	3	40	4,000	75,000	18,000	20,000	2,500	155
1	0	0	0	0	0	0	0	3	1	4	40	1,200	30,000	10,100	10,740	2,800	156
		36	25					6	3	4	40	3,000	75,000	7,700	8,600	5,000	157
				4	4			2	0	4	38	2,160	45,000	9,900	10,180		158
74	55	78	70	5	5	0	0	4	5	4	40	3,000	230,000	8,600	9,800	8,200	159
0	0	18	11			23	57	5	12	4	36	1,000	73,500	35,000	35,180	1,600	160
3	5	0	0	0	0	0	0	1	2	4	40	1,800	20,000	9,000	9,500	25,000	161
0	0	2	3	0	0	0	0	1	4	4	40	3,000	30,000	10,000	10,400	0	162
				82	162					2	4	3,000	100,000				163
0	0	6	6	125	150	0	0	17	35	4	40	9,000	148,250	53,558	59,296	16,250	164
				56	68			20	31	4	40	6,000	85,000	30,000	31,139		165
		1	2	76	111			66	85	4	40	3,800	58,400	19,000	30,850		166
0	0	1	7	129	119	0	0	26	48	4	40	7,500	125,000	37,091	37,091	18,381	167
								3	13	1	40	814		4,250	4,250		168
0	0	0	0	84	90	0	1	22	49	4	40	4,325	140,000	34,000	37,100		169
				70	83	0	0	23	59	4	40	6,800	120,000	32,852	35,382	0	170

TABLE 23.—*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	84	169	73	149	11	20
2	Tuskegee	Tuskegee Normal and Industrial Institute.	55	30	12	16	882	371	640	233	35	10
	ARKANSAS.											
3	Jamestown	Arkansas Normal College	6	7	6	7	63	77	36	41	23	28
4	Mount Ida	Mount Ida Normal Academy	3	0	3	0	70	62	44	48	20	10
5	Pea Ridge	Pea Ridge Normal College	4	4	3	2	160	140	73	99	74	36
6	Sulphur Rock	Arkansas Normal College*	6	1	3	1	103	74	0	0	56	64
	CALIFORNIA.											
7	Oakland	Gilson's Normal and Special Training School.*	1	1	1	1	4	24	0	0	2	23
	COLORADO.											
8	Denver	The Denver Normal and Preparatory School.	4	6	3	5	41	262	20	43	7	176
	DISTRICT OF COLUMBIA.											
9	Washington	Colored Woman's League Kindergarten Training School.*	0	4	0	4	0	22	0	0	0	22
10	do	Washington Normal Kindergarten Institute.	0	4	0	4	7	18	7	8	0	10
	FLORIDA.											
11	Jasper	Jasper Normal Institute	3	4	2	2	142	152	60	60	20	25
12	Orange Park	Orange Park Normal and Manual Training School.	2	7	1	1	46	61	39	53	7	8
	GEORGIA.											
13	Augusta	Haines Normal and Industrial Institute.	3	11	0	3	190	323	90	181	0	13
14	Cornelia	Cornelia Normal Institute	3	5	3	1	231	205	136	151	52	38
15	Douglas	Southern Normal Institute	5	5	4	2	103	77	40	41	15	16
16	Macon	Ballard Normal School	2	12	2	4	150	393	120	313	30	80
17	Thomasville	Allen Normal and Industrial School.	1	8	1	2	55	208	54	193	1	15
	ILLINOIS.											
18	Addison	German Evangelical Lutheran Teachers' Seminary.*	8	0	7	0	177	0	92	0	85	0
19	Bushnell	Western Normal College*	5	7	5	6	340	160	0	0	300	150
20	Dixon	Northern Illinois Normal School.	23	10	10	3	1,000	840	----	----	200	500
21	Galesburg	Kindergarten Normal School.	0	8	0	8	46	276	46	43	0	233
22	Hoopeston	Greer College	4	8	4	4	100	80	----	----	90	40
23	Macomb	Western Illinois Normal School.	7	7	5	1	200	159	40	39	100	110
24	Oregon	Wells School for Teachers	2	0	2	0	37	95	----	----	37	95
25	Rushville	Rushville Normal and Business College.*	3	1	3	0	175	100	----	----	100	75
	INDIANA.											
26	Angola	Tri-State Normal School*	11	3	2	0	400	450	----	----	400	450
27	Corydon	Ohio Valley Normal School	5	3	5	3	131	139	----	----	122	131
28	Covington	Indiana Normal College	0	2	0	2	20	21	----	----	5	10
29	Danville	Central Normal College	14	4	14	4	499	341	----	----	461	334

*Statistics of 1899-1900.

private normal schools, 1900–1901.

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 1900–1901.	Total money value of benefactions or bequests received during the year.	Total money value of endowments, property, and funds now possessed received from private sources.	
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	
0	0	----	----	----	----	11	20	1	7	4	32	----	----	----	----	----	1
0	0	207	123	74	86	35	10	----	----	3	36	5,000	$356,860	$191,403	$164,709	$253,772	2
4	8	----	----	25	30	----	----	22	0	2	80	3,000	10,000	----	----	----	3
0	0	6	4	0	0	0	0	0	0	3	36	----	2,000	900	0	0	4
13	5	----	----	26	18	----	----	----	----	3	36	860	10,000	1,500	0	0	5
17	1	30	9	0	0	0	0	12	1	3	36	3,500	8,000	4,500	0	0	6
2	1	0	0	0	0	0	0	0	0	1	46	1,150	20,000	1,050	0	20,000	7
14	43	----	----	----	----	0	1	0	5	2	36	400	700	----	----	----	8
0	0	0	0	20	30	0	22	0	0	2	32	----	----	1,000	----	----	9
0	0	0	0	7	8	0	0	0	10	2	36	400	----	1,000	0	0	10
12	4	50	63	10	12	----	----	3	7	2	40	2,000	6,000	4,050	0	0	11
----	----	----	----	----	----	7	8	1	0	3	32	600	25,000	2,500	0	0	12
0	0	100	129	30	40	0	13	0	6	2	32	600	20,000	----	0	0	13
28	3	15	13	21	26	----	----	26	18	2	40	576	20,000	6,150	75	0	14
30	3	18	17	31	32	0	0	3	3	2	40	1,000	6,000	4,000	0	0	15
0	0	0	0	0	0	30	80	1	8	5	33	1,000	40,000	6,650	150	0	16
----	----	----	----	40	42	1	15	0	2	5	32	----	----	670	0	0	17
----	----	----	----	32	28	----	----	44	0	2	40	1,800	92,000	----	----	----	18
40	10	0	0	0	0	0	0	8	4	4	50	500	30,000	4,000	0	30,000	19
720	220	80	120	----	----	5	3	----	----	3	40	----	----	----	----	----	20
0	0	0	0	46	43	----	----	0	13	2	36	1,000	12,000	----	----	----	21
0	0	10	40	----	----	----	----	10	5	2	48	500	40,000	----	----	50,000	22
60	10	----	----	----	----	----	----	8	4	3	48	----	----	10,000	----	----	23
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	24
50	20	25	5	----	----	----	----	3	3	3	40	100	----	3,500	----	----	25
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	26
9	8	----	----	0	0	0	0	5	1	2	48	3,500	12,000	9,840	0	0	27
----	----	15	11	0	0	0	0	0	1	3	35	50	----	400	----	----	28
38	7	----	----	6	6	----	----	13	9	2	48	2,000	40,000	11,000	0	0	29

TABLE 23.—*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	7	6	8	9	10	11	12
	INDIANA—cont'd.											
30	Indianapolis	Indiana Kindergarten and Primary Normal Training School.	1	15	1	14	0	96	----	----	0	96
31	Marion	Marion Normal College	15	8	7	4	1,640	1,270	----	----	840	765
32	Muncie	Eastern Indiana Normal University.	13	5	8	2	202	171	39	18	82	78
33	Rochester	Rochester Normal University.*	7	3	5	3	140	112	0	0	80	76
34	Valparaiso	Valparaiso College and Normal Training School.	45	27	20	17	1,989	1,272	----	----	200	350
	IOWA.											
35	Bloomfield*	Southern Iowa Normal Institute.*	4	4	4	1	171	141	40	35	86	20
36	Denison	Denison Normal and Business College.	5	3	2	2	115	181	----	----	12	69
37	Humboldt	Humboldt College	15	5	4	3	150	222	----	----	150	222
38	Humeston	Central Normal University	3	1	1	0	10	10	----	----	10	10
39	Le Mars	Western Union College	9	4	6	2	85	88	27	33	23	38
40	Newton	Newton Normal College	3	2	3	2	83	92	----	----	20	27
41	Perry	Perry Normal School	3	4	3	4	100	108	----	----	43	57
42	Shenandoah	Western Normal College	10	4	10	4	342	445	152	175	190	270
43	Waukon	Waukon Business College and Normal School.	2	0	1	0	46	37	----	----	37	35
	KANSAS.											
44	Conway Springs	Normal and Business College.*	2	2	1	1	32	43	2	3	5	10
45	Great Bend	Central Normal College	8	6	5	4	262	134	----	----	147	123
46	Maryville	Modern Normal College*	3	3	3	3	96	84	0	0	45	48
47	Nickerson	Nickerson Normal College*	8	10	2	2	162	140	20	31	30	47
	KENTUCKY.											
48	Blaine	Blaine Normal School*	2	1	2	0	50	25	10	10	40	15
49	Bowling Green	Southern Normal School	10	4	6	4	438	292	----	----	242	175
50	Hardinsburg	Breckenridge Normal College.	1	3	1	1	67	60	----	----	67	60
51	Lexington	Chandler Normal School*	0	9	0	3	80	140	68	112	12	28
52	Madisonville	Western Kentucky Normal School.	0	2	0	2	11	25	11	16	0	5
53	Middleburg	Middleburg Normal College	2	3	2	1	102	95	64	67	25	20
54	Morehead	Morehead Normal School	2	1	2	1	104	122	84	107	18	15
55	Waddy	Central Normal College	4	4	4	4	80	70	30	43	40	25
	MARYLAND.											
56	Ammendale	Ammendale Normal Institute.	7	0	5	0	67	0	22	0	45	0
57	Baltimore	Baltimore Normal School (colored).	1	1	1	1	13	40	9	27	4	13
58	Buckeystown	Buckeystown Normal Training School.*	1	1	1	1	12	9	1	1	1	8
	MASSACHUSETTS.											
59	Boston	Kindergarten Training School.	0	12	0	11	0	117	0	0	0	102
60	----do	Froebel School-Kindergarten Normal Classes.	2	2	2	2	0	25	----	----	0	25
61	Waltham	Notre Dame Training School	0	12	0	12	0	80	----	----	0	80

* Statistics of 1899-1900.

normal schools, 1900–1901—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 1900-1901.	Total money value of benefactions or bequests received during the year.	Total money value of endowments, property, and funds now possessed received from private sources.	
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	
----	----	----	----	----	----	0	3	----	----	3	40	----	----	----	----	----	30
210	183	590	322	----	----	3	1	20	23	4	50	1,000	$75,000	----	----	----	31
35	20	46	55	----	----	----	----	4	3	2	48	1,000	50,000	----	----	----	32
19	16	41	20	0	0	0	0	5	2	3	48	500	25,000	$5,000	0	0	33
1,178	429	611	493	----	----	0	0	----	----	2	50	10,000	250,000	96,432	0	0	34
25	22	20	64	0	0	0	0	6	1	2	50	----	----	----	----	----	35
38	40	65	72	----	----	----	----	----	----	4	40	907	50,000	4,000	0	0	36
----	----	----	----	----	----	----	----	1	2	2	40	5,000	50,000	----	----	----	37
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	38
17	6	18	11	0	0	0	0	3	0	4	36	308	3,800	5,471	0	$26,000	39
14	12	49	53	----	----	----	----	----	----	3	38	----	36,000	4,200	0	0	40
57	51	----	----	----	----	----	----	4	7	2	40	----	----	----	----	----	41
----	----	0	0	----	----	0	0	10	7	2	48	600	50,000	----	----	----	42
9	2	----	----	----	----	----	----	----	----	2	39	40	650	400	0	0	43
15	15	10	15	----	----	----	----	----	----	3	40	200	6,000	2,000	0	0	44
35	11	80	0	----	----	----	----	6	5	3	40	2,000	35,000	13,000	0	0	45
20	16	31	20	0	0	0	0	12	15	4	40	2,500	10,000	2,100	0	0	46
51	25	61	37	----	----	0	0	11	14	4	40	3,100	27,000	7,930	$1,000	31,000	47
0	0	0	0	0	0	0	0	0	0	----	----	----	----	----	----	----	48
156	87	40	30	0	0	0	0	25	30	4	46	1,200	----	21,000	----	----	49
0	0	----	----	----	----	0	0	30	20	4	40	75	3,000	1,200	0	0	50
0	0	0	0	24	27	12	28	9	9	4	34	300	17,904	2,861	131	----	51
----	----	0	4	11	25	----	----	----	----	3	36	300	500	850	----	----	52
3	3	10	5	----	----	----	----	----	----	3	40	----	10,500	1,850	----	----	53
2	0	----	----	----	----	----	----	----	----	3	20	250	8,000	4,000	----	----	54
10	2	----	----	----	----	----	----	5	2	3	46	1,000	5,000	----	----	----	55
0	0	0	0	----	----	0	0	12	0	4	40	5,182	60,000	----	----	----	56
0	0	0	0	0	0	4	13	1	4	3	40	2,000	20,000	2,250	0	0	57
10	0	----	----	----	----	0	0	----	----	----	44	500	4,000	400	0	0	58
0	0	0	15	----	----	0	0	----	----	2	32	----	----	----	0	0	59
----	----	----	----	----	----	----	----	0	12	2	36	200	----	3,000	----	----	60
----	----	----	----	----	----	----	----	----	----	3	40	4,500	50,000	----	----	----	61

TABLE 23.—*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
	MICHIGAN.											
62	Owosso	Oakside School	0	2	0	1	12	24	4	2	1	12
63	Petoskey	Petoskey Normal School*	2	2	1	1	162	210	----	----	74	85
	MINNESOTA.											
64	Madison	Lutheran Normal School of the U. N. L. C.	4	2	3	0	88	78	77	54	11	24
65	New Ulm	Dr. Martin Luther College	5	0	4	0	55	1	24	1	9	0
	MISSISSIPPI.											
66	Burgess	Burgess Normal Institute*	1	1	0	1	40	45	34	37	2	5
67	Iuka	Iuka Normal Institute*	4	4	4	4	86	87	39	49	37	37
68	Tougaloo	Tougaloo University	6	20	5	8	216	236	184	225	26	38
	MISSOURI.											
69	Chillicothe	Chillicothe Normal College	19	5	12	2	543	279	----	----	345	236
70	Gainesville	Gainesville Normal School*	2	2	1	1	65	70	31	29	15	17
71	Mill Spring	Hale's College	4	4	4	0	119	297	30	152	24	47
72	Pleasant Hope	Normal Academy*	2	2	2	2	50	40	0	0	50	40
73	Shelby	Shelby Normal School	1	3	1	3	75	100	----	----	75	100
74	Stanberry	Stanberry Normal School	11	7	4	2	148	120	45	36	34	36
	NEBRASKA.											
75	Fremont	Fremont Normal School*	16	4	16	4	750	600	100	275	150	200
76	Santee	Santee Normal Training School.	2	5	1	2	105	49	100	48	5	1
77	Wayne	Nebraska Normal College	5	5	5	5	437	571	12	16	291	488
	NEW YORK.											
78	New York	Teachers' College (Columbia University).	69	49	69	49	303	747	153	304	150	443
	NORTH CAROLINA.											
79	Asheville	Normal and Collegiate Institute.	1	13	0	13	0	274	0	85	0	160
80	Liberty	Liberty Normal College	3	2	2	1	85	90	50	60	5	10
81	Raleigh	St. Augustine's School	8	10	3	2	125	144	100	122	25	22
82	Winton	Waters Normal Institute	3	4	3	4	121	155	54	84	67	71
	NORTH DAKOTA.											
83	Grand Forks	Northwestern Normal College.*	4	0	2	0	110	50	35	30	15	20
	OHIO.											
84	Ada	Ohio Normal University	25	9	14	4	2,418	870	11	3	571	361
85	Canfield	North Eastern Ohio Normal College.	5	2	5	2	90	108	----	----	72	60
86	Dayton	St. Mary's Convent	12	0	12	0	76	0	----	----	76	0
87	Ewington	Southern Ohio Normal College.	1	0	1	0	33	11	4	0	22	9
88	Fayette	Fayette Normal University	6	5	3	1	100	115	21	44	40	30
89	Lebanon	National Normal University.*	23	9	23	9	1,987	708	----	----	1,987	708
90	Middlepoint	Western Ohio Normal School.*	4	1	3	1	60	20	10	5	50	15

* Statistics of 1899-1900.

normal schools, 1900–1901—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 1900–1901.	Total money value of benefactions or bequests received during the year.	Total money value of endowments, property, and funds now possessed received from private sources.	
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	
3	3	4	7	0	0	0	0	0	0		28		$5,000	$525	0	0	62
88	125							16	21	4	36	1,460					63
0	0			6	8	0	0	3	12	2	36	450	40,000	4,369	0	0	64
22	0			72	68			3	0	2	40	860	28,000	3,500	$3,000		65
		4	3	34	37					2	40	20	2,500	875			66
10	1					0	0	4	0	4	48	800	60,000	7,800	0	0	67
		6	3	99	105	26	38	4	4	4	32	4,000	90,000	16,000	8,000	0	68
198	43					0	0					900	50,000				69
2	2	17	22	5	3	0	0	0	0		36	0	0	1,100	0	0	70
15	27	50	71	41	62	0	0	0	0			120	2,000	2,170	0	0	71
0	0			0	0	0	0	0	2		40	300	2,000			$2,150	72
														875			73
28	21	41	27					16	7	3	48	1,500	60,000	15,000			74
500	125							75	100	3	50	3,500	100,000				75
				25	24	5	1	4	7	4	32	1,900	50,500	12,950	12,950	0	76
134	67			12	16			31	42	2	50	1,300	50,000				77
0	0			234	468	0	0	17	73	4	34	16,694	1,685,000	157,263	217,200	100,000	78
0	8	0	21					0	20	4	38	1,300	130,210	19,000	3,000		79
6	0	24	20	15	20	0	0	3	5	4	40	550	2,500	2,200	0	0	80
				33	47	25	22	0	3	3		3,000					81
				54	84	67	71	4	6	4	32	400	12,000	1,590	2,140		82
60	0					0	0			2	44						83
241	31	1,595	475					12	5	2	50	5,562	45,000	44,118			84
5	7	13	41					1	2	3	40	1,500	50,000	3,100	0	0	85
								11	0	4	44						86
5	1	2	1			0	0	0	0			100	2,000	350	0	0	87
14	6	25	35					0	8	2	40	500	25,000	5,500			88
						0	0	140	70	2	48	12,000	40,000	18,600			89
								12	4	3	40	250	20,000				90

TABLE 23.—*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
	OHIO—cont'd.											
91	New Philadelphia.	John P. Kuhn's Normal School.	2	1	2	1	75	40	30	20	45	20
92	Woodville	Teachers' Seminary	4	0	4	0	30	0	20	0	10	0
	PENNSYLVANIA.											
93	Ebensburg	Ebensburg Normal Institute.*	2	0	2	0	28	32	8	10	20	22
94	Muncy	Lycoming County Normal School.*	5	1	5	1	105	95	----	----	100	88
	SOUTH CAROLINA.											
95	Charleston	Avery Normal Institute	1	7	1	4	128	246	75	120	0	16
96	----do	Wallingford Academy*	1	3	0	1	66	72	51	51	15	21
97	Frogmore	Penn Normal and Industrial School.	3	6	0	2	140	130	120	118	20	12
98	Greenwood	Brewer Normal School	1	7	1	1	137	225	130	218	7	7
99	Lancaster	Lancaster Normal and Industrial Institute.	2	3	2	2	160	172	134	156	12	10
	SOUTH DAKOTA.											
100	Sioux Falls	Lutheran Normal School	4	2	4	2	57	72	25	17	32	55
	TENNESSEE.											
101	Chattanooga	Chattanooga Normal University.	10	5	2	1	150	125	62	71	21	11
102	Dickson	Dickson Normal College*	8	8	3	2	325	250	110	105	190	115
103	Fountain City	Holbrook Normal College*	9	6	2	0	54	76	23	19	8	18
104	Greenbrier	Central Tennessee Normal School.	2	2	1	1	94	85	35	41	59	44
105	Huntington	Southern Normal University.	12	10	6	10	400	200	0	0	175	75
106	Jonesboro	Warner Institute*	1	2	1	0	45	56	39	51	6	5
107	Memphis	Le Moyne Normal Institute	3	15	3	5	260	413	180	321	80	92
108	Morristown	Morristown Normal College.*	3	12	1	7	124	153	66	61	58	92
	TEXAS.											
109	Commerce	East Texas Normal College	6	2	6	0	233	108	----	----	124	56
110	Cumby	Independent Normal College.	1	3	1	2	29	25	12	10	11	15
	VIRGINIA.											
111	Reliance	Shenandoah Normal College	6	1	6	1	55	33	----	----	8	14
112	Richmond	Hartshorn Memorial College	1	10	1	8	0	116	0	59	0	51
113	Rockymount	Piedmont Normal College*	1	1	1	1	10	25	----	----	10	25
114	Stuart	Stuart Normal College	1	1	1	1	36	43	14	17	12	16
	WEST VIRGINIA.											
115	Harpers Ferry	Storer College	2	6	2	6	49	73	15	25	34	48
116	Summersville	Summersville Normal School.	2	2	2	0	75	65	10	12	50	45
	WISCONSIN.											
117	Milwaukee	National German-American Teachers' Seminary.	7	1	7	1	72	111	62	86	10	25
118	St. Francis	Catholic Normal School and Pio Nono College.*	7	0	7	0	72	0	----	----	30	0

*Statistics of 1899-1900.

normal schools, 1900–1901—Continued.

Students.																	
In business course.		In high school grades.		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 1900–1901.	Total money value of benefactions or bequests received during the year.	Total money value of endowments, property, and funds now possessed received from private sources.	
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	
----	----	----	----	----	----	----	----	20	20	4	40	----	----	$600	----	----	91
0	0	0	0	40	53	0	0	6	0	2	40	1,000	$25,000	5,000	0	0	92
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	93
----	----	5	7	----	----	----	----	7	7	2	20	260	35,000	2,300	----	----	94
15	22	38	88	29	34	0	16	0	16	1	36	900	22,000	5,350	$100	0	95
----	----	----	----	----	----	15	21	----	----	3	32	----	8,000	213	----	----	96
0	0	----	----	21	20	20	12	6	2	3	30	100	4,500	1,270	3,000	0	97
0	0	0	0	0	0	7	7	4	5	2	32	300	14,000	1,000	0	0	98
----	----	14	6	----	----	12	10	1	0	3	32	350	8,000	1,300	----	----	99
0	0	0	0	0	0	0	0	8	13	3	36	1,310	30,000	4,963	1,900	0	100
40	23	27	20	10	13	0	0	1	2	2	40	1,000	40,000	----	----	----	101
16	27	9	3	0	0	0	0	17	23	3	40	2,500	40,000	1,200	0	0	102
10	8	13	31	5	8	0	0	0	4	1	40	2,500	60,000	2,000	----	$75,000	103
0	0	0	0	0	0	0	0	0	0	----	----	650	----	----	0	0	104
40	25	185	100	0	0	0	0	10	5	2	48	5,000	100,000	15,000	----	----	105
----	----	----	----	----	----	6	5	5	8	3	36	150	3,000	714	----	410	106
----	----	----	----	60	145	80	92	7	11	4	33	3,000	40,000	10,000	----	----	107
----	----	----	----	61	57	124	153	0	4	4	34	700	75,000	761	31,000	----	108
32	8	77	44	----	----	----	----	44	12	3	48	4,500	20,000	----	----	----	109
6	0	0	0	0	0	0	0	0	0	3	40	75	4,000	1,050	0	0	110
28	6	19	13	0	0	0	0	1	3	2	40	200	10,000	2,000	----	----	111
----	----	0	6	----	----	0	51	0	10	4	32	----	50,000	6,959	----	24,000	112
----	----	----	----	----	----	----	----	----	----	1	48	700	1,800	300	----	----	113
0	0	10	10	----	----	0	0	0	0	----	----	50	----	----	----	----	114
0	0	0	0	0	0	34	48	1	4	4	33	5,000	----	5,043	----	40,000	115
15	8	----	----	----	----	----	----	----	----	3	40	500	4,000	----	----	----	116
0	0	----	----	62	86	0	0	----	----	3	42	1,545	----	9,664	----	170,000	117
40	0	2	0	----	----	----	----	9	0	4	40	----	----	----	----	----	118

CHAPTER XXXIX.

STATISTICS OF SECONDARY SCHOOLS.

More than 22 per cent of the total population of the United States was in school for some portion of the year ending June, 1901. The total enrollment in the schools and colleges was 17,299,230. The enrollment in elementary grades was 16,323,393, in secondary or high school grades 736,000, and in all grades of higher instruction 239,837. It will be seen that the 736,000 secondary students comprised 4.25 per cent of the entire school enrollment of the country. These were distributed among eight classes of institutions, as follows:

Institutions.	Male.	Female.	Total.
Public high schools	224,584	317,146	541,730
Public normal schools	2,749	4,404	7,153
Public universities and colleges	7,287	2,570	9,857
Private high schools	53,813	54,408	108,221
Private normal schools	4,408	2,809	7,217
Private universities and colleges	30,016	14,785	44,801
Private colleges for women	.....	5,614	5,614
Manual training schools	6,818	4,589	11,407
Total	329,675	406,325	736,000

The aggregate number of secondary students increased from 719,241 in 1899–1900 to 736,000 in 1900–1901, or 2.33 per cent increase in one year. The increase in secondary students in public schools was 28,315, or 5.34 per cent, while there was a decrease of 11,556 in the number of secondary students in private schools, or a falling off of 6.12 per cent. This decrease in private school attendance was nearly 13 per cent in the South Central and North Central Divisions and over 7 per cent in the Western Division. These figures are shown in the following table:

Students receiving secondary instruction in public and private high schools and academies and in preparatory departments of colleges and other institutions.

	1899–1900.			1900–1901.			Per cent of increase.		
	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
United States	530,425	188,816	719,241	558,740	177,260	736,000	5.34	a 6.12	2.33
North Atlantic Division	171,460	54,823	226,283	178,322	55,930	234,252	4.00	2.02	3.52
South Atlantic Division	28,708	28,327	57,035	30,569	28,346	58,915	6.48	0.07	3.30
South Central Division	41,228	37,400	78,628	44,886	32,643	77,529	8.87	a 12.72	a 1.40
North Central Division	258,006	56,739	314,745	269,830	49,640	319,470	4.58	a 12.51	1.50
Western Division	31,023	11,527	42,550	35,133	10,701	45,834	13.25	a 7.17	7.72

a Decrease.

In the last ten years the rate of increase of secondary students has been more rapid than the rate of increase in population. The number of secondary students in private institutions has about kept pace with the growth of population from year to year, while the number of such students in public institutions has increased from about 3,500 to the million in 1891 to about 7,200 to the million in 1901. In 1891 the total number of secondary students was about 5,800 to the million, while the number in 1901 was about 9,500 to the million of population. These figures are verified in 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	178,342	.26	539,712	.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

This chapter is devoted almost exclusively to the statistics of the 6,318 public high schools and the 1,892 private high schools, academies, and seminaries reporting directly to this Bureau for the scholastic year 1900–1901. It has been found impracticable to collect complete statistics of secondary students in the preparatory departments of colleges and other institutions, such as the number of students pursuing certain studies, the number graduated or promoted, and many other details. The following table will show the remarkable growth 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	3,035	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	630,048
1900-1901	6,318	21,778	541,730	1,892	9,775	108,221	8,210	31,553	649,951

The above table shows that in 1889–90 there were 2,526 public high schools, with 202,963 students, while in 1900–1901 the number of schools had increased to 6,318, and the number of students to 541,730. This was an increase of 150 per cent in the number of schools and 167 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 1,892 in 1900–1901. The relative progress of public and private high schools since 1889–90 is shown in the following table:

Relative progress of public and private high schools in eleven 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

Public High Schools.

The summarized statistics of the 6,318 public high schools reporting to this office for the scholastic year 1900–1901, are given in Tables 1 to 15 in this chapter, while the detailed information concerning each school is given in Table 43.

Table 1 shows that the public high schools had 21,778 teachers instructing secondary students, 10,786 men and 10,992 women. There was a total of 541,730 secondary students in these schools, 224,584 males and 317,146 females. There were 129,365 pupils in the elementary grades.

Students and courses of study.

As shown in Table 2 there were 33,164 public high school students preparing for the college classical course and 27,263 preparing for college scientific courses. The number of graduates for the year ending June, 1901, was 65,696, and 20,540 of these were reported as college preparatory students. Of the total number of high-school students 9,632 were in military drill.

Tables 3 to 11, inclusive, show the number of students in each State in each of the leading high-school studies. The table which follows is a synopsis of the summaries exhibited in Tables 2 to 11. The per cent of male students preparing for college was 13.78, and the per cent of female students 9.30. Over 10 per cent of the male students and over 13 per cent of the female students graduated in 1901. About 40 per cent of the male graduates and about 26 per cent of the female graduates were preparing for college.

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	33,164	6.12	15,380	6.85	17,784	5.61
Scientific courses	27,263	5.03	15,568	6.93	11,695	3.69
Total preparing for college	60,427	11.15	30,948	13.78	29,479	9.30
Graduating in 1901	65,696	12.13	23,683	10.55	42,013	13.25
College preparatory students in graduating class	20,540	[a]31.27	9,523	[a]40.21	11,017	[a]26.22
Students in—						
Latin	273,314	50.45	106,482	47.41	166,832	52.60
Greek	14,232	2.63	7,571	3.37	6,661	2.10
French	44,889	8.29	15,982	7.12	28,907	9.11
German	88,702	15.45	32,995	14.69	50,707	15.99
Algebra	308,557	56.96	131,599	58.60	176,958	55.80
Geometry	150,788	27.83	63,489	28.27	87,299	27.53
Trigonometry	11,038	2.04	5,804	2.58	5,234	1.65
Astronomy	12,698	2.34	4,835	2.15	7,863	2.48

[a] Per cent of number of graduates.

Students in certain courses and studies in public high schools—Continued.

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 in—						
Physics	99,666	18.40	43,012	19.15	56,654	17.86
Chemistry	40,964	7.56	18,562	8.27	22,402	7.06
Physical geography	123,685	22.83	51,869	23.10	71,816	22.64
Geology	18,619	3.44	7,642	3.40	10,977	3.46
Physiology	144,100	26.60	61,535	27.40	82,565	26.03
Psychology	11,848	2.19	4,175	1.86	7,673	2.42
Rhetoric	220,528	40.71	89,353	39.79	131,175	41.36
English literature	244,224	45.08	98,714	43.95	145,510	45.88
History (other than United States)	210,813	38.91	85,608	38.12	125,205	39.48
Civics	113,596	20.97	48,364	21.53	65,232	20.57

As shown in the above synopsis there were 273,314 public high school students studying Latin, or 50.45 per cent of the whole number. The per cent in Greek was only 2.63. The total number studying algebra was 308,557, or 56.96 per cent of the whole number.

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.	1890–91	1891–92	1892–93	1893–94	1894–95	1895–96	1896–97	1897–98	1898–99	1899–1900	1900–1901
Males	40.27	40.59	40.10	40.45	41.15	41.51	42.36	42.08	41.39	41.64	41.46
Females	59.73	59.41	59.90	59.55	58.85	58.49	57.64	57.92	58.61	58.36	58.54
Preparing for college, classical course	6.04	6.33	7.50	7.87	7.53	7.68	6.62	6.21	6.10	6.02	6.12
Preparing for college, scientific courses	5.80	6.90	7.10	6.43	6.22	6.14	5.55	5.15	5.41	4.80	5.03
Total preparing for college	11.84	13.23	14.60	14.30	13.75	13.82	12.17	11.36	11.51	10.82	11.15
Graduates	12.00	11.48	12.60	12.90	12.11	12.05	12.22	11.79	11.86	11.89	12.13
Graduates prepared for college[a]	28.58	32.44	29.97	26.70	28.08	29.28	29.26	27.45	28.85	30.28	31.27
Studying—											
Latin	41.20	38.88	43.06	44.78	43.97	46.18	48.36	49.67	50.39	50.61	50.45
Greek	3.00	3.08	3.40	3.33	3.10	3.11	3.13	3.12	3.12	2.85	2.63
French	5.70	5.18	6.42	6.81	6.52	6.99	6.86	7.54	7.94	7.78	8.29
German	15.92	10.43	11.92	11.77	11.40	12.00	12.42	13.25	14.01	14.33	15.45
Algebra	52.20	48.93	52.88	56.14	54.27	54.64	55.46	56.13	57.09	56.29	56.96
Geometry	24.60	23.71	26.00	27.20	25.34	26.23	26.71	27.09	27.94	27.39	27.83
Trigonometry	.....	2.37	2.73	2.93	2.53	2.48	2.45	2.27	2.05	1.91	2.04
Astronomy	.....	.....	.....	.....	4.79	4.40	4.21	3.82	3.33	2.78	2.34
Physics	24.00	22.82	23.27	25.29	22.77	22.08	21.09	20.69	20.20	19.04	18.40
Chemistry	10.20	10.17	10.00	10.31	9.15	8.95	8.83	8.30	8.39	7.72	7.56
Physical geography	.....	.....	.....	.....	23.89	25.54	25.38	24.94	24.29	23.37	22.83
Geology	.....	.....	.....	.....	5.00	4.80	4.62	4.37	4.04	3.61	3.44
Physiology	.....	.....	.....	.....	29.95	31.94	30.84	29.98	29.21	27.42	26.60
Psychology	.....	.....	.....	.....	2.74	3.00	2.90	2.74	2.39	2.38	2.19
Rhetoric	.....	.....	.....	.....	32.05	32.34	34.24	35.97	37.55	38.48	40.71
English literature	.....	.....	.....	.....	.....	.....	.....	40.07	41.75	42.10	45.08
History (other than U. S.)	28.20	30.97	33.88	36.48	34.33	35.28	35.76	37.70	38.32	38.16	38.91
Civics	.....	.....	.....	.....	.....	.....	.....	22.74	21.97	21.66	20.97

[a] Per cent of total number of graduates.

HIGH SCHOOLS IN THE LARGE CITIES.

For the first time this office has tabulated separately the statistics of public high schools in the 50 largest cities of the United States. In these cities there were 146 public high schools with 109,029 secondary students, 43,686 males and 65,343 females. The object was to ascertain to what extent certain high-school studies were pursued in these cities, and to compare the statistics with those of the public high schools outside of the fifty cities. The high-school principals in making their reports men-

tioned about thirty different studies. Table 42 shows the number of students in each of the 146 schools in each of 24 of these studies. A summary of that table, giving also certain statistics not shown there, appears below:

Number and per cent of students in certain studies in 146 public high schools in the 50 largest cities in the United States in 1900–1901.

	Male.	Per cent.	Female.	Per cent.	Total.	Per cent.
Secondary students	43,686	.....	65,343	.....	109,029	.....
Secondary students in—						
Latin	23,867	54.63	31,380	48.02	55,247	50.67
Greek	2,855	6.54	1,935	2.96	4,790	4.39
French	7,189	16.46	12,907	19.75	20,096	18.43
German	11,798	27.01	16,813	25.73	28,611	26.24
Algebra	25,282	57.87	32,361	49.52	57,643	52.87
Geometry	15,629	35.78	18,301	28.01	33,930	31.12
Trigonometry	2,099	4.80	1,389	2.13	3,488	3.20
Astronomy	534	1.22	1,213	1.86	1,747	1.60
Physics	9,120	20.88	11,512	17.62	20,632	18.92
Chemistry	4,614	10.56	5,544	8.48	10,158	9.32
Physical geography	5,804	13.29	9,109	13.94	14,913	13.68
Geology	755	1.73	1,374	2.10	2,129	1.95
Zoology	4,577	10.48	6,882	10.53	11,459	10.51
Botany	6,922	15.84	11,544	17.67	18,466	16.94
Physiology	10,538	24.12	13,930	21.32	24,468	22.44
Psychology	221	.51	1,015	1.55	1,236	1.13
Rhetoric	24,028	55.00	36,115	55.27	60,143	55.16
English literature	27,611	63.20	39,703	60.76	67,314	61.74
History other than United States	20,816	47.65	30,798	47.13	51,614	47.34
United States history	4,077	9.33	6,032	9.23	10,109	9.27
Civil government	4,301	9.85	5,194	7.95	9,495	8.71
Commercial law	1,407	3.22	1,719	2.63	3,126	2.87
Bookkeeping	6,172	14.13	5,658	8.66	11,830	10.85
Commercial geography	1,241	2.84	1,762	2.70	3,003	2.75
Drawing	21,531	49.29	31,703	48.52	53,234	48.83
Stenography	1,271	2.91	3,026	4.63	4,297	3.94
Spanish	536	1.23	332	.51	868	.80
Economics	457	1.05	440	.67	897	.82
Biology	27	0.06	120	.18	147	.13
Manual training	7,459	17.07	2,687	4.11	10,146	9.31

The table which follows may be compared with the preceding. The per cent of students in Latin is about the same in the large cities and outside of them. The same may be said of physics. In the cities named a larger proportion of the students are in French, German, geometry, chemistry, rhetoric, English literature, and history, than are found in the same studies outside these cities. On the other hand, outside these cities the proportion of students in algebra, physical geography, physiology, and civil government is greater.

Number and per cent of students in certain studies in public high schools outside of the fifty largest cities in the United States in 1900–1901.

	Male.	Per cent.	Female.	Per cent.	Total.	Per cent.
Secondary students	180,898	.....	251,803	.....	432,701	.....
Secondary students in—						
Latin	82,615	45.67	135,452	53.79	218,067	50.40
Greek	4,716	2.61	4,726	1.88	9,442	2.18
French	8,793	4.86	16,000	6.35	24,793	5.73
German	21,197	11.72	33,894	13.46	55,091	12.73
Algebra	106,317	58.77	144,597	57.42	250,914	57.99
Geometry	47,860	26.46	68,998	27.40	116,858	27.07
Trigonometry	3,705	2.05	3,845	1.53	7,550	1.74
Astronomy	4,301	2.38	6,650	2.64	10,951	2.53
Physics	33,892	18.74	45,142	17.93	79,034	18.27
Chemistry	13,948	7.71	16,858	6.69	30,806	7.12
Physical geography	46,065	25.46	62,707	24.90	108,772	25.14
Geology	6,887	3.81	9,603	3.81	16,490	3.81
Physiology	50,997	28.19	68,635	27.26	119,632	27.65
Psychology	3,954	2.19	6,658	2.64	10,612	2.45
Rhetoric	65,325	36.11	95,060	37.75	160,385	37.07
English literature	71,103	39.31	105,807	42.02	176,910	40.89
History, other than United States	64,792	35.82	94,407	37.49	159,199	36.79
Civil government	44,063	24.36	60,038	23.84	104,101	24.06

Tables 12, 13, and 14 are arranged for the purpose of comparing the statistics of public high schools in cities of 8,000 population and over with schools outside of such cities. In the 570 cities of the size indicated there were 725 public high schools, with 8,493 instructors and 246,473 students. Outside of these cities there were 5,593 public high schools, with 13,285 instructors and 295,257 students. In the cities the high schools had an average of 340 students to a school, while the average outside of the cities was 53 students to a school.

EQUIPMENT AND INCOME.

So far as the items could be obtained by this office, Table 15 shows the equipment and income of the public high schools in each State. Of the 6,318 schools 5,211 reported libraries aggregating 3,044,585 volumes, and 4,923 schools had grounds, buildings, scientific apparatus, etc., valued at $101,026,453. Owing to the fact that in most cases separate accounts are not kept of the proportion of public appropriations used by the high schools, only 2,056 of these schools were able to report the amounts of State or municipal funds received. The aggregate of these amounts was $5,943,250. Tuition fees to the amount of $507,982 were received by 1,611 schools; 202 received $167,724 from productive funds, and 666 received $914,690 from sources reported as unclassified. Nearly all of the latter items should be credited to State, county, or city appropriations The aggregate income of 2,194 schools was $7,533,646.

Private High Schools and Academies.

The statistics of private high schools, academies, and seminaries are summarized in Tables 16 to 29. Tables 16 to 26 are similar in form 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.

Tables 16 and 17 show that there were 1,892 private secondary schools, with 9,775 secondary instructors and 108,221 secondary students, 20,776 of whom were preparing for the college classical course and 15,270 for college scientific courses. There were 11,961 graduates, 5,463 of whom were reported as prepared for college. There were 9,038 in military drill.

STUDENTS AND COURSES OF STUDY.

The number of students in each of 18 high-school studies in each State will be found in Tables 18 to 23, while the percentages of students in these studies are shown in Tables 24 to 26. The following table gives a synopsis of the number and per cent of students, by sex, in college preparatory courses, and in the leading high school studies in private secondary schools in 1900–1901:

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	20,776	19.19	12,757	23.70	8,019	14.73
Scientific courses	15,270	14.11	10,002	18.58	5,268	9.78
Total preparing for college	36,046	33.30	22,759	42.28	13,287	24.51
Graduating in 1901	11,961	11.05	6,025	11.19	5,936	10.91
College preparatory students in graduating class	5,463	*a* 45.67	3,657	60.69	1,806	30.42
Students in—						
Latin	51,183	47.29	26,054	48.41	25,129	46.18
Greek	9,067	8.37	7,014	13.00	2,053	3.77
French	24,952	23.05	8,893	16.52	16,059	29.51

a Per cent of total number of graduates.

Students in certain courses and studies in private high schools and academies—Continued.

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 in—						
German	20,905	19.31	10,785	20.04	10,120	18.60
Algebra	53,189	49.14	28,700	53.33	24,489	45.01
Geometry	26,391	24.38	15,471	28.74	10,920	20.08
Trigonometry	5,494	5.07	3,510	6.52	1,984	3.65
Astronomy	6,534	6.04	1,969	3.65	4,565	8.48
Physics	18,881	17.45	9,405	17.47	9,476	17.49
Chemistry	10,120	9.35	4,994	9.28	5,126	9.52
Physical geography	22,009	20.33	10,029	18.63	11,980	22.02
Geology	6,605	6.10	2,406	4.48	4,199	7.72
Physiology	26,626	24.60	11,777	21.78	14,849	27.33
Psychology	7,501	6.93	2,871	5.34	4,630	8.51
Rhetoric	37,431	34.58	16,402	30.48	21,029	38.65
English literature	41,079	37.95	18,259	33.93	22,820	41.94
History (other than United States)	38,822	35.87	17,725	31.07	21,097	38.77
Civics	20,279	18.73	9,499	17.65	10,780	19.81

The above table may be compared with a similar table on a preceding page relating to public high schools. It is shown that over 33 per cent of the private high school students were preparing for college, while only about 11 per cent of the public high school students were making such preparation.

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 studies and courses, may be shown in the following table:

Per cent of total number secondary students in private high schools and academies in certain courses and studies.

Students and studies.	1890–91	1891–92	1892–93	1893–94	1894–95	1895–96	1896–97	1897–98	1898–99	1899–1900	1900–1901
Males	50.97	52.14	52.10	50.39	48.46	50.15	49.44	49.58	49.98	50.30	49.73
Females	49.03	47.86	47.90	49.61	51.54	49.85	50.56	50.42	50.02	49.70	50.27
Preparing for college:											
Classical course	13.62	15.87	15.60	16.36	17.30	18.50	17.72	15.54	16.00	19.07	19.19
Scientific courses	7.62	9.22	10.90	9.55	9.78	10.78	10.45	9.82	9.74	12.80	14.11
Total preparing for college	21.24	25.09	26.50	25.91	27.08	29.28	28.17	25.36	25.74	31.87	33.30
Graduates	7.22	8.41	8.70	9.40	10.11	10.58	10.93	11.54	11.42	11.02	11.05
Graduates prepared for college *a*	61.37	61.68	60.10	50.39	47.93	46.55	46.81	44.35	44.75	46.52	45.67
Studying—											
Latin	37.00	38.60	39.23	40.77	43.14	46.36	46.67	48.45	49.80	46.92	47.29
Greek	8.00	8.48	8.61	9.04	9.55	9.83	10.22	10.43	9.55	9.77	8.37
French	16.30	16.69	18.47	18.85	19.38	21.31	21.83	23.04	23.15	22.83	23.05
German	15.10	14.45	15.63	15.25	16.07	17.46	18.84	18.45	19.04	18.47	19.31
Algebra	45.00	44.57	42.75	44.37	46.88	49.22	49.50	51.70	52.17	49.40	49.14
Geometry	19.60	19.66	20.37	20.54	22.06	23.84	24.45	24.43	24.71	23.72	24.38
Trigonometry	.....	4.37	5.76	5.93	5.39	5.51	5.45	5.25	5.02	4.83	5.07
Astronomy	.....	.....	.....	.....	6.69	7.99	7.46	6.91	6.75	6.46	6.04
Physics	20.98	20.16	19.76	20.91	20.32	21.02	20.14	19.59	18.89	18.87	17.45
Chemistry	10.60	9.83	9.94	10.32	9.79	9.89	10.49	9.62	9.78	9.34	9.35
Physical geography	.....	.....	.....	.....	18.15	22.77	21.81	21.79	21.25	20.57	20.33
Geology	.....	.....	.....	.....	7.08	6.61	6.11	5.90	6.11	5.91	6.10
Physiology	.....	.....	.....	.....	22.34	28.01	26.71	26.80	25.95	24.77	24.60
Psychology	.....	.....	.....	.....	5.13	6.74	7.35	7.48	7.07	7.00	6.93
Rhetoric	.....	.....	.....	.....	29.12	32.01	32.00	32.43	32.78	34.02	34.58
English literature	.....	.....	.....	.....	.....	.....	.....	33.88	35.30	36.90	27.95
History (other than U. S.)	33.10	32.22	32.46	34.07	35.60	37.35	37.31	37.59	38.82	36.11	35.87
Civics	.....	.....	.....	.....	.....	.....	.....	15.74	15.95	18.41	18.73

a Per cent of number of graduates.

EQUIPMENT AND INCOME.

The equipment, income, benefactions, value of endowment, etc., of private secondary schools are exhibits made in Table 27. The number of volumes in the libraries of 1,342 schools was 1,813,443. The value of grounds, buildings, scientific apparatus, etc., owned by 1,299 schools was $54,300,917. Tuition fees aggregating $6,008,778 were received by 1,139 schools, and 275 schools received $1,509,265 from productive funds. From public funds 227 schools received $136,926. Income from other sources and unclassified received by 422 schools amounted to $1,212,826. The aggregate income of 1,187 schools was $1,867,795. During the year 166 schools received benefactions amounting to $1,206,294. The money value of endowment reported by 240 schools aggregates $14,632,800.

DENOMINATIONAL SCHOOLS.

Only 918 of the 1,892 private secondary schools are controlled by religious denominations. In Table 44, which gives in detail the statistics of private secondary schools, the name of the religious denomination controlling each school is given in column 4. Tables 28 and 29 show the number of schools in each State controlled by each denomination. The following synopsis is made from these tables:

Religious denomination and nonsectarian.	Schools.	Instructors.	Students.
Nonsectarian	974	4,844	54,041
Roman Catholic	361	1,912	17,171
Baptist	89	448	6,455
Methodist	67	364	5,384
Presbyterian	92	396	4,885
Episcopal	88	664	4,882
Methodist Episcopal South	38	169	3,202
Congregational	45	225	2,792
Friends	53	291	2,709
Lutheran	31	146	1,726
Other denominations	54	316	4,974
Total	1,892	9,775	108,221

COMBINED STATISTICS.

Tables 31 to 38 combine the statistical summaries of public and private secondary schools. Table 30 presents a comparison of certain statistics. It is shown that in the public high schools there were about 86 secondary students to a school and 25 students to a teacher, while in the private schools there were 57 secondary students to a school and 11 to a teacher. Table 31 shows that the 8,210 public and private secondary schools had 31,553 secondary teachers and 649,951 secondary students. Over 57 per cent, or 371,554 of these students were females. The number of students preparing for college was 96,473, or nearly 15 per cent of the total secondary enrollment. The graduates for 1901 numbered 77,657, or nearly 12 per cent of the number enrolled for the year. The number of graduates who had prepared for college numbered 26,003 or more than one-third of the total number of graduates.

Tables 33 to 38 give the number and per cent of students in each of the 18 leading high-school studies in each State. The following synopsis shows the number of male and female students in certain courses and studies for the United States for 1900-1901:

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	53,940	8.30	28,137	10.11	25,803	6.94
Scientific courses	42,533	6.54	25,570	9.18	16,963	4.57
Total preparing for college	96,473	14.84	53,707	19.29	42,766	11.51

Students in certain courses and studies in public and private high schools and academies—Continued.

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.
Graduating in 1901	77,657	11.95	29,708	10.67	47,949	12.90
College preparatory students in graduating class	26,003	a 33.48	13,180	a 44.37	12,823	a 26.74
Students in—						
Latin	324,497	49.93	132,536	47.61	191,961	51.66
Greek	23,299	3.58	14,585	5.24	8,714	2.35
French	69,841	10.75	24,875	8.94	44,966	12.10
German	104,607	16.09	43,780	15.73	60,827	16.37
Algebra	361,746	55.66	160,299	57.58	201,447	54.22
Geometry	177,179	27.26	78,960	28.36	98,219	26.43
Trigonometry	16,532	2.54	9,314	3.35	7,218	1.94
Astronomy	19,232	2.96	6,804	2.44	12,428	3.34
Physics	118,547	18.24	52,417	18.83	66,130	17.80
Chemistry	51,084	7.86	23,556	8.46	27,528	7.41
Physical geography	145,694	22.42	61,898	22.23	83,796	22.55
Geology	25,224	3.88	10,048	3.61	15,176	4.08
Physiology	170,726	26.27	73,312	26.33	97,414	26.22
Psychology	19,349	2.98	7,046	2.53	12,303	3.31
Rhetoric	257,959	39.69	105,755	37.99	152,204	40.96
English literature	285,303	43.90	116,973	42.02	168,330	45.30
History (other than United States)	249,635	38.41	103,333	37.12	146,302	39.38
Civics	133,875	20.60	57,863	20.78	76,012	20.46

a Per cent of total number of graduates.

In 1889–90 there were 100,152 students in public and private high schools studying Latin. This was 33.62 per cent of the total secondary enrollment. In 1900–1901 the number had increased to 324,497, or almost 50 per cent of the total number of secondary students in these schools. Since 1890 the number of secondary students in algebra has increased from 42.77 per cent to 55.66 per cent in 1901. The following synopsis will show the increase year by year in the percentage of students in certain leading high-school studies since 1891:

Per cent of the total number of secondary students in public and private high schools and academies in certain courses and studies, etc.

Students and studies.	1890–91	1891–92	1892–93	1893–94	1894–95	1895–96	1896–97	1897–98	1898–99	1899–1900.	1900–1901.
Males	43.67	44.01	43.62	43.39	43.00	43.40	43.84	43.50	42.93	43.16	42.83
Females	56.33	55.99	56.38	56.61	57.00	56.60	56.16	56.50	57.07	56.84	57.17
Preparing for college, classical course	8.45	9.18	9.90	10.34	10.00	10.05	8.94	7.99	7.87	8.32	8.30
Preparing for college, scientific courses	6.38	7.59	8.22	7.33	7.11	7.16	6.57	6.03	6.18	6.21	6.54
Total preparing for college	14.83	16.77	18.12	17.67	17.11	17.21	15.51	14.02	14.05	14.53	14.84
Graduates	10.51	10.87	11.46	11.88	11.60	11.73	11.95	11.75	11.78	11.74	11.95
Graduates prepared for college a	35.74	39.15	36.62	30.92	32.44	32.69	32.60	30.60	31.61	32.95	33.48
Studying—											
Latin	39.80	38.80	41.94	43.59	43.76	46.22	48.01	49.44	50.29	49.97	49.93
Greek	4.65	4.68	4.92	4.99	4.73	4.58	4.60	4.50	4.27	3.95	3.58
French	9.06	8.59	9.94	10.31	9.77	10.13	9.98	10.48	10.68	10.43	10.75
German	15.68	11.61	13.00	12.78	12.58	13.20	13.76	14.24	14.91	15.06	16.09
Algebra	49.89	47.65	49.92	52.71	52.40	53.46	54.22	55.29	56.21	55.08	55.66
Geometry	23.04	22.52	24.36	25.25	24.51	25.71	26.24	26.59	27.36	26.75	27.26
Trigonometry	.....	2.96	3.61	3.80	3.25	3.15	3.08	2.83	2.58	2.42	2.54
Astronomy	.....	.....	.....	.....	5.27	5.19	4.89	4.40	3.94	3.43	2.96
Physics	23.06	22.04	22.25	24.02	22.15	21.85	20.89	20.48	19.97	18.88	18.24
Chemistry	10.37	10.08	9.98	10.31	9.31	9.15	9.18	8.55	8.64	8.00	7.86
Physical geography	.....	.....	.....	.....	22.44	24.93	24.64	24.33	23.75	22.88	22.42
Geology	.....	.....	.....	.....	5.52	5.20	4.93	4.66	4.41	4.02	3.88
Physiology	.....	.....	.....	.....	28.03	31.08	29.98	29.38	28.62	26.96	26.27
Psychology	.....	.....	.....	.....	3.35	3.82	3.82	3.64	3.23	3.19	2.98
Rhetoric	.....	.....	.....	.....	31.31	32.27	33.78	35.30	36.70	37.70	39.69
English literature	.....	.....	.....	.....	.....	.....	.....	38.90	40.60	41.19	43.90
History (other than United States)	29.77	31.35	33.46	35.78	34.65	35.73	36.08	37.68	38.32	37.80	38.41
Civics	.....	.....	.....	.....	.....	.....	.....	21.41	20.89	21.09	20.60

a Per cent of total number of graduates.

Distribution of Secondary Students.

The distribution of secondary students enrolled in 1900-1901 in the eight classes of institutions mentioned on the first page of this chapter is shown in Tables 39 and 40, where the statistics are summarized by States.

Table 41 shows that the number of secondary students to each 1,000 of population in the United States was 9.53. The same table shows that the number in higher education was 239,837, or 3.10 to the 1,000 of population. This number includes all students who in 1900-1901 were receiving higher instruction in universities and colleges, all professional students, including those in theology, medicine, law, dentistry, pharmacy, and veterinary medicine, and all in training courses for teachers in normal schools. Students in nurse-training schools and business schools are not here included as in either secondary or higher instruction.

Table 42 gives statistics of studies in the public high schools of the 50 largest cities. Tables 43 and 44 give in detail the statistics of the 8,210 public and private high schools reporting to this Bureau in 1900-1901. Table 45 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.

Establishment of High Schools.

A recent inquiry sent to the superintendents of public instruction in 160 of the largest cities, those having over 25,000 population, asking for the date of first opening of a public high school, brought 142 responses. Of the 142 cities reporting it appears that 28 had public high schools before the end of the year 1850, in 41 cities such schools were established from 1851 to 1860, inclusive, in 32 cities public high schools were established from 1861 to 1870, inclusive, and subsequent to 1870 such schools have been established in the 41 remaining cities named.

In addition to the inquiry as to the date of first opening of a public high school the superintendent was asked to give the date of establishment of a regular two to four years course in the high school, also the date when the high school began to receive pupils by promotion upon completion of the elementary course of six to eight years, or upon successful examination in the studies of the six to eight years elementary course.

Replies to the three inquiries are tabulated in the following table:

City.	Population of city in 1900.	Date of first opening of a public high school.	Date of establishment of a regular two to four year course in the high school.	Date when high school began to receive pupils by promotion upon completion of six to eight year elementary course.
New York, N. Y	3,437,202	1849	1849	1849
Chicago, Ill	1,698,575	1856	1856	1881
Philadelphia, Pa	1,293,697	1838	1839	.....
St. Louis, Mo	575,238	1853	1853	1853
Boston, Mass	560,892	1634	.....	.....
Baltimore, Md	508,957	.....	.....	.....
Cleveland, Ohio	381,768	1846	1846	1846
Buffalo, N. Y	352,387	1854	1860	1861
San Francisco, Cal	342,782	.....	.....	.....
Cincinnati, Ohio	325,902	1847	1847	1847
Pittsburg, Pa	321,616	1854	1854	1854
New Orleans, La	387,104	1843	1843	1843
Detroit, Mich	285,704	1844	1858	1858
Milwaukee, Wis	285,315	1868	1868	1868
Washington, D. C	278,718	1877	1877	1877
Newark, N. J	246,070	1854	1854	1854
Jersey City, N. J	206,433	1872	1872	1872

Establishment of high schools—Continued.

City.	Population of city in 1900.	Date of first opening of a public high school.	Date of establishment of a regular two to four year course in the high school.	Date when high school began to receive pupils by promotion upon completion of six to eight year elementary course.
Louisville, Ky	204,731	1856	1856	1856
Minneapolis, Minn	202,718	1865	1865	1865
Providence, R. I	175,597	1843	1843	1843
Indianapolis, Ind	169,164	1864	1864	1864
Kansas City, Mo	163,752	1867	1869	.....
St. Paul, Minn	163,065	1865	1865	1865
Rochester, N. Y	162,608	1859	1859	1859
Denver, Colo	133,859	1874	1874	1876
Toledo, Ohio	131,822	1849	1849	1850
Allegheny, Pa	129,896	.....	.....	.....
Columbus, Ohio	125,560	.....	.....	.....
Worcester, Mass	118,421	1824	1824	1883
Syracuse, N. Y	108,374	1855	1855	1855
New Haven, Conn	108,027	1859	1863	1859
Paterson, N. J	105,171	1854	1875	1854
Fall River, Mass	104,863	.....	.....	.....
St. Joseph, Mo	102,979	1866	1866	1866
Omaha, Nebr	102,555	1871	1871	1872
Los Angeles, Cal	102,479	.....	.....	.....
Memphis, Tenn	102,320	1870	1870	1870
Scranton, Pa	102,026	1858	1875	1877
Lowell, Mass	94,969	1831	1852	1831
Albany, N. Y	94,151	1868	1868	1869
Cambridge, Mass	91,886	1838	1838	1839
Portland, Oreg	90,426	1869	1869	1869
Atlanta, Ga	89,872	1872	1872	1873
Grand Rapids, Mich	87,565	1859	1859	1859
Dayton, Ohio	85,333	1850	1850	1850
Richmond, Va	85,050	1872	1872	1872
Nashville, Tenn	80,865	1855	1855	1855
Seattle, Wash	80,671	1883	1885	1883
Hartford, Conn	79,850	1847	1857	1847
Reading, Pa	78,961	1852	1852	1853
Wilmington, Del	76,508	1852	1872	1872
Camden, N. J	75,935	1891	1891	1891
Trenton, N. J	73,307	1874	1874	.....
Bridgeport, Conn	70,996	.....	.....	.....
Lynn, Mass	68,513	1849	1852	1880
Oakland, Cal	66,960	1870	1870	1870
Lawrence, Mass	62,559	1849	1849	1849
New Bedford, Mass	62,442	1827	1827	1850
Des Moines, Iowa	62,139	1864	1864	.....
Springfield, Mass	62,059	1841	1841	1887
Somerville, Mass	61,643	1852	1858	1858
Troy, N. Y	60,651	1854	1858	1854
Hoboken, N. J	59,364	1870	1894	1870
Evansville, Ind	59,007	.....	.....	.....
Manchester, N. H	56,987	1846	1846	1846
Utica, N. Y	56,383	1854	1868	1868
Peoria, Ill	56,100	1858	1858	1859
Charleston, S. C	55,807	.....	.....	.....
Savannah, Ga	54,244	1868	1868	1868
Salt Lake City, Utah	53,531	1853	1853	1890
San Antonio, Tex	53,321	1879	1879	1879
Duluth, Minn	52,969	1872	1874	1876
Erie, Pa	52,733	1866	1866	1866
Elizabeth, N. J	52,130	1874	1874	1874
Wilkesbarre, Pa	51,721	1890	1890	1890
Kansas City, Kans	51,418	1886	1886	1886
Harrisburg, Pa	50,167	1837	1850	1854
Portland, Me	50,145	1821	1821	1821
Yonkers, N. Y	47,931	1882	1882	1882
Norfolk, Va	46,624	1858	1896	1896
Waterbury, Conn	45,859	1851	1851	1851
Holyoke, Mass	45,712	1852	1864	1866
Fort Wayne, Ind	45,115	1861	1861	1861
Youngstown, Ohio	44,885	.....	.....	.....
Houston, Tex	44,633	1877	1877	1878
Covington, Ky	42,938	1865	1865	1865
Akron, Ohio	42,728	1853	1853	1853
Dallas, Tex	42,638	1885	1885	1885
Saginaw, Mich	42,345	.....	.....	.....

Establishment of high schools—Continued.

City.	Population of city in 1900.	Date of first opening of a public high school.	Date of establishment of a regular two to four year course in the high school.	Date when high school began to receive pupils by promotion upon completion of six to eight year elementary course.
Lancaster, Pa	41,459	1849	1849	1850
Lincoln, Nebr	40,169	1873	1892	1873
Brockton, Mass	40,063	1864	1865	1864
Binghamton, N. Y	39,647	1842	1861	1861
Augusta, Ga	39,441	1875	1875	.....
Pawtucket, R. I	39,231	1855	1855	1874
Altoona, Pa	38,973	1868	1875	1876
Wheeling, W. Va	38,878	1897	1897	1897
Mobile, Ala	38,469	1883	1883	1883
Birmingham, Ala	38,415	1883	1883	1883
Little Rock, Ark	38,307	.....	.....	.....
Springfield, Ohio	38,253	1856	1856	1856
Galveston, Tex	37,789	1881	1881	1881
Tacoma, Wash	37,714	1875	1883	1883
Haverhill, Mass	37,175	.....	.....	.....
Spokane, Wash	36,848	1885	1886	1887
Terre Haute, Ind	36,673	1863	1863	1863
Dubuque, Iowa	36,297	1866	1867	1867
Quincy, Ill	36,252	1862	1862	1863
South Bend, Ind	35,999	1868	1868	1870
Salem, Mass	35,956	1636	1636	1877
Johnstown, Pa	35,936	1868	1882	1890
Elmira, N. Y	35,672	1861	1861	1861
Allentown, Pa	35,416	1868	1868	1869
Davenport, Iowa	35,254	1859	1859	1860
McKeesport, Pa	34,227	1881	1881	1881
Springfield, Ill	34,159	1857	1858	1858
Chelsea, Mass	34,072	1845	1852	.....
Chester, Pa	33,988	1872	1872	1872
York, Pa	33,708	1870	1870	1870
Malden, Mass	33,664	1857	1857	1857
Topeka, Kans	33,608	1874	1874	1874
Newton, Mass	33,587	1859	1859	1859
Sioux City, Iowa	33,111	1869	1876	1876
Bayonne, N. J	32,722	1880	1880	1880
Knoxville, Tenn	32,637	1875	1875	1880
Schenectady, N. Y	31,682	1855	1855	1856
Fitchburg, Mass	31,531	1830	1849	1876
Superior, Wis	31,091	1889	1889	1889
Rockford, Ill	31,051	1857	1858	1859
Taunton, Mass	31,036	1838	1838	1871
Canton, Ohio	30,667	1854	1854	1854
Butte, Mont	30,470	1880	1880	1880
Montgomery, Ala	30,346	1882	1882	1882
Auburn, N. Y	30,345	1866	1866	1866
Chattanooga, Tenn	30,154	1874	1877	1874
East St. Louis, Ill	29,655	1874	1874	1874
Joliet, Ill	29,353	1868	1872	1874
Sacramento, Cal	29,282	1854	1897	1854
Racine, Wis	29,102	1853	1853	1853
La Crosse, Wis	28,895	1871	1876	1871
Williamsport, Pa	28,757	1869	1869	1869
Jacksonville, Fla	28,429	1873	1873	1873
Newcastle, Pa	28,339	1875	1875	1875
Newport, Ky	28,301	1873	1873	1873
Oshkosh, Wis	28,284	1856	1856	1856
Woonsocket, R. I	28,204	1857	1874	.....
Pueblo, Colo	28,157	1879	1879	1880
Atlantic City, N. J	27,838	.....	.....	.....
Passaic, N. J	27,777	1870	1886	1871
Bay City, Mich	27,628	.....	.....	.....
Fort Worth, Tex	26,688	1880	1880	1880
Lexington, Ky	26,369	.....	.....	.....
Gloucester, Mass	26,121	1850	1850	1850
Joplin, Mo	26,023	1886	1893	1886
South Omaha, Nebr	26,001	.....	.....	.....
New Britain, Conn	25,998	1851	1872	1882
Council Bluffs, Iowa	25,802	1868	1868	1868
Cedar Rapids, Iowa	25,656	.....	.....	.....
Easton, Pa	25,238	1853	1854	1854
Jackson, Mich	25,180	.....	1866	1860

TABLE 1.—*Public high schools—Number of schools, secondary instructors, secondary students, and elementary pupils in 1900–1901.*

State or Territory.	Number of schools.	Secondary teachers.			Secondary students.			Colored students (included in preceding column).			Elementary pupils, including all below secondary grades.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States..	6,318	10,786	10,992	21,778	224,584	317,146	541,730	2,842	6,186	9,028	65,900	63,465	129365
N. Atlantic Division.	1,477	2,878	4,115	6,993	74,014	100,120	174,134	266	583	849	17,166	13,037	30,203
S. Atlantic Division..	466	686	579	1,265	11,283	17,039	28,322	573	1,422	1,995	10,990	11,126	22,116
S. Central Division ..	746	1,081	755	1,836	17,228	25,083	42,311	813	2,061	2,874	10,252	10,459	20,711
N. Central Division..	3,290	5,458	4,896	10,354	109,114	155,523	264,637	1,124	2,027	3,151	25,016	26,144	51,160
Western Division....	339	683	647	1,330	12,945	19,381	32,326	66	93	159	2,476	2,699	5,175
N. Atlantic Division:													
Maine	151	166	176	342	3,609	4,910	8,519	2	5	7	711	756	1,467
New Hampshire.	60	73	114	187	1,662	2,151	3,813	1	0	1	217	216	433
Vermont	61	68	90	158	1,572	2,075	3,647	5	4	9	389	472	861
Massachusetts...	241	628	989	1,617	16,747	21,567	38,314	52	95	147	3,134	2,625	5,759
Rhode Island....	21	76	92	168	1,498	2,053	3,551	6	31	37	166	150	316
Connecticut.....	74	148	232	380	3,677	4,720	8,397	14	34	48	133	129	262
New York	383	806	1,518	2,324	27,903	35,646	63,549	71	156	227	9,566	5,583	15,149
New Jersey.....	95	201	357	558	4,776	7,130	11,906	42	94	136	693	701	1,394
Pennsylvania ...	391	712	547	1,259	12,570	19,868	32,438	73	164	237	2,157	2,405	4,562
S. Atlantic Division:													
Delaware	14	19	25	44	466	685	1,151	0	0	0	60	58	118
Maryland	52	93	70	163	1,722	2,238	3,960	108	160	268	4,239	4,461	8,700
Dist. Columbia...	5	57	86	143	1,255	2,096	3,351	205	535	740	0	0	0
Virginia	73	87	112	199	1,718	2,728	4,446	135	421	556	1,232	1,276	2,508
West Virginia....	32	55	32	87	650	1,221	1,871	21	39	60	96	119	215
North Carolina ..	28	35	25	60	551	745	1,296	18	50	68	505	478	983
South Carolina ..	99	132	79	211	1,851	2,462	4,313	51	111	162	1,779	1,725	3,504
Georgia	124	159	110	269	2,425	3,839	6,264	23	87	110	2,564	2,473	5,037
Florida	39	49	40	89	645	1,025	1,670	12	19	31	515	536	1,051
S. Central Division:													
Kentucky	86	138	116	254	2,413	3,128	5,541	147	348	495	1,055	1,101	2,156
Tennessee	109	137	91	228	2,093	3,356	5,449	134	361	495	2,331	2,190	4,521
Alabama	74	102	92	194	1,669	2,570	4,239	31	78	109	1,538	1,529	3,067
Mississippi.....	102	112	104	216	1,796	2,645	4,441	118	385	503	1,908	1,956	3,864
Louisiana	34	55	62	117	834	1,460	2,294	23	50	73	388	323	711
Texas	261	419	227	646	6,678	9,423	16,101	252	555	807	2,270	2,436	4,706
Arkansas	62	90	39	129	1,295	1,841	3,136	87	214	301	554	626	1,180
Oklahoma	13	21	17	38	340	565	905	21	70	91	12	12	24
Indian Territory.	5	7	7	14	110	95	205	0	0	0	196	286	482
N. Central Division:													
Ohio	709	1,136	705	1,841	20,696	27,047	47,743	243	399	642	9,218	9,314	18,532
Indiana	390	747	395	1,142	11,343	15,412	26,755	172	247	419	3,072	3,301	6,373
Illinois	369	813	779	1,592	16,179	24,997	41,176	165	270	435	1,654	1,800	3,454
Michigan	299	481	657	1,138	12,394	17,128	29,522	42	62	104	1,870	1,955	3,825
Wisconsin	228	381	424	805	8,570	11,646	20,216	6	18	24	433	567	1,000
Minnesota	127	201	384	585	5,671	8,218	13,889	17	27	44	54	53	107
Iowa	346	492	636	1,128	12,163	17,474	29,637	37	53	90	1,282	1,423	2,705
Missouri	237	425	338	763	7,991	12,270	20,261	273	625	898	1,215	1,323	2,538
North Dakota....	32	37	40	77	532	817	1,349	1	2	3	329	384	713
South Dakota....	73	88	60	148	1,316	1,812	3,128	5	2	7	1,119	1,180	2,299
Nebraska	257	327	252	579	6,127	9,196	15,323	16	28	44	2,966	2,994	5,960
Kansas	223	330	226	556	6,132	9,506	15,638	147	294	441	1,804	1,850	3,654
Western Division:													
Montana	21	28	49	77	629	1,198	1,827	1	3	4	100	96	196
Wyoming	10	12	11	23	142	251	393	0	1	1	0	0	0
Colorado	49	134	126	260	2,596	3,903	6,499	30	34	64	112	112	224
New Mexico.....	7	17	7	24	128	154	282	1	2	3	0	0	0
Arizona	2	5	3	8	65	107	172	1	0	1	0	0	0
Utah	6	19	22	41	473	781	1,254	1	1	2	0	0	0
Nevada	12	15	11	26	212	303	515	2	0	2	142	138	280
Idaho	7	10	7	17	184	237	421	0	0	0	20	35	55
Washington	74	104	69	173	1,469	2,223	3,692	7	9	16	1,332	1,411	2,743
Oregon	34	48	41	89	1,099	1,540	2,639	3	4	7	505	583	1,088
California	117	291	301	592	5,948	8,684	14,632	20	39	59	265	324	589

TABLE 2.—*Public high schools—Number of secondary students in college preparatory courses and number of graduates and college preparatory students in graduating class in 1900–1901.*

State or Territory.	Secondary students preparing for college.						Graduates in class of 1901.			College preparatory students in graduating class of 1901.			Students in military drill.
	Classical course.			Scientific courses.									
	Male.	Female.	Total.	Male.	Female.	Total	Male.	Female.	Total.	Male.	Female.	Total.	
United States ..	15,380	17,784	33,164	15,568	11,695	27,263	23,683	42,013	65,696	9,523	11,017	20,540	9,632
N. Atlantic Division..	6,511	6,071	12,582	5,495	2,568	8,063	8,122	13,527	21,649	3,065	2,597	5,662	4,948
S. Atlantic Division ..	976	1,175	2,151	483	237	720	952	2,110	3,062	379	452	831	916
S. Central Division...	1,573	1,861	3,434	921	877	1,798	1,345	2,749	4,094	555	827	1,382	385
N. Central Division...	5,622	7,709	13,331	7,150	6,533	13,683	11,865	21,071	32,936	4,881	6,273	11,154	2,269
Western Division.....	698	968	1,666	1,519	1,480	2,999	1,399	2,556	3,955	643	868	1,511	1,114
N. Atlantic Division:													
Maine.....	416	402	818	217	114	331	480	690	1,170	163	164	327	270
New Hampshire..	152	183	335	146	101	247	244	405	649	88	95	183	389
Vermont	99	68	167	131	71	202	174	306	480	74	81	155	90
Massachusetts....	1,898	2,627	4,525	1,497	404	1,901	2,149	3,568	5,717	752	771	1,523	3,660
Rhode Island.....	381	270	651	62	48	110	161	257	418	75	62	137	.....
Connecticut.....	421	218	639	474	124	598	453	654	1,107	178	101	279	.....
New York	2,199	1,250	3,449	1,893	1,146	3,039	2,119	3,363	5,482	1,016	754	1,770	289
New Jersey.....	253	213	466	343	204	547	575	1,117	1,692	167	148	315	119
Pennsylvania	692	840	1,532	732	356	1,088	1,767	3,167	4,934	552	421	973	131
S. Atlantic Division:													
Delaware.....	29	28	57	16	6	22	58	105	163	15	6	21	.....
Maryland	45	45	90	64	15	79	146	288	434	39	21	60	48
Dist. Columbia ...	134	68	202	109	26	135	135	249	384	48	17	65	533
Virginia.....	132	132	264	79	26	105	139	342	481	54	48	102	.....
West Virginia	19	22	41	22	19	41	72	164	236	24	13	37	.....
North Carolina...	63	93	156	29	13	42	36	100	136	13	33	46	.....
South Carolina...	229	323	552	66	60	126	142	268	410	75	110	185	64
Georgia.....	283	412	695	68	37	105	190	504	694	101	181	282	204
Florida.....	42	52	94	30	35	65	34	90	124	10	23	33	67
S. Central Division:													
Kentucky	208	159	367	160	100	260	232	380	612	94	110	204	86
Tennessee.....	205	223	428	125	111	236	225	464	689	81	113	194	.....
Alabama	136	111	247	91	86	177	72	261	333	39	44	83	64
Mississippi	278	343	621	136	161	297	102	231	333	60	111	171	40
Louisiana	34	49	83	30	36	66	81	212	293	23	36	59	40
Texas	556	738	1,294	297	305	602	493	953	1,446	217	312	529	38
Arkansas.....	112	169	281	25	28	53	111	197	308	33	77	110	36
Oklahoma.....	44	67	111	57	49	106	25	44	69	8	22	30	.....
Indian Territory .	0	2	2	0	1	1	4	7	11	0	2	2	81
N. Central Division:													
Ohio.....	1,316	1,438	2,754	1,243	889	2,132	2,286	3,856	6,142	839	945	1,784	529
Indiana	653	730	1,383	830	573	1,403	1,272	1,918	3,190	467	487	954	323
Illinois.....	970	1,440	2,410	989	878	1,867	1,742	3,370	5,112	660	798	1,458	155
Michigan.....	346	486	832	811	790	1,601	1,227	2,133	3,360	535	694	1,229	36
Wisconsin	380	579	959	599	427	1,026	998	1,580	2,578	394	408	802	23
Minnesota.....	131	156	287	817	1,069	1,886	537	966	1,503	359	503	862	69
Iowa	617	1,054	1,671	672	753	1,425	1,405	2,633	4,038	560	842	1,402	104
Missouri.....	374	562	936	398	349	747	798	1,594	2,392	306	438	744	116
North Dakota	28	38	66	38	66	104	28	72	100	14	33	47	.....
South Dakota.....	94	139	233	110	127	237	160	268	428	78	114	192	96
Nebraska.....	285	428	713	338	340	678	699	1,281	1,980	320	428	748	810
Kansas	428	659	1,087	305	272	577	713	1,400	2,113	349	583	932	18
Western Division:													
Montana	86	170	256	24	25	49	61	116	177	27	48	75	180
Wyoming	9	19	28	5	3	8	13	31	44	8	2	10	.....
Colorado	170	199	369	378	410	788	224	474	698	111	149	260	639
New Mexico.....	9	17	26	18	18	36	13	8	21	4	6	10	.....
Arizona	0	4	4	8	6	14	3	24	27	2	4	6	.....
Utah	25	35	60	30	22	52	39	68	107	8	12	20	60
Nevada.....	23	34	57	25	0	25	30	60	90	21	21	42	.....
Idaho	25	25	50	7	6	13	13	29	42	6	12	18	32
Washington	68	80	148	88	104	192	144	260	404	46	56	102	153
Oregon	93	95	188	54	51	105	129	243	372	47	45	92	.....
California.....	190	290	480	882	835	1,717	730	1,243	1,973	363	513	876	50

TABLE 3.—*Public high schools—Number of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	Latin.				Greek.				French.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	5,442	106,482	166,832	273,314	1,007	7,571	6,661	14,232	981	15,982	28,907	44,889
North Atlantic Division	1,383	32,394	49,464	81,858	621	5,247	4,230	9,477	667	12,282	19,890	32,172
South Atlantic Division	445	7,089	11,117	18,206	72	410	186	596	86	806	1,624	2,430
South Central Division	649	8,845	14,708	23,553	85	486	290	776	62	473	1,069	1,542
North Central Division	2,681	51,673	81,431	133,104	188	1,182	1,522	2,704	124	1,849	5,003	6,852
Western Division	284	6,481	10,112	16,593	41	246	433	679	42	572	1,321	1,893
North Atlantic Division:												
Maine	139	1,534	2,439	3,973	75	433	403	836	91	647	1,121	1,768
New Hampshire	56	869	1,246	2,115	34	146	201	347	46	489	785	1,274
Vermont	60	671	1,013	1,684	32	127	94	221	42	190	322	512
Massachusetts	235	6,512	10,246	16,758	152	1,674	1,495	3,169	216	6,168	9,068	15,236
Rhode Island	18	715	938	1,653	11	203	137	340	14	304	623	927
Connecticut	71	1,892	2,177	4,069	38	388	211	599	34	371	1,085	1,456
New York	376	11,473	16,546	28,019	182	1,491	1,125	2,616	180	3,425	5,306	8,731
New Jersey	74	1,853	3,213	5,066	25	203	176	379	23	236	594	830
Pennsylvania	354	6,875	11,646	18,521	72	582	388	970	21	452	986	1,438
South Atlantic Division:												
Delaware	13	375	577	952					1	8	10	18
Maryland	49	1,260	1,698	2,958	4	82	1	83	12	225	155	380
District of Columbia	4	550	887	1,437	4	66	32	98	3	141	370	511
Virginia	66	973	1,805	2,778	2	1	7	8	18	95	329	424
West Virginia	30	291	541	832	1	3	2	5				
North Carolina	28	376	574	950	2	3	0	3	2	5	5	10
South Carolina	97	1,265	1,640	2,905	18	47	12	59	25	246	218	464
Georgia	121	1,688	2,853	4,541	40	205	132	337	22	85	487	572
Florida	37	311	542	853	1	3	0	3	3	1	50	51
South Central Division:												
Kentucky	79	1,373	2,154	3,527	12	192	23	215	14	170	219	389
Tennessee	84	1,066	1,798	2,864	12	60	27	87	9	32	45	77
Alabama	64	791	1,511	2,302	8	39	13	52	16	47	87	134
Mississippi	91	995	1,545	2,540	25	81	51	132	5	7	18	25
Louisiana	32	477	734	1,211	3	7	13	20	9	183	613	796
Texas	225	3,219	5,442	8,661	21	88	144	232	6	25	70	95
Arkansas	56	631	1,055	1,686	4	19	19	38	3	9	17	26
Oklahoma	13	242	427	669								
Indian Territory	5	51	42	93								
North Central Division:												
Ohio	553	10,365	14,117	24,482	50	379	384	763	18	419	869	1,288
Indiana	367	7,173	10,300	17,473	8	29	36	65	5	60	122	182
Illinois	317	7,524	13,330	20,854	29	206	276	482	29	486	1,719	2,205
Michigan	218	4,165	6,366	10,531	36	184	249	433	35	341	939	1,280
Wisconsin	114	1,837	3,111	4,948	13	71	86	157	4	21	20	41
Minnesota	125	3,506	5,302	8,808	11	47	56	103	11	312	587	899
Iowa	273	5,172	8,618	13,790	9	31	50	81	5	44	106	150
Missouri	213	4,045	7,200	11,245	17	158	269	427	9	128	511	639
North Dakota	27	347	573	920	2	6	1	7				
South Dakota	46	485	772	1,257	2	5	6	11	2	0	9	9
Nebraska	228	3,537	5,594	9,131	4	27	52	79	2	16	86	102
Kansas	200	3,517	6,148	9,665	7	39	57	96	4	22	35	57
Western Division:												
Montana	19	334	662	996	2	3	8	11	3	67	54	121
Wyoming	9	76	155	231	1	4	0	4				
Colorado	47	1,607	2,369	3,976	11	94	157	251	6	81	350	431
New Mexico	6	57	71	128								
Arizona	2	25	54	79								
Utah	5	109	249	358	1	4	7	11	1	37	60	97
Nevada	10	139	215	354					1	15	13	28
Idaho	6	53	83	136								
Washington	46	812	932	1,744	1	2	1	3	2	63	93	156
Oregon	19	314	436	750	1	0	1	1				
California	115	2,955	4,886	7,841	24	139	259	398	29	309	751	1,060

TABLE 4.—*Public high schools—Number of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	German.				Algebra.				Geometry.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,925	32,995	50,707	83,702	6,317	131,599	176,958	308,557	5,508	63,489	87,299	150,788
North Atlantic Division	718	14,029	20,613	34,642	1,477	38,943	48,325	87,268	1,364	21,851	26,318	48,169
South Atlantic Division	66	1,108	1,675	2,783	465	7,759	11,434	19,193	350	3,409	4,613	8,022
South Central Division	77	912	1,227	2,139	746	12,624	18,151	30,775	629	4,863	8,023	12,886
North Central Division	934	15,374	24,623	39,997	3,290	64,090	87,549	151,639	2,869	29,151	42,441	71,592
Western Division	130	1,572	2,569	4,141	339	8,183	11,499	19,682	296	4,215	5,904	10,119
North Atlantic Division:												
Maine	12	50	100	150	151	1,964	2,549	4,513	137	1,071	1,296	2,367
New Hampshire	15	74	128	202	60	817	968	1,785	53	571	618	1,189
Vermont	20	95	173	268	61	634	818	1,452	57	329	490	819
Massachusetts	115	1,702	3,210	4,912	241	8,147	8,777	16,924	232	5,680	5,650	11,330
Rhode Island	16	237	302	539	21	908	989	1,897	19	456	483	939
Connecticut	45	599	1,166	1,765	74	1,806	2,175	3,981	68	1,238	1,426	2,664
New York	321	7,223	8,643	15,866	383	12,825	15,179	28,004	366	7,059	8,613	15,672
New Jersey	61	1,695	2,453	4,148	95	2,924	4,178	7,102	88	1,262	2,066	3,328
Pennsylvania	113	2,354	4,438	6,792	391	8,918	12,692	21,610	344	4,185	5,676	9,861
South Atlantic Division:												
Delaware	5	22	36	58	14	338	480	818	14	132	210	342
Maryland	17	460	627	1,087	52	1,245	1,589	2,834	51	1,148	1,015	2,163
District of Columbia	4	212	440	652	4	356	590	946	4	338	456	794
Virginia	16	183	357	540	73	1,210	1,829	3,039	50	455	740	1,195
West Virginia	5	38	86	124	32	517	919	1,436	29	187	373	560
North Carolina	.....	.....	.....	.....	28	412	579	991	14	159	213	372
South Carolina	9	124	20	144	99	1,349	1,818	3,167	69	283	428	711
Georgia	8	61	74	135	124	1,929	3,008	4,937	95	576	943	1,519
Florida	2	8	35	43	39	403	622	1,025	24	131	235	366
South Central Division:												
Kentucky	19	461	499	960	86	1,730	2,103	3,833	67	695	1,096	1,791
Tennessee	8	47	99	146	109	1,574	2,495	4,069	90	526	966	1,492
Alabama	8	31	80	111	74	1,198	1,943	3,141	60	493	900	1,393
Mississippi	1	2	8	10	102	1,273	1,815	3,088	74	284	430	714
Louisiana	.....	.....	.....	.....	34	585	918	1,503	32	142	542	684
Texas	30	311	448	759	261	4,990	7,168	12,158	246	2,382	3,511	5,893
Arkansas	5	38	58	96	62	1,020	1,374	2,394	44	255	451	706
Oklahoma	6	22	35	57	13	213	300	513	13	75	118	193
Indian Territory	.....	.....	.....	.....	5	41	35	76	3	11	9	20
North Central Division:												
Ohio	140	2,563	3,749	6,312	709	12,584	16,253	28,837	565	5,318	7,055	12,373
Indiana	93	1,657	2,341	3,998	390	7,423	9,434	16,857	324	3,417	4,485	7,902
Illinois	110	2,379	4,697	7,076	369	8,898	12,646	21,544	342	4,489	6,815	11,304
Michigan	145	1,841	3,208	5,049	299	6,926	8,926	15,852	282	2,573	3,678	6,251
Wisconsin	139	2,017	2,777	4,794	228	4,014	5,262	9,276	224	2,058	2,839	4,897
Minnesota	72	1,083	1,623	2,706	127	2,906	4,026	6,932	124	2,047	2,618	4,665
Iowa	80	1,225	2,098	3,323	346	6,694	9,600	16,294	313	2,928	4,732	7,660
Missouri	30	1,072	1,722	2,794	237	5,424	7,880	13,304	200	2,082	3,294	5,476
North Dakota	4	62	96	158	32	286	433	719	28	118	185	303
South Dakota	13	87	155	242	73	717	1,078	1,795	53	309	474	783
Nebraska	48	745	1,083	1,828	257	4,214	5,960	10,174	234	2,192	3,446	5,638
Kansas	60	643	1,074	1,717	223	4,004	6,051	10,055	180	1,620	2,720	4,340
Western Division:												
Montana	7	132	211	343	21	409	740	1,149	19	173	308	481
Wyoming	3	3	18	21	10	92	172	264	9	35	87	122
Colorado	31	616	979	1,595	49	1,475	2,048	3,523	45	867	1,206	2,073
New Mexico	1	9	7	16	7	82	105	187	6	23	28	51
Arizona	1	3	0	3	2	39	48	87	2	10	38	48
Utah	3	82	156	238	6	296	538	834	4	141	231	372
Nevada	1	6	9	15	12	186	260	446	12	113	180	293
Idaho	1	2	6	8	7	107	152	259	6	48	51	99
Washington	11	157	155	312	74	1,097	1,299	2,396	55	475	614	1,089
Oregon	5	69	176	245	34	767	1,090	1,857	25	274	379	653
California	66	493	852	1,345	117	3,633	5,047	8,680	113	2,056	2,782	4,838

TABLE 5.—*Public high schools—Number of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	Trigonometry.				Astronomy.				Physics.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	892	5,804	5,234	11,038	971	4,835	7,863	12,698	4,949	43,012	56,654	99,666
North Atlantic Division	264	2,042	1,344	3,386	418	1,855	3,381	5,236	1,140	13,836	17,003	30,839
South Atlantic Division	95	662	813	1,475	48	349	573	922	277	2,953	3,616	6,569
South Central Division	184	858	1,185	2,043	90	459	611	1,070	606	4,420	6,045	10,465
North Central Division	249	1,684	1,510	3,194	394	2,044	3,063	5,107	2,673	19,323	26,811	46,134
Western Division	100	558	382	940	21	128	235	363	253	2,480	3,179	5,659
North Atlantic Division:												
Maine	4	14	10	24	72	293	439	732	107	599	736	1,335
New Hampshire	7	54	15	69	24	99	135	234	41	399	386	785
Vermont	1	5	0	5	27	87	132	219	38	223	285	508
Massachusetts	41	345	69	414	103	463	1,069	1,532	209	3,587	4,051	7,638
Rhode Island	2	32	0	32	10	39	58	97	17	486	412	898
Connecticut	18	111	12	123	29	121	233	354	53	693	752	1,445
New York	112	607	699	1,306	92	356	532	888	281	4,057	4,974	9,031
New Jersey	27	144	101	245	17	78	226	304	78	820	1,258	2,078
Pennsylvania	52	730	438	1,168	44	319	557	876	316	2,972	4,149	7,121
South Atlantic Division:												
Delaware	1	32	0	32	1	2	5	7	13	136	172	308
Maryland	20	250	319	569	8	149	192	341	48	973	674	1,647
District of Columbia	4	89	40	129	....	....	....	....	4	241	305	546
Virginia	17	109	104	213	2	0	4	4	45	397	605	1,002
West Virginia	4	28	31	59	4	37	48	85	24	143	242	385
North Carolina	1	1	1	2	1	8	7	15	17	205	301	506
South Carolina	5	5	11	16	9	45	96	141	42	218	362	580
Georgia	34	117	257	374	17	93	180	273	65	525	777	1,302
Florida	9	31	50	81	6	15	41	56	19	115	178	293
South Central Division:												
Kentucky	28	249	233	482	17	105	138	243	58	680	785	1,465
Tennessee	16	69	91	160	11	52	44	96	81	398	599	997
Alabama	25	134	213	347	14	68	101	169	54	324	437	761
Mississippi	16	42	69	111	10	64	84	148	94	660	847	1,507
Louisiana	4	4	7	11	3	14	25	39	31	238	421	659
Texas	85	317	508	825	25	131	190	321	236	1,763	2,465	4,228
Arkansas	7	31	54	85	7	20	23	43	37	276	383	659
Oklahoma	2	8	10	18	2	1	6	7	12	69	93	162
Indian Territory	1	4	0	4	1	4	0	4	3	12	15	27
North Central Division:												
Ohio	77	464	455	919	134	615	951	1,566	533	3,514	4,623	8,137
Indiana	30	221	179	400	16	103	130	233	242	2,114	2,717	4,831
Illinois	26	251	122	373	71	379	640	1,019	336	2,858	3,898	6,756
Michigan	22	149	75	224	30	131	175	306	277	2,018	2,681	4,699
Wisconsin	7	48	26	74	....	....	....	....	223	1,321	1,927	3,248
Minnesota	3	46	4	50	14	82	92	174	96	1,003	1,451	2,454
Iowa	21	158	139	297	69	446	663	1,109	315	2,251	3,274	5,525
Missouri	31	202	328	530	12	73	113	186	167	1,315	1,921	3,236
North Dakota	1	0	2	2	2	0	6	6	24	91	124	215
South Dakota	2	7	8	15	7	29	30	59	49	241	279	520
Nebraska	19	87	126	213	13	79	97	176	218	1,248	1,905	3,153
Kansas	10	51	46	97	26	107	166	273	193	1,349	2,011	3,360
Western Division:												
Montana	4	19	16	35	1	4	14	18	15	96	189	285
Wyoming	2	8	4	12	....	....	....	....	6	24	46	70
Colorado	15	124	101	225	8	48	137	185	43	571	811	1,382
New Mexico	1	2	3	5	1	2	3	5	5	18	29	47
Arizona	1	3	13	16	....	....	....	....	2	11	11	22
Utah	2	34	12	46	1	20	10	30	3	63	68	131
Nevada	1	1	0	1	2	4	4	8	12	104	165	269
Idaho	1	3	3	6	2	10	18	28	6	22	27	49
Washington	2	13	6	19	1	2	10	12	35	287	301	588
Oregon	3	32	25	57	3	27	27	54	20	254	287	541
California	68	319	199	518	2	11	12	23	106	1,030	1,245	2,275

TABLE 6.—*Public high schools—Number of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	Chemistry.				Physical geography.				Geology.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	2,000	18,562	22,402	40,964	5,018	51,869	71,816	123,685	1,176	7,642	10,977	18,619
North Atlantic Division	650	6,795	7,478	14,273	1,131	12,142	17,066	29,208	529	3,310	4,854	8,164
South Atlantic Division	92	1,003	1,266	2,269	355	3,072	4,683	7,755	40	229	405	634
South Central Division	167	977	1,644	2,621	538	6,010	8,502	14,512	139	1,026	1,482	2,508
North Central Division	936	8,179	10,163	18,342	2,752	27,498	37,689	65,187	407	2,612	3,522	6,134
Western Division	155	1,608	1,851	3,459	242	3,147	3,876	7,023	61	465	714	1,179
North Atlantic Division:												
Maine	75	396	504	900	102	563	732	1,295	65	354	460	814
New Hampshire	31	231	224	455	32	219	249	468	23	105	129	234
Vermont	24	119	154	273	48	360	471	831	26	92	131	223
Massachusetts	180	2,129	2,439	4,568	129	1,178	1,467	2,645	98	433	836	1,269
Rhode Island	12	173	198	371	16	195	252	447	8	26	35	61
Connecticut	33	307	460	767	49	678	750	1,428	29	154	285	439
New York	156	1,674	1,483	3,157	338	4,356	6,203	10,559	188	1,121	1,437	2,558
New Jersey	57	663	904	1,567	65	855	1,230	2,085	18	167	325	492
Pennsylvania	82	1,103	1,112	2,215	352	3,738	5,712	9,450	74	858	1,216	2,074
South Atlantic Division:												
Delaware	4	97	51	148	12	124	193	317	1	10	12	22
Maryland	11	242	38	280	38	265	466	731	3	43	8	51
District of Columbia	4	158	283	441	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	22	149	264	413	54	580	826	1,406	4	14	17	31
West Virginia	9	54	84	138	31	274	455	729	2	9	23	32
North Carolina	3	70	98	168	24	244	353	597	1	10	0	10
South Carolina	4	6	46	52	81	567	878	1,445	7	26	58	84
Georgia	29	206	347	553	79	765	1,157	1,922	16	100	250	350
Florida	6	21	55	76	36	253	355	608	6	17	37	54
South Central Division:												
Kentucky	25	268	389	657	56	601	686	1,287	11	78	115	193
Tennessee	14	97	113	210	47	486	819	1,305	53	325	413	738
Alabama	21	85	187	272	45	423	657	1,080	15	90	238	328
Mississippi	16	58	66	124	61	615	945	1,560	12	133	131	264
Louisiana	13	66	205	271	29	335	522	857	3	10	21	31
Texas	63	334	578	912	238	2,924	3,983	6,907	33	326	455	781
Arkansas	9	48	69	117	47	448	634	1,082	7	51	94	145
Oklahoma	5	21	26	47	11	148	221	369	2	4	6	10
Indian Territory	1	0	11	11	4	30	35	65	3	9	9	18
North Central Division:												
Ohio	141	1,330	1,648	2,978	627	5,209	6,795	12,004	87	536	648	1,184
Indiana	96	1,050	1,176	2,226	317	2,892	3,578	6,470	24	181	209	390
Illinois	152	1,425	1,648	3,073	294	4,346	7,037	11,383	43	302	600	902
Michigan	174	1,301	1,476	2,777	257	2,450	3,090	5,540	57	273	368	641
Wisconsin	28	264	311	575	223	2,824	3,886	6,710	9	87	109	196
Minnesota	80	678	845	1,523	50	482	513	995	8	63	71	134
Iowa	58	495	675	1,170	304	3,028	4,071	7,099	72	476	599	1,075
Missouri	58	554	808	1,362	190	1,868	2,633	4,501	26	247	352	599
North Dakota	3	14	16	30	21	93	136	229	3	7	15	22
South Dakota	12	69	85	154	62	482	646	1,128	8	51	55	106
Nebraska	70	504	837	1,341	226	2,046	2,744	4,790	19	104	153	257
Kansas	64	495	638	1,133	181	1,778	2,560	4,338	51	285	343	628
Western Division:												
Montana	7	54	63	117	19	180	262	442	8	42	64	106
Wyoming	5	23	38	61	9	46	99	145	1	3	7	10
Colorado	37	399	510	909	37	535	662	1,197	25	224	388	612
New Mexico	.....	.....	.....	.....	7	60	55	115	1	6	6	12
Arizona	1	3	15	18	2	17	35	52	.....	.....	.....	.....
Utah	2	38	45	83	4	107	134	241	2	23	38	61
Nevada	10	90	135	225	10	126	189	315	2	13	23	36
Idaho	2	8	13	21	7	92	95	187	4	19	23	42
Washington	6	38	75	113	71	695	794	1,489	6	46	68	114
Oregon	5	103	141	244	33	473	624	1,097	6	54	50	104
California	80	852	816	1,668	43	816	927	1,743	6	35	47	82

TABLE 7.—*Public high schools—Number of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	Physiology.				Psychology.				Rhetoric.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	4,632	61,535	82,565	144,100	930	4,175	7,673	11,848	5,497	89,353	131,175	220,528
North Atlantic Division	1,037	18,890	24,399	43,289	163	514	1,802	2,316	1,276	28,997	39,723	68,720
South Atlantic Division	336	3,847	5,246	9,093	44	196	399	595	395	3,967	6,596	10,563
South Central Division	632	8,324	11,078	19,402	200	1,024	1,400	2,424	654	6,774	11,243	18,017
North Central Division	2,516	29,008	39,873	68,881	497	2,336	3,783	6,119	2,882	43,415	64,213	107,628
Western Division	111	1,466	1,969	3,435	26	105	289	394	290	6,200	9,400	15,600
North Atlantic Division:												
Maine	95	578	774	1,352	12	91	87	178	120	922	1,419	2,341
New Hampshire	29	213	229	442	5	15	19	34	55	671	921	1,592
Vermont	30	200	249	449	22	29	133	162	55	612	803	1,415
Massachusetts	145	2,351	3,007	5,358	10	34	79	113	223	8,378	10,763	19,141
Rhode Island	8	51	91	142	4	14	43	57	19	832	1,094	1,926
Connecticut	29	244	352	596	2	7	20	27	64	1,673	1,951	3,624
New York	359	9,607	11,222	20,829	58	166	984	1,150	326	9,407	11,484	20,891
New Jersey	58	1,152	1,647	2,799	5	14	57	71	85	1,960	3,160	5,120
Pennsylvania	284	4,494	6,828	11,322	45	144	380	524	329	4,542	8,128	12,670
South Atlantic Division:												
Delaware	9	205	297	502	1	4	6	10	12	170	296	466
Maryland	45	688	791	1,479	3	19	65	84	43	596	782	1,378
District of Columbia	1	37	122	159	....	....	....	....	2	202	457	659
Virginia	60	606	797	1,403	4	7	43	50	61	621	1,021	1,642
West Virginia	27	287	454	741	6	35	47	82	28	237	391	628
North Carolina	20	272	345	617	2	14	12	26	20	245	348	593
South Carolina	62	544	893	1,437	4	26	71	97	88	583	837	1,420
Georgia	81	867	1,049	1,916	10	55	71	126	108	1,084	2,120	3,204
Florida	31	341	498	839	14	36	84	120	33	229	344	573
South Central Division:												
Kentucky	67	838	1,000	1,838	35	273	353	626	78	1,058	1,867	2,925
Tennessee	88	903	1,227	2,130	12	69	60	129	93	727	1,114	1,841
Alabama	61	815	1,161	1,976	16	75	94	169	57	705	1,368	2,073
Mississippi	93	953	1,393	2,346	11	34	64	98	84	656	1,020	1,676
Louisiana	31	452	684	1,136	4	8	10	18	33	320	795	1,115
Texas	225	3,521	4,616	8,137	105	495	742	1,237	236	2,634	4,082	6,716
Arkansas	56	726	855	1,581	8	49	36	85	55	466	721	1,187
Oklahoma	6	55	83	138	7	17	34	51	13	179	248	427
Indian Territory	5	61	59	120	2	4	7	11	5	29	28	57
North Central Division:												
Ohio	621	7,104	8,983	16,087	91	476	716	1,192	584	7,942	10,972	18,914
Indiana	175	1,514	2,123	3,637	49	314	452	766	347	5,658	7,982	13,640
Illinois	313	5,266	7,504	12,770	22	89	181	270	336	7,535	12,009	19,544
Michigan	266	2,648	3,585	6,233	39	164	300	464	277	3,968	5,723	9,691
Wisconsin	219	1,982	2,741	4,723	155	603	882	1,485	175	1,944	2,709	4,653
Minnesota	74	557	865	1,422	2	9	25	34	110	2,810	3,891	6,701
Iowa	283	3,281	4,472	7,753	17	65	136	201	328	4,287	6,469	10,756
Missouri	166	2,373	3,478	5,851	47	282	529	811	206	3,387	5,720	9,107
North Dakota	24	154	235	389	5	7	21	28	29	232	327	559
South Dakota	52	386	550	936	8	18	40	58	66	450	569	1,019
Nebraska	175	2,077	2,882	4,959	7	25	42	67	215	2,457	3,850	6,307
Kansas	148	1,666	2,455	4,121	55	284	459	743	209	2,745	3,992	6,737
Western Division:												
Montana	9	70	122	192	....	....	....	....	19	343	664	1,007
Wyoming	5	26	59	85	....	....	....	....	6	36	76	112
Colorado	18	245	372	617	11	61	165	226	46	1,145	1,471	2,616
New Mexico	6	40	56	96	2	4	7	11	5	21	37	58
Arizona	2	28	43	71	....	....	....	....	2	11	23	34
Utah	1	47	70	117	2	13	39	52	5	172	269	441
Nevada	9	83	130	213	1	0	7	7	12	110	172	282
Idaho	5	53	67	120	....	....	....	....	6	52	70	122
Washington	25	337	341	678	6	20	48	68	61	654	967	1,621
Oregon	18	310	434	744	1	0	5	5	33	567	842	1,409
California	13	227	275	502	3	7	18	25	95	3,089	4,809	7,898

TABLE 8.—*Public high schools—Number of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	English literature.				History.				Civics.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	5,218	98,714	145,510	244,224	5,442	85,608	125,205	210,813	5,067	48,364	65,232	113,596
N. Atlantic Division	1,232	37,198	49,804	87,002	1,280	29,862	40,874	70,736	1,207	12,829	16,802	29,631
S. Atlantic Division	335	5,275	9,153	14,428	376	5,451	9,040	14,491	253	2,408	3,280	5,688
South Central Division	533	5,743	9,659	15,402	587	6,905	11,493	18,398	556	5,739	7,561	13,300
North Central Division	2,819	41,998	63,787	105,785	2,898	36,569	53,494	90,063	2,815	25,212	34,272	59,484
Western Division	299	8,500	13,107	21,607	301	6,821	10,304	17,125	236	2,176	3,317	5,493
N. Atlantic Division:												
Maine	119	1,393	1,889	3,282	124	1,345	1,704	3,049	106	605	833	1,438
New Hampshire	54	817	1,062	1,879	52	674	862	1,536	41	235	249	484
Vermont	50	392	586	978	58	589	826	1,415	47	304	426	730
Massachusetts	232	11,994	15,763	27,757	228	8,666	11,036	19,702	171	2,004	2,439	4,443
Rhode Island	20	1,318	1,791	3,109	21	725	973	1,698	16	193	291	484
Connecticut	70	2,900	3,400	6,300	71	1,635	2,192	3,827	54	432	655	1,087
New York	249	9,695	10,292	19,987	332	9,969	12,708	22,677	354	4,554	5,239	9,793
New Jersey	87	2,545	4,350	6,895	86	1,667	2,861	4,528	74	878	1,140	2,018
Pennsylvania	351	6,144	10,671	16,815	308	4,592	7,712	12,304	344	3,624	5,530	9,154
S. Atlantic Division:												
Delaware	13	146	225	371	13	173	249	422	12	130	194	324
Maryland	48	1,194	1,627	2,821	47	1,190	1,399	2,589	38	537	636	1,173
District of Columbia	5	1,224	1,995	3,219	5	558	1,221	1,779	.....	.....	.....	.....
Virginia	50	493	964	1,457	56	856	1,522	2,378	40	311	389	700
West Virginia	28	271	518	789	31	303	529	832	31	244	426	670
North Carolina	20	407	571	978	21	332	447	779	20	256	349	605
South Carolina	65	482	1,014	1,496	83	775	1,201	1,976	40	380	560	940
Georgia	76	832	1,841	2,673	92	1,049	2,149	3,198	43	359	468	827
Florida	30	226	398	624	28	215	323	538	29	191	258	449
South Central Division:												
Kentucky	74	1,091	1,501	2,592	65	887	1,698	2,585	70	682	743	1,425
Tennessee	62	567	1,077	1,644	62	760	1,334	2,094	74	630	703	1,333
Alabama	50	458	1,100	1,558	48	563	1,012	1,575	35	314	574	888
Mississippi	76	672	1,083	1,755	74	599	1,057	1,656	80	865	1,128	1,993
Louisiana	31	328	618	946	32	484	967	1,451	23	139	299	438
Texas	178	1,989	3,229	5,218	243	2,970	4,448	7,418	217	2,435	3,214	5,649
Arkansas	45	512	843	1,355	48	525	820	1,345	43	488	665	1,153
Oklahoma	12	107	176	283	11	98	125	223	11	152	220	372
Indian Territory	5	19	32	51	4	19	32	51	3	34	15	49
North Central Division:												
Ohio	559	8,512	11,663	20,175	572	5,677	7,839	13,516	644	5,008	6,266	11,274
Indiana	357	5,914	8,071	13,985	349	4,815	6,526	11,341	264	2,194	2,766	4,960
Illinois	335	8,951	14,969	23,920	343	5,294	8,446	13,740	295	2,846	3,900	6,746
Michigan	271	2,590	3,995	6,585	293	4,395	6,335	10,730	276	2,459	3,526	5,985
Wisconsin	196	2,476	3,461	5,937	222	2,629	3,571	6,200	221	1,776	2,643	4,419
Minnesota	91	1,372	2,271	3,643	109	2,441	3,179	5,620	75	598	747	1,345
Iowa	309	3,752	5,978	9,730	325	3,837	5,748	9,585	322	3,335	4,696	8,031
Missouri	214	2,617	4,174	6,791	217	3,075	5,012	8,087	198	2,079	2,887	4,966
North Dakota	31	285	449	734	27	169	239	408	23	130	154	284
South Dakota	58	462	663	1,125	58	431	643	1,074	65	463	593	1,056
Nebraska	205	2,930	4,570	7,500	199	2,113	3,262	5,375	237	2,129	2,961	5,090
Kansas	193	2,137	3,523	5,660	184	1,693	2,694	4,387	195	2,195	3,133	5,328
Western Division:												
Montana	16	247	455	702	19	257	519	776	14	136	242	378
Wyoming	7	52	102	154	7	32	73	105	7	29	64	93
Colorado	46	1,814	2,729	4,543	45	1,752	2,358	4,110	31	400	553	953
New Mexico	6	53	84	137	6	35	53	88	4	37	48	85
Arizona	2	23	48	71	2	11	37	48	2	28	46	74
Utah	4	183	283	466	4	150	180	330	2	33	53	86
Nevada	11	178	252	430	11	151	230	381	11	97	153	250
Idaho	7	40	51	91	7	54	63	117	7	88	110	198
Washington	63	607	985	1,592	56	585	724	1,309	28	242	327	569
Oregon	22	461	692	1,153	32	534	892	1,426	21	263	416	679
California	115	4,842	7,426	12,268	112	3,260	5,175	8,435	109	823	1,305	2,128

TABLE 9.—*Public high schools—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1900–1901.*

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 1901.	
United States	541,730	41.46	58.54	6.12	5.03	12.13	31.27
North Atlantic Division	174,134	42.50	57.50	7.23	4.63	12.43	26.15
South Atlantic Division	28,322	39.84	60.16	7.59	2.54	10.81	27.14
South Central Division	42,311	40.72	59.28	8.12	4.25	9.68	33.76
North Central Division	264,637	41.23	58.77	5.04	5.17	12.45	33.87
Western Division	32,326	40.05	59.95	5.15	9.28	12.23	38.20
North Atlantic Division:							
Maine	8,519	42.36	57.64	9.60	3.89	13.73	27.95
New Hampshire	3,813	43.59	56.41	8.79	6.48	17.02	28.20
Vermont	3,647	43.10	56.90	4.58	5.54	13.16	32.29
Massachusetts	38,314	43.71	56.29	11.81	4.96	14.92	26.64
Rhode Island	3,551	42.19	57.81	18.33	3.10	11.77	32.78
Connecticut	8,397	43.79	56.21	7.61	7.12	13.18	25.20
New York	63,549	43.91	56.09	5.43	4.78	8.63	32.29
New Jersey	11,906	40.11	59.89	3.91	4.59	14.21	18.62
Pennsylvania	32,438	38.75	61.25	4.72	3.35	15.21	19.72
South Atlantic Division:							
Delaware	1,151	40.49	59.51	4.95	1.91	14.16	12.88
Maryland	3,960	43.48	56.52	2.27	1.99	10.96	13.82
District of Columbia	3,351	37.45	62.55	6.03	4.03	11.46	16.93
Virginia	4,446	38.64	61.36	5.94	2.36	10.82	21.21
West Virginia	1,871	34.74	65.26	2.19	2.19	12.61	15.68
North Carolina	1,296	42.52	57.48	12.04	3.24	10.49	33.82
South Carolina	4,313	42.92	57.08	12.80	2.92	9.51	45.12
Georgia	6,264	38.71	61.29	11.10	1.68	11.08	40.63
Florida	1,670	38.62	61.38	5.63	3.89	7.43	26.61
South Central Division:							
Kentucky	5,541	43.55	56.45	6.62	4.69	11.04	33.33
Tennessee	5,449	38.41	61.59	7.85	4.33	12.64	28.16
Alabama	4,239	39.37	60.63	5.83	4.18	7.86	24.92
Mississippi	4,441	40.44	59.56	13.98	6.69	7.50	51.35
Louisiana	2,294	36.36	63.64	3.62	2.88	12.77	20.14
Texas	16,101	41.48	58.52	8.04	3.74	8.98	36.58
Arkansas	3,136	41.29	58.71	8.96	1.69	9.82	35.71
Oklahoma	905	37.57	62.43	12.27	11.71	7.62	43.48
Indian Territory	205	53.66	46.34	0.98	0.49	5.37	18.18
North Central Division:							
Ohio	47,743	43.35	56.65	5.77	4.47	12.86	29.05
Indiana	26,755	42.40	57.60	5.17	5.24	11.92	29.91
Illinois	41,176	39.29	60.71	5.85	4.53	12.41	28.52
Michigan	29,522	41.98	58.02	2.82	5.42	11.38	36.58
Wisconsin	20,216	42.39	57.61	4.74	5.08	12.75	31.11
Minnesota	13,889	40.83	59.17	2.07	13.58	10.82	57.35
Iowa	29,637	41.04	58.96	5.64	4.81	13.62	34.72
Missouri	20,261	39.44	60.56	4.62	3.69	11.81	31.10
North Dakota	1,349	39.44	60.56	4.89	7.71	7.41	47.00
South Dakota	3,128	42.07	57.93	7.45	7.58	13.68	44.86
Nebraska	15,323	39.99	60.01	4.65	4.42	12.92	37.78
Kansas	15,638	39.21	60.79	6.95	3.69	13.51	44.11
Western Division:							
Montana	1,827	34.43	65.57	14.01	2.68	9.69	42.37
Wyoming	393	36.13	63.87	7.12	2.04	11.20	22.73
Colorado	6,499	39.94	60.06	5.68	12.12	10.74	37.25
New Mexico	282	45.39	54.61	9.22	12.77	7.45	47.62
Arizona	172	37.79	62.21	2.33	8.14	15.70	22.22
Utah	1,254	37.72	62.28	4.78	4.15	8.53	18.69
Nevada	515	41.17	58.83	11.07	4.85	17.48	46.67
Idaho	421	43.71	56.29	11.88	3.09	9.98	42.86
Washington	3,692	39.79	60.21	4.01	5.20	10.94	25.25
Oregon	2,639	41.64	58.36	7.12	3.98	14.10	24.73
California	14,632	40.65	59.35	3.28	11.73	13.48	44.40

TABLE 10.—*Public high schools—Percentages of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	Per cent of total secondary students.								
	Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Astronomy.	Physics.
United States	50.45	2.63	8.29	15.45	56.96	27.83	2.04	2.34	18.40
North Atlantic Division	47.01	5.44	18.48	19.89	50.12	27.66	1.94	3.01	17.71
South Atlantic Division	64.28	2.10	8.58	9.83	67.77	28.32	5.21	3.26	23.19
South Central Division	55.67	1.83	3.64	5.06	72.74	30.46	4.83	2.53	24.73
North Central Division	50.30	1.02	2.59	15.11	57.30	27.05	1.21	1.93	17.43
Western Division	51.33	2.10	5.86	12.81	60.89	31.30	2.91	1.12	17.51
North Atlantic Division:									
Maine	46.64	9.81	20.75	1.76	52.98	27.78	0.28	8.59	15.67
New Hampshire	55.47	9.10	33.41	5.30	46.81	31.18	1.81	6.14	20.59
Vermont	46.17	6.06	14.04	7.35	39.81	22.46	0.14	6.00	13.93
Massachusetts	43.74	8.27	39.77	12.82	44.17	29.57	1.08	4.00	19.94
Rhode Island	46.55	9.57	26.11	15.18	53.42	26.44	0.90	2.73	25.29
Connecticut	48.46	7.13	17.34	21.02	47.41	31.73	1.46	4.22	17.21
New York	44.09	4.12	13.74	24.97	44.07	24.66	2.06	1.40	14.21
New Jersey	42.55	3.18	6.97	34.84	59.65	27.95	2.06	2.55	17.45
Pennsylvania	57.10	2.99	4.43	20.94	66.62	30.40	3.60	2.70	21.95
South Atlantic Division:									
Delaware	82.71	0.00	1.56	5.04	71.07	29.71	2.78	0.61	26.76
Maryland	74.70	2.10	9.60	27.45	71.57	54.62	14.37	8.61	41.59
District of Columbia	42.88	2.92	15.25	19.46	28.23	23.69	3.85	0.00	16.29
Virginia	62.48	0.18	9.54	12.15	68.35	26.88	4.79	0.09	22.54
West Virginia	44.47	0.27	0.00	6.63	76.75	29.93	3.15	4.54	20.58
North Carolina	73.30	0.23	0.77	0.00	76.47	28.70	0.15	1.16	39.04
South Carolina	67.35	1.37	10.76	3.34	73.43	16.49	0.37	3.27	13.45
Georgia	72.49	5.38	9.13	2.16	78.82	24.25	5.97	4.36	20.79
Florida	51.08	0.18	3.05	2.57	61.38	21.92	4.85	3.35	17.54
South Central Division:									
Kentucky	63.65	3.88	7.02	17.33	69.18	32.32	8.70	4.39	26.44
Tennessee	52.56	1.60	1.41	2.68	74.67	27.38	2.94	1.76	18.30
Alabama	54.31	1.23	3.16	2.62	74.10	32.86	8.19	3.99	17.95
Mississippi	57.19	2.97	0.56	0.23	69.53	16.08	2.50	3.33	33.93
Louisiana	52.79	0.87	34.70	0.00	65.52	29.82	0.48	1.70	28.73
Texas	53.79	1.44	0.59	4.71	75.51	36.60	5.12	1.99	26.26
Arkansas	53.76	1.21	0.83	3.06	76.34	22.51	2.71	1.37	21.01
Oklahoma	73.92	0.00	0.00	6.30	56.69	21.33	1.99	0.77	17.90
Indian Territory	45.37	0.00	0.00	0.00	37.07	9.76	1.95	1.95	13.17
North Central Division:									
Ohio	51.28	1.60	2.70	13.22	60.40	25.92	1.92	3.28	17.04
Indiana	65.31	0.24	0.68	14.94	63.01	29.53	1.50	0.87	18.06
Illinois	50.65	1.17	5.36	17.18	52.32	27.45	0.91	2.47	16.41
Michigan	35.67	1.47	4.34	17.10	53.70	21.17	0.76	1.04	15.92
Wisconsin	24.48	0.78	0.20	23.71	45.88	24.22	0.37	0.00	16.07
Minnesota	63.42	0.74	6.47	19.48	49.91	33.59	0.36	1.25	17.67
Iowa	46.53	0.27	0.51	11.21	54.98	25.85	1.00	3.74	18.64
Missouri	55.50	2.11	3.15	13.79	65.66	27.03	2.62	0.92	15.97
North Dakota	68.20	0.52	0.00	11.71	53.30	22.46	0.15	0.44	15.94
South Dakota	40.19	0.35	0.29	7.74	57.38	25.03	0.48	1.89	16.62
Nebraska	59.59	0.52	0.67	11.93	66.40	36.79	1.39	1.15	20.58
Kansas	61.80	0.61	0.36	10.98	64.30	27.75	0.62	1.75	21.49
Western Division:									
Montana	54.52	0.60	6.62	18.77	62.89	26.33	1.92	0.99	15.60
Wyoming	58.78	1.02	0.00	5.34	67.18	31.04	3.05	0.00	17.81
Colorado	61.18	3.86	6.63	24.54	54.21	31.90	3.46	2.85	21.26
New Mexico	45.39	0.00	0.00	5.67	66.31	18.09	1.77	1.77	16.67
Arizona	45.93	0.00	0.00	1.74	50.58	27.91	9.30	0.00	12.79
Utah	28.55	0.88	7.74	18.98	66.51	29.67	3.67	2.39	10.45
Nevada	68.74	0.00	5.44	2.91	86.60	56.89	0.19	1.55	52.23
Idaho	32.30	0.00	0.00	1.90	61.52	23.52	1.43	6.65	11.64
Washington	47.24	0.08	4.23	8.45	64.90	29.50	0.51	0.33	15.93
Oregon	28.42	0.04	0.00	9.28	70.37	24.74	2.16	2.05	20.50
California	53.59	2.72	7.24	9.19	59.32	33.06	3.54	0.16	15.55

TABLE 11.—*Public high schools—Percentages of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	Per cent of total secondary students.								
	Chemistry.	Physical geography.	Geology.	Physiology.	Psychology.	Rhetoric.	English literature.	History.	Civics.
United States	7.56	22.83	3.44	26.60	2.19	40.71	45.08	38.91	20.97
North Atlantic Division	8.20	16.77	4.69	24.86	1.33	39.46	49.96	40.62	17.02
South Atlantic Division	8.01	27.38	2.24	32.11	2.10	37.30	50.94	51.17	20.83
South Central Division	6.19	34.30	5.93	45.86	5.73	42.58	36.40	43.48	31.43
North Central Division	6.93	24.63	2.32	26.03	2.31	40.67	39.97	34.03	22.48
Western Division	10.70	21.73	3.65	10.63	1.22	48.26	66.84	52.98	16.99
North Atlantic Division:									
Maine	10.56	15.20	9.56	15.87	2.09	27.48	38.53	35.79	16.88
New Hampshire	11.93	12.27	6.14	11.59	0.89	41.75	49.28	40.28	12.69
Vermont	7.49	22.79	6.11	12.31	4.44	38.80	26.82	38.80	20.02
Massachusetts	11.92	6.90	3.31	13.98	0.29	49.96	72.45	51.42	11.60
Rhode Island	10.45	12.59	1.72	4.00	1.61	54.24	87.55	47.82	13.63
Connecticut	9.13	17.01	5.23	7.10	0.32	43.16	75.03	45.58	12.95
New York	4.97	16.62	4.03	32.78	1.81	32.87	31.45	35.68	15.41
New Jersey	13.16	17.51	4.13	23.51	0.60	43.00	57.91	38.03	16.95
Pennsylvania	6.83	29.13	6.39	34.90	1.62	39.06	51.84	37.93	28.22
South Atlantic Division:									
Delaware	12.86	27.54	1.91	43.61	0.87	40.49	32.23	36.66	28.15
Maryland	7.07	18.46	1.29	37.35	2.12	34.80	71.24	65.38	29.62
District of Columbia	13.16	3.00	0.00	4.74	0.00	19.67	96.06	53.09	0.00
Virginia	9.29	31.62	0.70	31.56	1.12	36.93	32.77	53.49	15.74
West Virginia	7.38	38.96	1.71	39.60	4.38	33.56	42.17	44.47	35.81
North Carolina	12.96	46.06	0.77	47.61	2.01	45.76	75.46	60.11	46.68
South Carolina	1.21	33.50	1.95	33.32	2.25	32.92	34.69	45.81	21.79
Georgia	8.83	30.68	5.59	30.59	2.01	51.15	42.67	51.05	13.20
Florida	4.55	36.41	3.23	50.24	7.19	34.31	37.37	32.22	26.89
South Central Division:									
Kentucky	11.86	23.23	3.48	33.17	11.30	52.79	46.78	46.65	25.72
Tennessee	3.85	23.95	13.54	39.09	2.37	33.79	30.17	38.43	24.46
Alabama	6.42	25.48	7.74	46.61	3.99	48.90	36.75	37.15	20.95
Mississippi	2.79	35.13	5.94	52.83	2.21	37.74	39.52	37.29	44.88
Louisiana	11.81	37.36	1.35	49.52	0.78	48.61	41.24	63.25	19.09
Texas	5.66	42.90	4.85	50.54	7.68	41.71	32.41	46.07	35.08
Arkansas	3.73	34.50	4.62	50.41	2.71	37.85	43.21	42.89	36.77
Oklahoma	5.19	40.77	1.10	15.25	5.64	47.18	31.27	24.64	41.10
Indian Territory	5.37	31.71	8.78	58.54	5.37	27.80	24.88	24.88	23.90
North Central Division:									
Ohio	6.24	25.14	2.48	33.69	2.50	39.62	42.26	28.31	23.61
Indiana	8.32	24.18	1.46	13.59	2.86	50.98	52.27	42.39	18.54
Illinois	7.46	27.64	2.19	31.01	0.66	47.46	58.09	33.37	16.38
Michigan	9.41	18.77	2.17	21.11	1.57	32.83	22.31	36.35	20.27
Wisconsin	2.84	33.19	0.97	23.36	7.35	23.02	29.37	30.67	21.86
Minnesota	10.97	7.16	0.96	10.24	0.24	48.25	26.23	40.46	9.68
Iowa	3.95	23.95	3.63	26.16	0.68	36.29	32.83	32.34	27.10
Missouri	6.72	22.22	2.96	28.88	4.00	44.95	33.52	39.91	24.51
North Dakota	2.22	16.98	1.63	28.84	2.08	41.44	54.41	30.24	21.05
South Dakota	4.92	36.06	3.39	29.92	1.85	32.58	35.97	34.34	33.76
Nebraska	8.75	31.26	1.68	32.36	0.44	41.16	48.95	35.08	33.22
Kansas	7.25	27.74	4.02	26.35	4.75	43.08	36.19	28.05	34.07
Western Division:									
Montana	6.40	24.19	5.80	10.51	0.00	55.12	38.42	42.47	20.69
Wyoming	15.52	36.90	2.54	21.63	0.00	28.50	39.19	26.72	23.66
Colorado	13.99	18.42	9.42	9.49	3.48	40.25	69.90	63.24	14.66
New Mexico	0.00	40.78	4.26	34.04	3.90	20.57	48.58	31.21	30.14
Arizona	10.47	30.23	0.00	41.28	0.00	19.77	41.28	27.91	43.02
Utah	6.62	19.22	4.86	9.33	4.15	35.17	37.16	26.32	6.86
Nevada	43.69	61.17	6.99	41.36	1.36	54.76	83.50	73.98	48.54
Idaho	4.99	44.42	9.98	28.50	0.00	28.98	21.62	27.79	47.03
Washington	3.06	40.33	3.09	18.36	1.84	43.91	43.12	35.46	15.41
Oregon	9.25	41.57	3.94	28.19	0.19	53.39	43.69	54.04	25.73
California	11.40	11.91	0.56	3.43	0.17	53.98	83.84	57.65	14.54

TABLE 12.—*Statistics of public high schools in cities of 8,000 population and over.*

State or Territory.	Schools.	Secondary instructors.			Secondary pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States	725	3,401	5,092	8,493	99,914	146,559	246,473
North Atlantic Division	281	1,478	2,292	3,770	45,858	60,782	106,640
South Atlantic Division	60	188	302	490	4,676	8,450	13,126
South Central Division	88	223	265	488	4,716	9,121	13,837
North Central Division	258	1,298	1,938	3,236	38,538	58,666	97,204
Western Division	38	214	295	509	6,126	9,540	15,666
North Atlantic Division:							
Maine	8	26	42	68	852	1,126	1,978
New Hampshire	9	22	48	70	750	1,053	1,803
Vermont	3	9	14	23	284	348	632
Massachusetts	77	442	649	1,091	12,415	15,636	28,051
Rhode Island	12	64	80	144	1,332	1,771	3,103
Connecticut	20	93	156	249	2,642	3,181	5,823
New York	65	433	772	1,205	17,941	21,830	39,771
New Jersey	28	125	221	346	3,395	5,170	8,565
Pennsylvania	59	264	310	574	6,247	10,667	16,914
South Atlantic Division:							
Delaware	1	5	16	21	253	378	631
Maryland	11	42	42	84	971	1,254	2,225
District of Columbia	5	57	86	143	1,255	2,096	3,351
Virginia	14	25	65	90	883	1,755	2,638
West Virginia	6	10	15	25	231	472	703
North Carolina	4	7	8	15	216	277	493
South Carolina	6	19	16	35	338	542	880
Georgia	9	16	43	59	391	1,355	1,746
Florida	4	7	11	18	138	321	459
South Central Division:							
Kentucky	18	55	63	118	1,200	1,678	2,878
Tennessee	13	27	41	68	581	1,553	2,134
Alabama	7	13	25	38	357	795	1,152
Mississippi	6	6	17	23	176	489	665
Louisiana	5	19	32	51	344	752	1,096
Texas	27	76	65	141	1,547	2,896	4,443
Arkansas	8	20	15	35	412	712	1,124
Oklahoma	4	7	7	14	99	246	345
Indian Territory	.....	.....	.....	.....	.....	.....	.....
North Central Division:							
Ohio	52	252	342	594	7,803	10,733	18,536
Indiana	33	158	165	323	4,002	5,935	9,937
Illinois	48	336	401	737	7,845	13,388	21,233
Michigan	31	137	263	400	4,884	6,940	11,824
Wisconsin	25	100	142	242	2,895	3,799	6,694
Minnesota	14	58	170	228	2,784	4,008	6,792
Iowa	23	81	168	249	2,695	4,288	6,983
Missouri	16	110	149	259	2,892	5,191	8,083
North Dakota	1	3	7	10	91	122	213
South Dakota	1	2	5	7	109	170	279
Nebraska	3	22	67	89	1,122	1,716	2,838
Kansas	11	39	59	98	1,416	2,376	3,792
Western Division:							
Montana	4	8	28	36	348	683	1,031
Wyoming	1	1	4	5	38	58	96
Colorado	9	59	76	135	1,467	2,187	3,654
New Mexico	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....
Utah	2	14	18	32	422	688	1,110
Nevada	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....
Washington	4	23	29	52	622	1,016	1,638
Oregon	2	9	16	25	406	612	1,018
California	16	100	124	224	2,823	4,296	7,119

TABLE 13.—*Statistics of public high schools outside of cities of 8,000 population and over.*

State or Territory.	Schools.	Secondary instructors.			Secondary pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States	5,593	7,385	5,900	13,285	124,670	170,587	295,257
North Atlantic Division	1,196	1,400	1,823	3,223	28,156	39,338	67,494
South Atlantic Division	406	498	277	775	6,607	8,589	15,196
South Central Division	658	858	490	1,348	12,512	15,962	28,474
North Central Division	3,032	4,160	2,958	7,118	70,576	96,857	167,433
Western Division	301	469	352	821	6,819	9,841	16,660
North Atlantic Division:							
Maine	143	140	134	274	2,757	3,784	6,541
New Hampshire	51	51	66	117	912	1,098	2,010
Vermont	58	59	76	135	1,288	1,727	3,015
Massachusetts	164	186	340	526	4,332	5,931	10,263
Rhode Island	9	12	12	24	166	282	448
Connecticut	54	55	76	131	1,035	1,539	2,574
New York	318	373	746	1,119	9,962	13,816	23,778
New Jersey	67	76	136	212	1,381	1,960	3,341
Pennsylvania	332	448	237	685	6,323	9,201	15,524
South Atlantic Division:							
Delaware	13	14	9	23	213	307	520
Maryland	41	51	28	79	751	984	1,735
District of Columbia							
Virginia	59	62	47	109	835	973	1,808
West Virginia	26	45	17	62	419	749	1,168
North Carolina	24	28	17	45	335	468	803
South Carolina	93	113	63	176	1,513	1,920	3,433
Georgia	115	143	67	210	2,034	2,484	4,518
Florida	35	42	29	71	507	704	1,211
South Central Division:							
Kentucky	68	83	53	136	1,213	1,450	2,663
Tennessee	96	110	50	160	1,512	1,803	3,315
Alabama	67	89	67	156	1,312	1,775	3,087
Mississippi	96	106	87	193	1,620	2,156	3,776
Louisiana	29	36	30	66	490	708	1,198
Texas	234	343	162	505	5,131	6,527	11,658
Arkansas	54	70	24	94	883	1,129	2,012
Oklahoma	9	14	10	24	241	319	560
Indian Territory	5	7	7	14	110	95	205
North Central Division:							
Ohio	657	884	363	1,247	12,893	16,314	29,207
Indiana	357	589	230	819	7,341	9,477	16,818
Illinois	321	477	378	855	8,334	11,609	19,943
Michigan	268	344	394	738	7,510	10,188	17,698
Wisconsin	203	281	282	563	5,675	7,847	13,522
Minnesota	113	143	214	357	2,887	4,210	7,097
Iowa	323	411	468	879	9,468	13,186	22,654
Missouri	221	315	189	504	5,099	7,079	12,178
North Dakota	31	34	33	67	441	695	1,136
South Dakota	72	86	55	141	1,207	1,642	2,849
Nebraska	254	305	185	490	5,005	7,480	12,485
Kansas	212	291	167	458	4,716	7,130	11,846
Western Division:							
Montana	17	20	21	41	281	515	796
Wyoming	9	11	7	18	104	193	297
Colorado	40	75	50	125	1,129	1,716	2,845
New Mexico	7	17	7	24	128	154	282
Arizona	2	5	3	8	65	107	172
Utah	4	5	4	9	51	93	144
Nevada	12	15	11	26	212	303	515
Idaho	7	10	7	17	184	237	421
Washington	70	81	40	121	847	1,207	2,054
Oregon	32	39	25	64	693	928	1,621
California	101	191	177	368	3,125	4,388	7,513

TABLE 14.—*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.*

State or Territory.	Schools reported as departments of city or village systems.	Schools reported as independent.	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	6,020	298	11.7	2.4	29.0	22.2	340.0	52.8
North Atlantic Division	1,455	22	13.4	2.7	28.3	20.9	379.5	56.4
South Atlantic Division	352	114	8.2	1.9	26.8	19.6	218.8	37.4
South Central Division	690	56	5.5	2.0	28.4	21.1	157.2	43.3
North Central Division	3,234	56	12.5	2.3	30.0	23.5	376.8	55.2
Western Division	289	50	13.4	2.7	30.8	20.3	412.3	55.3
North Atlantic Division:								
Maine	145	6	8.5	1.9	29.1	23.9	247.3	45.7
New Hampshire	60	.....	7.8	2.3	25.8	17.2	200.3	39.4
Vermont	61	.....	7.7	2.3	27.5	22.3	210.7	52.0
Massachusetts	241	.....	14.2	3.2	25.7	19.5	364.3	62.6
Rhode Island	21	.....	12.0	2.7	21.5	18.7	258.6	49.8
Connecticut	71	3	12.5	2.4	23.4	19.6	291.2	47.7
New York	374	9	18.5	3.5	33.0	21.2	611.9	74.8
New Jersey	94	1	12.4	3.2	24.8	15.8	305.9	49.9
Pennsylvania	388	3	9.7	2.1	29.5	22.7	286.7	46.8
South Atlantic Division:								
Delaware	14	.....	21.0	1.8	30.0	22.6	631.0	40.0
Maryland	6	46	7.6	1.9	26.5	22.0	202.3	42.3
District of Columbia	5	.....	28.6	0.0	23.4	0.0	670.2	0.0
Virginia	65	8	6.4	1.8	29.3	16.6	188.4	30.6
West Virginia	32	.....	4.2	2.4	28.1	18.8	117.2	44.5
North Carolina	23	5	3.8	1.9	32.9	17.8	123.3	33.5
South Carolina	88	11	5.8	1.9	25.1	19.5	146.7	36.9
Georgia	96	28	6.6	1.8	29.6	21.5	194.0	39.3
Florida	23	16	4.5	2.0	25.5	17.1	114.8	34.6
South Central Division:								
Kentucky	80	6	6.6	2.0	24.4	19.6	159.9	39.2
Tennessee	94	15	5.2	1.7	31.4	20.7	164.2	34.5
Alabama	60	14	5.4	2.3	30.3	19.8	164.6	46.1
Mississippi	90	12	3.8	2.0	28.9	19.6	110.8	39.3
Louisiana	33	1	10.2	2.3	21.5	18.2	219.2	41.3
Texas	257	4	5.2	2.2	31.5	23.1	164.6	49.8
Arkansas	61	1	4.4	1.7	32.1	21.4	140.5	37.3
Oklahoma	13	.....	3.5	2.7	24.6	23.3	86.3	62.2
Indian Territory	2	3	0.0	2.8	0.0	14.6	0.0	41.0
North Central Division:								
Ohio	699	10	11.4	1.9	31.2	23.4	356.5	44.5
Indiana	381	9	9.8	2.3	30.8	20.5	301.1	47.1
Illinois	358	11	15.4	2.7	28.8	23.3	442.4	62.1
Michigan	297	2	12.9	2.8	29.6	24.0	381.4	66.0
Wisconsin	218	10	9.7	2.8	27.7	24.0	267.8	66.6
Minnesota	127	.....	16.3	3.2	29.8	19.9	485.1	62.8
Iowa	341	5	10.8	2.7	28.0	25.8	303.6	70.1
Missouri	237	.....	16.2	2.3	31.2	24.2	505.2	55.1
North Dakota	32	.....	10.0	2.2	21.3	17.0	213.0	36.6
South Dakota	73	.....	7.0	2.0	39.9	20.2	279.0	39.6
Nebraska	257	.....	29.7	1.9	31.9	25.5	946.0	49.2
Kansas	214	9	8.9	2.2	38.7	25.9	344.7	55.9
Western Division:								
Montana	16	5	9.0	2.4	28.6	19.4	257.8	46.8
Wyoming	10	.....	5.0	2.0	19.2	16.5	96.0	33.0
Colorado	45	4	15.0	3.1	27.1	22.8	406.0	71.1
New Mexico	7	.....	0.0	3.4	0.0	11.8	0.0	40.3
Arizona	2	.....	0.0	4.0	0.0	21.5	0.0	86.0
Utah	6	.....	16.0	2.3	34.7	16.0	555.0	36.0
Nevada	11	1	0.0	2.2	0.0	19.8	0.0	42.9
Idaho	6	1	0.0	2.4	0.0	24.8	0.0	60.1
Washington	72	2	13.0	1.7	31.5	17.0	409.5	29.3
Oregon	34	.....	12.5	2.0	40.7	25.3	509.0	50.7
California	80	37	14.0	3.6	31.8	20.4	444.9	74.4

TABLE 15.—*Public high schools—Equipment, income, benefactions, and endowments.*

State or Territory.	Libraries.		Grounds, buildings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools reporting.	Volumes.	Schools reporting.	Value.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States	5,211	3,044,585	4,923	$101,026,453	2,056	$5,943,250	1,611	$507,982	202	$167,724	666	$914,690	2,194	$7,533,646	57	$36,656	64	$735,483
North Atlantic Division	1,219	990,657	1,044	34,653,433	519	2,158,559	373	121,564	81	54,056	195	323,867	543	2,658,046	28	28,699	46	619,642
South Atlantic Division	246	115,749	351	3,480,131	219	319,298	146	59,068	8	5,937	57	23,916	230	408,219	4	680	1	400
South Central Division	437	168,376	616	6,938,135	358	513,792	301	119,526	35	43,311	96	49,204	379	725,833	4	1,450	4	21,200
North Central Division	2,993	1,602,734	2,668	48,961,606	838	2,297,502	722	179,645	77	63,920	283	425,356	899	2,966,423	17	2,077	11	90,216
Western Division	316	167,069	244	6,993,148	122	654,099	69	28,179	1	500	35	92,347	143	775,125	4	3,750	2	4,025
North Atlantic Division:																		
Maine	84	18,130	108	986,225	107	93,116	54	3,502	14	4,953	40	30,529	109	132,100	5	11,154	5	10,442
New Hampshire	40	11,707	42	1,166,100	21	27,369	17	1,817	8	2,677	10	12,059	24	43,922	1	1,000	5	61,600
Vermont	50	18,946	44	841,723	16	25,848	15	3,644	4	3,082	7	11,491	17	44,065	....	....	1	30,000
Massachusetts	194	112,954	159	10,392,319	75	512,595	38	18,327	15	14,643	14	25,228	83	570,793	7	676	17	247,031
Rhode Island	15	10,783	7	279,000	6	18,070	5	2,537	1	4,000	1	700	7	25,307	....	....	1	90,000
Connecticut	71	54,826	53	2,136,759	24	83,232	14	7,803	8	6,149	8	9,278	26	106,462	3	12,433	8	78,714
New York	363	519,999	327	9,483,134	161	1,027,082	154	62,663	24	11,573	89	187,446	164	1,288,764	10	3,301	9	101,855
New Jersey	86	66,217	66	2,518,438	17	94,421	11	3,806	1	2,000	7	18,653	19	118,880	1	35	....	....
Pennsylvania	316	177,125	238	6,849,735	92	276,826	65	17,465	6	4,979	19	28,483	94	327,753	1	100	....	....
South Atlantic Division:																		
Delaware	10	1,175	13	436,619	6	6,804	5	715	3	3,612	3	1,816	6	12,947	....	....	....	....
Maryland	37	21,492	35	419,500	14	46,971	5	1,690	....	....	3	3,010	14	51,671	....	....	....	....
District of Columbia	5	11,422	1	136,300	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Virginia	29	9,396	48	488,700	26	51,468	14	5,681	1	225	7	1,660	28	59,034	1	5	....	....
West Virginia	27	15,289	25	440,300	8	21,569	5	1,157	1	600	1	1,200	8	24,526	....	....	....	....
North Carolina	16	11,097	20	172,050	10	14,091	8	2,001	1	250	5	1,440	12	17,782	....	....	....	....
South Carolina	42	15,025	77	418,467	62	77,238	42	11,862	1	250	21	7,437	67	96,787	1	25	....	....
Georgia	61	27,743	99	781,900	78	76,992	67	35,962	1	1,000	15	6,623	79	120,577	1	500	....	....
Florida	19	3,110	33	186,295	15	24,165	....	....	....	....	2	730	16	24,895	1	150	1	400
South Central Division:																		
Kentucky	57	22,961	72	1,241,315	33	56,232	28	10,243	6	5,125	7	1,989	33	73,589	....	....	1	11,000
Tennessee	46	12,116	85	696,750	50	53,158	38	15,602	4	1,800	12	14,866	57	85,426	1	500	1	8,000
Alabama	34	28,952	57	457,950	48	71,358	36	22,008	4	995	11	3,940	50	98,301	1	100	1	1,500
Mississippi	57	19,998	82	604,100	54	66,494	51	27,035	1	100	21	7,213	58	100,842	....	....	1	700
Louisiana	26	13,913	27	308,033	17	46,690	11	3,782	3	3,500	10	5,874	21	59,846	1	750	....	....
Texas	163	52,118	225	2,719,037	129	187,180	115	34,023	12	12,116	25	7,412	130	240,731	....	....	....	....
Arkansas	40	13,015	55	479,950	23	25,310	19	6,366	4	4,550	8	7,410	25	43,636	1	100	....	....

TABLE 15.—*Public high schools—Equipment, income, benefactions, and endowments*—Continued.

State or Territory.	Libraries.		Grounds, buildings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools reporting.	Volumes.	Schools reporting.	Value.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
South Central Division—Continued:																		
Oklahoma	12	3,703	9	$155,000	3	$5,750	2	$415	....	....	1	$140	3	$6,305	....	....	....	....
Indian Territory	2	1,600	4	276,000	1	1,620	1	52	1	$15,125	1	360	2	17,157	....	....	....	....
North Central Division:																		
Ohio	581	240,180	562	7,823,266	187	372,362	146	29,360	13	3,122	56	49,656	197	454,500	1	$250	....	....
Indiana	351	178,763	303	4,459,366	99	337,907	73	36,328	5	2,600	26	27,822	110	404,657	4	328	....	....
Illinois	355	176,233	284	7,039,676	84	385,609	87	24,715	13	9,172	30	55,894	94	475,390	4	705	4	$5,666
Michigan	281	271,843	241	5,528,017	85	252,113	83	17,943	17	22,026	36	66,337	96	358,419	2	100	4	42,250
Wisconsin	216	159,485	185	4,085,183	104	143,897	94	22,117	4	1,661	39	63,512	105	231,187	1	10	2	2,300
Minnesota	124	123,740	113	4,219,710	36	134,060	10	3,088	1	200	11	13,405	36	150,753	1	10	1	40,000
Iowa	327	145,704	285	5,171,522	59	163,040	62	15,509	2	3,450	20	43,386	65	225,385	3	502	....	....
Missouri	224	114,123	214	3,947,860	56	263,483	52	10,104	10	11,745	15	16,676	59	302,008	....	....	....	....
North Dakota	29	12,807	25	381,500	10	15,463	5	1,165	1	31	4	7,090	10	23,749	....	....	....	....
South Dakota	68	20,005	53	550,200	10	10,275	8	774	1	1,242	6	11,169	13	23,460	....	....	....	....
Nebraska	232	64,579	212	2,915,696	58	102,720	57	8,472	8	7,764	23	45,980	62	164,936	1	172	....	....
Kansas	205	95,272	191	2,839,610	50	116,573	45	10,070	2	907	17	24,429	52	151,979	....	....	....	....
Western Division:																		
Montana	21	12,101	14	471,000	4	23,000	3	620	....	....	2	7,300	6	30,920	....	....	....	....
Wyoming	9	4,234	7	140,800	2	2,188	1	110	....	....	....	....	2	2,298	....	....	....	....
Colorado	44	43,550	38	2,003,300	7	83,595	4	1,119	....	....	3	7,987	10	92,701	1	3,000	1	4,000
New Mexico	6	1,985	4	88,000	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Arizona	2	860	2	64,000	1	9,000	....	....	....	....	....	....	1	9,000	....	....	....	....
Utah	6	1,920	5	84,000	3	33,000	3	840	....	....	....	....	3	33,840	....	....	....	....
Nevada	12	3,449	9	124,225	1	2,200	....	....	....	....	....	....	1	2,200	....	....	....	....
Idaho	7	4,100	5	121,000	1	4,500	1	28	....	....	....	....	1	4,528	....	....	....	....
Washington	67	17,844	55	775,760	14	16,076	2	90	....	....	8	4,521	16	20,687	....	....	....	....
Oregon	30	10,629	23	536,500	7	14,250	5	1,030	....	....	....	....	7	15,280	2	725	....	....
California	112	66,397	82	2,584,563	82	466,290	50	24,342	1	500	22	72,539	96	563,671	1	25	1	25

TABLE 16.—*Private high schools and academies—Number of schools, secondary instructors, secondary students, and elementary pupils in 1900–1901.*

State or Territory.	Number of schools.	Secondary instructors.			Secondary students.			Colored secondary students (included in preceding column).			Elementary pupils, including all below secondary grades.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	1,892	4,211	5,564	9,775	53,813	54,408	108,221	906	1,251	2,157	58,034	65,613	123,647
North Atlantic Division	654	1,882	2,308	4,190	21,596	19,137	40,733	61	86	147	16,786	16,298	33,084
South Atlantic Division	377	692	850	1,542	9,778	9,618	19,396	573	832	1,405	11,612	9,721	21,333
South Central Division	377	583	723	1,306	9,745	9,982	19,727	218	277	495	15,496	17,112	32,608
North Central Division	355	741	1,269	2,010	9,470	11,894	21,364	51	53	104	8,736	14,417	23,153
Western Division	129	313	414	727	3,224	3,777	7,001	3	3	6	5,404	8,065	13,469
North Atlantic Division:													
Maine	33	53	95	148	1,140	1,320	2,460	3	0	3	133	140	273
New Hampshire	30	104	47	151	1,384	555	1,939	5	1	6	1,573	698	2,271
Vermont	17	35	47	82	573	613	1,186	0	0	0	402	405	807
Massachusetts	96	271	405	676	3,014	2,921	5,935	9	0	9	1,326	1,600	2,926
Rhode Island	13	35	65	100	332	338	670	1	0	1	422	229	651
Connecticut	62	140	215	355	1,378	1,557	2,935	0	1	1	479	746	1,225
New York	199	588	806	1,394	5,023	5,888	10,911	1	1	2	6,545	7,480	14,025
New Jersey	67	219	228	447	2,000	1,461	3,461	3	0	3	1,544	1,662	3,206
Pennsylvania	137	437	400	837	6,752	4,484	11,236	39	83	122	4,362	3,338	7,700
South Atlantic Division:													
Delaware	3	9	9	18	58	79	137	0	0	0	84	37	121
Maryland	45	128	171	299	1,071	1,369	2,440	2	0	2	952	944	1,896
District of Columbia	23	48	106	154	244	649	893	0	0	0	371	989	1,360
Virginia	78	169	143	312	1,881	1,646	3,527	99	163	262	1,283	1,801	3,084
West Virginia	15	25	51	76	557	662	1,219	0	0	0	296	315	611
North Carolina	103	170	151	321	3,476	2,356	5,832	98	162	260	2,509	2,549	5,058
South Carolina	28	45	55	100	728	739	1,467	103	49	152	765	1,100	1,865
Georgia	70	91	127	218	1,673	1,856	3,529	197	409	606	4,586	3,819	8,405
Florida	12	7	37	44	90	262	352	64	49	113	766	1,167	1,933
South Central Division:													
Kentucky	94	139	177	316	2,173	2,169	4,342	0	0	0	3,368	3,563	6,931
Tennessee	82	133	113	246	2,245	2,142	4,387	2	1	3	4,031	4,040	8,071
Alabama	37	50	65	115	974	882	1,856	60	54	114	1,166	1,449	2,615
Mississippi	43	57	76	133	1,116	1,006	2,122	42	120	162	1,776	2,097	3,873
Louisiana	28	33	80	113	442	745	1,187	4	15	19	1,293	1,039	2,332
Texas	62	111	153	264	1,791	2,177	3,968	105	74	179	2,550	3,504	6,054
Arkansas	22	44	37	81	769	604	1,373	5	12	17	808	964	1,772
Oklahoma	2	7	6	13	51	55	106	0	1	1	51	30	81
Indian Territory	7	9	16	25	184	202	386	0	0	0	453	426	879
North Central Division:													
Ohio	48	109	182	291	1,028	1,341	2,369	0	0	0	884	1,655	2,539
Indiana	29	78	128	206	1,071	1,375	2,446	1	1	2	874	1,768	2,642
Illinois	61	94	260	354	1,034	2,127	3,161	2	0	2	739	2,383	3,122
Michigan	21	29	107	136	446	832	1,278	0	0	0	1,109	1,654	2,763
Wisconsin	21	65	94	159	846	646	1,492	1	0	1	428	540	968
Minnesota	26	71	82	153	936	773	1,709	0	0	0	1,399	1,296	2,695
Iowa	39	66	109	175	1,025	1,287	2,312	0	0	0	1,437	1,765	3,202
Missouri	72	162	202	364	2,170	2,414	4,584	46	49	95	1,062	2,115	3,177
North Dakota	2	3	5	8	69	43	112	0	0	0	63	50	113
South Dakota	7	10	29	39	157	224	381	0	0	0	166	261	427
Nebraska	17	22	48	70	244	435	679	0	3	3	348	649	997
Kansas	12	32	23	55	444	397	841	1	0	1	227	281	508
Western Division:													
Montana	4	1	19	20	16	191	207	0	0	0	156	490	646
Wyoming	1	0	3	3	0	40	40	0	0	0	60	210	270
Colorado	6	8	15	23	70	172	242	0	0	0	390	462	852
New Mexico	5	8	5	13	98	35	133	0	0	0	165	143	308
Arizona	2	1	4	5	1	20	21	0	0	0	34	99	133
Utah	12	76	37	113	1,219	896	2,115	0	0	0	521	309	830
Nevada													
Idaho	4	6	11	17	59	91	150	0	0	0	133	253	386
Washington	15	25	41	66	265	378	643	1	0	1	357	634	991
Oregon	16	45	54	99	397	435	832	0	0	0	428	841	1,269
California	64	143	225	368	1,099	1,519	2,618	2	3	5	3,160	4,624	7,784

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 1900–1901.*

State or Territory.	Secondary students preparing for college.						Graduates in the class of 1901.			College preparatory students in graduating class of 1901.			Students in military drill.
	Classical course.			Scientific courses.									
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
United States	12,757	8,019	20,776	10,002	5,268	15,270	6,025	5,936	11,961	3,657	1,806	5,463	9,038
North Atlantic Division	6,201	2,557	8,758	5,001	1,428	6,429	3,233	2,671	5,904	2,123	803	2,926	3,584
South Atlantic Division	2,414	1,948	4,362	1,319	795	2,114	665	827	1,492	435	278	713	1,318
South Central Division	1,855	1,595	3,450	1,402	1,141	2,543	655	753	1,408	334	244	578	1,632
North Central Division	1,848	1,515	3,363	1,589	1,421	3,010	1,225	1,358	2,583	634	394	1,028	1,843
Western Division	439	404	843	691	483	1,174	247	327	574	131	87	218	661
North Atlantic Division:													
Maine	285	208	493	100	68	168	145	183	328	81	56	137	0
New Hampshire	542	51	593	242	137	379	250	74	324	189	19	208	0
Vermont	67	24	91	72	44	116	53	75	128	25	17	42	109
Massachusetts	1,387	414	1,801	554	172	726	489	457	946	393	163	556	84
Rhode Island	100	18	118	27	81	108	31	29	60	12	6	18	0
Connecticut	475	232	707	376	81	457	272	218	490	151	53	204	93
New York	1,114	647	1,761	1,037	387	1,424	750	811	1,561	499	287	786	1,952
New Jersey	719	277	996	789	159	948	386	209	595	300	47	347	404
Pennsylvania	1,512	686	2,198	1,804	299	2,103	857	615	1,472	473	155	628	942
South Atlantic Division:													
Delaware	3	7	10	20	16	36	12	9	21	11	5	16	30
Maryland	218	263	481	204	127	331	147	177	324	97	87	184	119
District of Columbia	64	93	157	31	51	82	14	75	89	10	16	26	0
Virginia	525	343	868	183	115	298	100	154	254	80	28	108	346
West Virginia	86	81	167	64	58	122	37	38	75	16	13	29	45
North Carolina	778	453	1,231	493	162	655	235	165	400	151	63	214	438
South Carolina	183	176	359	106	77	183	43	79	122	32	28	60	200
Georgia	505	472	977	207	181	388	71	121	192	32	38	70	140
Florida	52	60	112	11	8	19	6	9	15	6	0	6	0
South Central Division:													
Kentucky	468	342	810	242	199	441	185	139	324	83	43	126	371
Tennessee	614	377	991	300	200	500	157	213	370	110	46	156	60
Alabama	114	116	230	197	156	353	58	63	121	27	20	47	157
Mississippi	155	173	328	138	148	286	47	54	101	16	17	33	258
Louisiana	28	74	102	66	31	97	38	72	110	10	29	39	115
Texas	305	449	754	355	340	695	130	179	309	76	75	151	431
Arkansas	139	23	162	79	55	134	31	26	57	8	9	17	170
Oklahoma	25	30	55	0	0	0	1	2	3	1	2	3	0
Indian Territory	7	11	18	25	12	37	8	5	13	3	3	6	70
North Central Division:													
Ohio	361	136	497	206	115	321	150	145	295	102	27	129	42
Indiana	192	169	361	160	151	311	139	126	265	60	39	99	374
Illinois	106	269	375	167	275	442	167	281	448	73	81	154	165
Michigan	55	85	140	110	183	293	28	94	122	10	14	24	209
Wisconsin	249	127	376	272	88	360	109	91	200	64	31	95	136
Minnesota	219	78	297	137	109	246	182	119	301	87	37	124	199
Iowa	147	143	290	133	134	267	129	142	271	56	37	93	128
Missouri	355	299	654	325	260	585	235	231	466	127	59	186	475
North Dakota	6	28	34	0	0	0	0	4	4	0	4	4	0
South Dakota	48	33	81	7	40	47	18	31	49	12	15	27	0
Nebraska	49	62	111	23	31	54	31	54	85	22	29	51	45
Kansas	61	86	147	49	35	84	37	40	77	21	21	42	70
Western Division:													
Montana	10	50	60	6	28	34	0	27	27	0	0	0	0
Wyoming	0	12	12	0	14	14	0	12	12	0	12	12	0
Colorado	15	52	67	2	0	2	8	23	31	1	0	1	24
New Mexico	24	0	24	3	0	3	2	0	2	0	0	0	76
Arizona	0	0	0	1	4	5	0	2	2	0	2	2	0
Utah	27	24	51	177	47	224	53	49	102	19	13	32	38
Nevada													
Idaho	7	3	10	20	38	58	2	10	12	2	4	6	16
Washington	58	39	97	29	15	44	21	35	56	6	8	14	0
Oregon	137	28	165	78	99	177	36	40	76	11	5	16	80
California	161	196	357	375	238	613	125	129	254	92	43	135	427

TABLE 18.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	Latin.				Greek.				French.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,744	26,054	25,129	51,183	848	7,014	2,053	9,067	1,086	8,893	16,059	24,952
North Atlantic Division	612	11,321	10,234	21,555	372	3,950	928	4,878	527	6,150	8,653	14,803
South Atlantic Division	351	5,029	4,194	9,223	152	900	330	1,230	195	1,265	2,655	3,920
South Central Division	346	4,173	4,290	8,463	134	834	329	1,163	124	586	1,252	1,838
North Central Division	326	4,529	5,058	9,587	152	1,157	344	1,501	170	581	2,566	3,147
Western Division	109	1,002	1,353	2,355	38	173	122	295	70	311	933	1,244
North Atlantic Division:												
Maine	31	511	576	1,087	27	238	177	415	27	193	353	546
New Hampshire	27	849	260	1,109	14	398	26	424	21	605	162	767
Vermont	15	224	208	432	10	52	16	68	13	72	141	213
Massachusetts	94	1,839	1,612	3,451	62	904	162	1,066	91	1,391	1,832	3,223
Rhode Island	11	108	198	306	7	34	6	40	11	201	191	392
Connecticut	60	998	847	1,845	42	330	115	445	47	349	642	991
New York	180	2,302	2,581	4,883	97	757	181	938	170	1,789	3,140	4,929
New Jersey	65	1,352	812	2,164	41	414	78	492	58	610	693	1,303
Pennsylvania	129	3,138	3,140	6,278	72	823	167	990	89	940	1,499	2,439
South Atlantic Division:												
Delaware	3	40	55	95	2	3	6	9	3	38	64	102
Maryland	44	677	804	1,481	19	117	45	162	36	371	768	1,139
District of Columbia	20	122	225	347	10	49	31	80	20	100	507	607
Virginia	74	1,167	692	1,859	31	128	46	174	55	346	433	779
West Virginia	13	269	258	527	6	165	77	242	10	102	167	269
North Carolina	98	1,466	775	2,241	38	234	25	259	35	155	229	384
South Carolina	26	336	338	674	10	49	54	103	16	109	171	280
Georgia	65	902	975	1,877	33	143	43	186	15	44	289	333
Florida	8	50	72	122	3	12	3	15	5	0	27	27
South Central Division:												
Kentucky	82	839	847	1,686	35	244	50	294	33	120	174	294
Tennessee	79	1,108	940	2,048	33	259	93	352	18	54	147	201
Alabama	36	419	391	810	10	18	4	22	12	22	130	152
Mississippi	40	385	398	783	16	56	7	63	8	90	23	113
Louisiana	23	209	285	494	3	12	2	14	20	209	537	746
Texas	55	760	1,060	1,820	25	184	150	334	26	85	206	291
Arkansas	22	379	282	661	11	56	18	74	6	6	31	37
Oklahoma	2	24	32	56	1	5	5	10	1	0	4	4
Indian Territory	7	50	55	105	0	0	0	0	0	0	0	0
North Central Division:												
Ohio	45	739	670	1,409	17	233	30	263	31	93	498	591
Indiana	25	517	576	1,093	10	120	20	140	15	60	220	280
Illinois	55	437	937	1,374	28	93	74	167	29	56	503	559
Michigan	20	162	390	552	9	15	28	43	12	73	291	364
Wisconsin	21	517	233	750	15	260	35	295	16	101	120	221
Minnesota	24	451	379	830	14	94	17	111	15	69	215	284
Iowa	36	374	425	799	13	90	20	110	10	7	33	40
Missouri	65	959	1,010	1,969	29	180	76	256	27	112	515	627
North Dakota	2	10	15	25	2	4	4	8	1	0	30	30
South Dakota	7	67	83	150	4	9	11	20	2	1	27	28
Nebraska	14	102	190	292	5	23	8	31	6	0	77	77
Kansas	12	194	150	344	6	36	21	57	6	9	37	46
Western Division:												
Montana	4	11	98	109	0	0	0	0	3	0	48	48
Wyoming	1	0	14	14	0	0	0	0	0	0	0	0
Colorado	6	39	55	94	2	7	0	7	1	6	0	6
New Mexico	3	45	4	49	1	4	0	4	1	4	0	4
Arizona	2	1	9	10	0	0	0	0	0	0	0	0
Utah	10	87	111	198	4	10	11	21	1	18	0	18
Nevada												
Idaho	1	24	37	61	1	4	0	4	1	0	8	8
Washington	14	71	139	210	7	26	7	33	7	26	97	123
Oregon	12	258	216	474	5	51	20	71	10	19	100	119
California	56	466	670	1,136	18	71	84	155	46	238	680	918

TABLE 19.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	German.				Algebra.				Geometry.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,095	10,785	10,120	20,905	1,841	28,700	24,489	53,189	1,622	15,471	10,920	26,391
North Atlantic Division	492	6,152	5,093	11,245	632	12,016	8,107	20,123	577	7,574	4,207	11,781
South Atlantic Division	140	979	998	1,977	369	5,526	4,620	10,146	299	2,360	1,553	3,913
South Central Division	125	686	778	1,464	368	5,707	5,161	10,868	326	2,535	2,262	4,797
North Central Division	269	2,575	2,653	5,228	347	4,162	4,887	9,049	309	2,252	2,167	4,419
Western Division	69	393	598	991	125	1,289	1,714	3,003	111	750	731	1,481
North Atlantic Division:												
Maine	8	22	44	66	32	522	576	1,098	29	309	301	601
New Hampshire	12	233	66	299	29	818	214	1,032	25	661	106	767
Vermont	10	41	46	87	16	229	224	453	16	101	111	212
Massachusetts	79	686	829	1,515	96	1,823	1,282	3,105	89	1,260	674	1,934
Rhode Island	8	91	47	138	12	204	117	321	11	188	61	249
Connecticut	50	436	411	847	60	861	545	1,406	54	474	293	767
New York	160	1,889	1,683	3,572	190	2,652	2,356	5,008	177	1,687	1,373	3,060
New Jersey	59	885	538	1,423	65	1,442	753	2,195	57	890	378	1,268
Pennsylvania	106	1,869	1,429	3,298	132	3,465	2,040	5,505	119	2,004	910	2,914
South Atlantic Division:												
Delaware	3	12	19	31	3	44	51	95	3	17	19	36
Maryland	34	401	310	711	45	705	758	1,463	43	460	357	817
District of Columbia	16	41	154	195	23	189	235	424	22	155	124	279
Virginia	38	275	156	431	77	1,231	692	1,923	65	598	220	818
West Virginia	11	102	176	278	14	332	316	648	12	131	138	269
North Carolina	21	103	96	199	101	1,539	952	2,491	65	472	228	700
South Carolina	7	30	44	74	27	350	430	780	22	104	113	217
Georgia	10	15	43	58	67	1,090	1,058	2,148	58	410	320	730
Florida	0	0	0	0	12	46	128	174	9	13	34	47
South Central Division:												
Kentucky	43	294	216	510	90	1,209	930	2,139	76	420	275	695
Tennessee	25	130	109	239	82	1,358	1,119	2,477	74	585	507	1,092
Alabama	9	38	33	71	34	480	484	964	32	247	222	469
Mississippi	3	.....	3	3	43	621	493	1,114	35	314	135	449
Louisiana	2	.....	23	23	28	260	369	629	24	94	189	283
Texas	32	155	353	508	61	1,346	1,451	2,797	59	726	829	1,555
Arkansas	9	55	29	84	21	353	240	593	21	111	75	186
Oklahoma	2	14	12	26	2	27	26	53	2	20	12	32
Indian Territory	0	0	0	0	7	53	49	102	3	18	18	36
North Central Division:												
Ohio	38	473	510	983	47	537	562	1,099	40	340	211	551
Indiana	23	237	314	551	28	483	511	994	25	263	218	481
Illinois	47	211	513	724	57	351	764	1,115	50	199	413	612
Michigan	16	98	157	255	22	242	346	588	18	107	143	250
Wisconsin	20	464	200	664	21	328	218	546	20	242	131	373
Minnesota	23	384	212	596	26	432	323	755	26	346	183	529
Iowa	29	157	177	334	39	468	571	1,039	35	210	264	474
Missouri	44	375	292	667	70	1,023	1,188	2,211	62	383	397	780
North Dakota	1	5	1	6	2	7	10	17	2	3	11	14
South Dakota	6	37	54	91	7	59	63	122	6	27	31	58
Nebraska	12	26	119	145	17	80	220	300	14	49	97	146
Kansas	10	108	104	212	11	152	111	263	11	83	68	151
Western Division:												
Montana	2	0	33	33	4	0	121	121	4	0	51	51
Wyoming	1	0	25	25	1	0	20	20	1	0	8	8
Colorado	2	7	15	22	6	46	98	144	6	12	37	49
New Mexico	0	0	0	0	5	88	9	97	2	34	0	34
Arizona	0	0	0	0	2	1	14	15	2	0	7	7
Utah	8	85	37	122	11	213	175	388	9	86	86	172
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	2	41	2	43	4	31	56	87	2	6	11	17
Washington	7	36	30	66	15	86	105	191	15	28	54	82
Oregon	11	126	189	315	16	223	300	523	13	85	81	166
California	36	98	267	365	61	601	816	1,417	57	499	396	895

TABLE 20.—*Private high schools and academics—Number of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	Trigonometry.				Astronomy.				Physics.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	684	3,510	1,984	5,494	642	1,969	4,565	6,534	1,347	9,405	9,476	18,881
North Atlantic Division	232	1,605	315	1,920	221	649	1,763	2,412	466	4,097	3,097	7,194
South Atlantic Division	132	636	408	1,044	93	338	677	1,015	209	1,482	1,433	2,915
South Central Division	169	636	636	1,272	118	413	887	1,300	273	1,918	2,165	4,083
North Central Division	114	447	452	899	163	500	975	1,475	297	1,532	2,132	3,664
Western Division	37	186	173	359	47	69	263	332	102	376	649	1,025
North Atlantic Division:												
Maine	2	4	0	4	17	96	127	223	28	234	208	442
New Hampshire	11	136	8	144	11	62	27	89	21	338	47	385
Vermont	2	9	0	9	14	38	68	106	14	90	82	172
Massachusetts	33	181	29	210	28	46	176	222	71	563	421	984
Rhode Island	3	40	15	55	5	0	36	36	9	74	28	102
Connecticut	28	83	14	97	20	72	135	207	37	226	194	420
New York	69	450	85	535	68	109	593	702	144	873	1,113	1,986
New Jersey	27	165	32	197	18	50	173	223	43	356	248	604
Pennsylvania	57	537	132	669	40	176	428	604	99	1,343	756	2,099
South Atlantic Division:												
Delaware	2	10	2	12	0	0	0	0	3	13	7	20
Maryland	20	154	45	199	16	14	140	154	32	192	270	462
District of Columbia	13	44	37	81	13	3	119	122	17	42	143	185
Virginia	40	194	101	295	18	120	139	259	45	397	309	706
West Virginia	9	83	77	160	8	53	65	118	10	84	108	192
North Carolina	17	67	57	124	14	106	73	179	45	391	194	585
South Carolina	12	31	25	56	4	9	43	52	15	152	114	266
Georgia	19	53	64	117	14	25	73	98	33	187	251	438
Florida	0	0	0	0	6	8	25	33	9	24	37	61
South Central Division:												
Kentucky	40	137	108	245	28	54	109	163	56	272	266	538
Tennessee	30	114	91	205	26	75	131	206	54	330	312	642
Alabama	14	51	53	104	11	58	100	158	30	190	245	435
Mississippi	19	103	42	145	12	36	70	106	40	366	336	702
Louisiana	7	26	87	113	15	13	168	181	21	86	222	308
Texas	39	176	243	419	23	162	298	460	52	564	708	1,272
Arkansas	18	25	9	34	2	15	10	25	16	91	55	146
Oklahoma	2	4	3	7	1	0	1	1	1	0	5	5
Indian Territory	0	0	0	0	0	0	0	0	3	19	16	35
North Central Division:												
Ohio	15	86	57	143	24	50	133	183	40	215	194	409
Indiana	12	80	101	181	10	53	87	140	23	136	177	313
Illinois	15	40	79	119	23	35	171	206	51	147	399	546
Michigan	6	37	17	54	8	30	54	84	14	84	114	198
Wisconsin	8	27	22	49	9	67	41	108	19	148	101	249
Minnesota	2	7	1	8	10	36	69	105	21	132	128	260
Iowa	8	35	18	53	18	59	77	136	36	220	289	509
Missouri	38	116	113	229	36	72	236	308	61	285	533	818
North Dakota	1	2	9	11	1	1	9	10	2	4	5	9
South Dakota	0	0	0	0	4	16	20	36	5	33	36	69
Nebraska	6	8	28	36	10	39	36	75	13	42	106	148
Kansas	3	9	7	16	10	42	42	84	12	86	50	136
Western Division:												
Montana	2	0	27	27	3	0	32	32	4	0	47	47
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0
Colorado	0	0	0	0	2	0	7	7	6	12	54	66
New Mexico	2	14	0	14	1	8	0	8	2	5	2	7
Arizona	0	0	0	0	1	0	2	2	1	0	1	1
Utah	2	45	27	72	1	4	2	6	9	61	73	134
Nevada												
Idaho	0	0	0	0	2	1	4	5	3	6	2	8
Washington	2	2	11	13	3	7	8	15	10	25	41	66
Oregon	7	21	26	47	7	13	26	39	14	40	65	105
California	22	104	82	186	27	36	182	218	53	227	364	591

TABLE 21.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1900–1901.*

State or Territory,	Chemistry.				Physical geography.				Geology.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	845	4,994	5,126	10,120	1,289	10,029	11,980	22,009	558	2,406	4,199	6,605
North Atlantic Division	325	2,425	1,942	4,367	410	3,045	3,590	6,635	164	775	1,227	2,002
South Atlantic Division	133	824	788	1,612	274	2,420	2,450	4,870	72	364	617	981
South Central Division	128	659	963	1,622	250	2,294	2,516	4,810	136	712	1,073	1,785
North Central Division	193	793	1,140	1,933	262	1,800	2,453	4,253	133	440	903	1,343
Western Division	66	293	293	586	93	470	971	1,441	53	115	379	494
North Atlantic Division:												
Maine	24	163	134	297	28	187	249	436	15	99	92	191
New Hampshire	14	227	58	285	16	180	85	265	8	28	21	49
Vermont	8	44	34	78	15	104	141	245	11	32	75	107
Massachusetts	54	349	328	677	47	300	358	658	24	82	200	282
Rhode Island	8	58	24	82	6	44	70	114	3	29	7	36
Connecticut	28	123	134	257	34	174	163	337	11	44	84	128
New York	100	573	671	1,244	127	852	1,308	2,160	58	199	437	636
New Jersey	35	242	180	422	39	263	249	512	7	35	46	81
Pennsylvania	54	646	379	1,025	98	941	967	1,908	27	227	265	492
South Atlantic Division:												
Delaware	2	5	5	10	2	14	19	33	0	0	0	0
Maryland	23	164	160	324	31	226	289	515	8	0	78	78
District of Columbia	13	21	83	104	15	29	101	130	7	2	64	66
Virginia	41	275	211	486	48	426	383	809	19	118	201	319
West Virginia	8	95	93	188	14	191	229	420	6	95	87	182
North Carolina	19	169	71	240	81	757	623	1,380	13	97	79	176
South Carolina	7	48	57	105	24	189	167	356	1	4	6	10
Georgia	17	47	100	147	48	556	554	1,110	14	42	78	120
Florida	3	0	8	8	11	32	85	117	4	6	24	30
South Central Division:												
Kentucky	34	112	133	245	62	505	468	973	31	106	157	263
Tennessee	19	72	127	199	41	321	340	661	36	223	293	516
Alabama	9	96	72	168	24	185	229	414	14	53	97	150
Mississippi	14	59	56	115	32	320	219	539	12	29	64	93
Louisiana	14	38	150	188	23	135	253	388	13	42	79	121
Texas	31	243	399	642	52	635	834	1,469	20	175	323	498
Arkansas	6	39	25	64	15	166	131	297	8	68	50	118
Oklahoma	1	0	1	1	1	0	10	10	2	4	4	8
Indian Territory	0	0	0	0	0	27	32	59	0	12	6	18
North Central Division:												
Ohio	27	126	118	244	31	367	275	642	19	67	80	147
Indiana	17	117	141	258	23	103	208	311	13	39	90	129
Illinois	31	92	232	324	42	148	342	490	14	25	108	133
Michigan	12	44	67	111	13	62	162	224	6	10	51	61
Wisconsin	10	89	43	132	17	144	128	272	7	71	16	87
Minnesota	14	59	86	145	19	241	217	458	5	0	75	75
Iowa	15	39	68	107	34	197	334	531	15	75	87	162
Missouri	50	171	284	455	53	375	510	885	38	102	279	381
North Dakota	1	1	9	10	1	6	2	8	1	1	9	10
South Dakota	3	2	16	18	4	31	69	100	2	22	15	37
Nebraska	6	10	32	42	14	30	113	143	6	4	54	58
Kansas	7	43	44	87	11	96	93	189	7	24	39	63
Western Division:												
Montana	2	0	29	29	4	0	112	112	4	0	63	63
Wyoming	0	0	0	0	1	0	14	14	0	0	0	0
Colorado	3	7	11	18	4	19	23	42	4	11	9	20
New Mexico	1	12	0	12	5	41	10	51	2	10	0	10
Arizona	1	0	2	2	2	1	9	10	1	0	2	2
Utah	8	51	30	81	10	139	170	309	6	47	36	83
Nevada												
Idaho	2	2	23	25	2	12	16	28	2	6	12	18
Washington	3	0	9	9	10	34	43	77	4	9	9	18
Oregon	10	45	45	90	15	66	117	183	7	14	36	50
California	36	176	144	320	40	158	457	615	23	18	212	230

TABLE 22.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	Physiology.				Psychology.				Rhetoric.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,290	11,777	14,849	26,626	596	2,871	4,632	7,503	1,635	16,402	21,029	37,431
North Atlantic Division	403	3,445	4,271	7,716	171	896	1,643	2,539	565	6,829	7,866	14,695
South Atlantic Division	253	2,538	2,585	5,123	94	488	665	1,153	315	2,770	3,472	6,242
South Central Division	289	3,443	3,759	7,202	130	732	894	1,626	328	3,523	4,033	7,556
North Central Division	268	1,989	3,248	5,237	161	651	1,183	1,834	319	2,527	4,378	6,905
Western Division	77	362	986	1,348	40	104	247	351	108	753	1,280	2,033
North Atlantic Division:												
Maine	25	145	204	349	12	74	79	153	31	324	461	785
New Hampshire	16	118	103	221	7	19	27	46	25	327	174	501
Vermont	15	70	129	199	10	16	48	64	15	87	138	225
Massachusetts	49	261	553	814	20	144	206	350	88	1,133	1,513	2,646
Rhode Island	7	61	44	105	3	59	31	90	11	157	70	227
Connecticut	28	173	263	436	9	6	84	90	47	440	643	1,083
New York	133	936	1,508	2,444	48	138	460	598	174	1,515	2,534	4,049
New Jersey	41	307	330	637	14	14	81	95	61	910	721	1,631
Pennsylvania	89	1,374	1,137	2,511	48	426	627	1,053	113	1,936	1,612	3,548
South Atlantic Division:												
Delaware	2	14	9	23	2	0	4	4	3	16	18	34
Maryland	34	228	236	464	10	19	43	62	39	359	882	1,241
District of Columbia	12	11	131	142	8	0	54	54	20	68	267	335
Virginia	39	384	388	772	19	100	186	286	64	647	542	1,189
West Virginia	12	170	157	327	7	97	77	174	14	155	193	348
North Carolina	80	1,066	854	1,920	23	171	117	288	84	899	677	1,576
South Carolina	21	344	226	470	6	14	62	76	20	124	176	300
Georgia	43	395	435	830	16	87	116	203	60	476	622	1,098
Florida	10	26	149	175	3	0	6	6	11	26	95	121
South Central Division:												
Kentucky	70	680	712	1,392	38	173	214	387	84	816	924	1,740
Tennessee	65	820	719	1,539	25	106	121	227	71	762	738	1,500
Alabama	26	454	390	844	10	46	101	147	29	296	402	698
Mississippi	36	391	524	915	8	18	48	66	37	395	337	732
Louisiana	18	169	230	399	10	64	61	125	27	174	321	495
Texas	53	684	934	1,618	28	209	261	470	59	842	1,145	1,987
Arkansas	16	211	196	407	9	100	73	173	17	170	113	283
Oklahoma	1	0	10	10	1	4	2	6	2	40	22	62
Indian Territory	4	34	44	78	1	12	13	25	2	28	31	59
North Central Division:												
Ohio	26	190	260	450	20	76	117	193	42	297	576	873
Indiana	25	173	321	494	13	49	86	135	27	277	525	802
Illinois	44	204	589	793	20	44	178	222	54	260	741	1,001
Michigan	17	169	239	408	11	63	150	213	20	164	356	520
Wisconsin	18	114	168	282	6	20	48	68	20	308	277	585
Minnesota	18	167	230	397	9	49	110	159	22	233	440	673
Iowa	32	276	454	730	18	67	94	161	37	271	411	682
Missouri	58	461	646	1,107	45	206	299	505	63	510	726	1,236
North Dakota	2	7	17	24	1	1	3	4	2	4	5	9
South Dakota	6	71	107	178	5	28	38	66	6	20	62	82
Nebraska	12	57	117	174	6	14	32	46	15	61	145	206
Kansas	10	100	100	200	7	34	28	62	11	122	114	236
Western Division:												
Montana	4	14	106	120	4	0	35	35	4	0	98	98
Wyoming	1	0	12	12	0	0	0	0	1	0	25	25
Colorado	4	3	36	39	2	5	15	20	3	15	57	72
New Mexico	4	28	10	38	0	0	0	0	5	58	6	64
Arizona	2	0	13	13	1	0	2	2	2	0	12	12
Utah	9	97	122	219	5	73	48	121	10	188	157	345
Nevada												
Idaho	3	10	47	57	1	4	10	14	4	28	70	98
Washington	12	71	86	157	5	2	14	16	14	42	88	130
Oregon	12	36	153	189	8	7	52	59	12	92	73	165
California	26	103	401	504	14	13	71	84	53	330	694	1,024

TABLE 23.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	English literature.				History.				Civics.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,587	18,259	22,820	41,079	1,535	17,725	21,097	38,822	1,114	9,499	10,780	20,279
North Atlantic Division	571	8,567	9,028	17,595	482	7,706	8,037	15,743	343	2,978	3,175	6,153
South Atlantic Division	284	2,581	3,276	5,857	314	3,212	3,257	6,469	190	1,770	1,803	3,573
South Central Division	295	3,057	3,587	6,644	300	2,858	3,687	6,545	244	2,406	2,499	4,905
North Central Division	319	3,012	5,222	8,234	323	3,273	4,671	7,944	239	1,872	2,451	4,323
Western Division	118	1,042	1,707	2,749	116	676	1,445	2,121	98	473	852	1,325
North Atlantic Division:												
Maine	31	554	687	1,241	29	330	445	775	22	139	148	287
New Hampshire	23	542	176	718	24	682	154	836	13	125	48	173
Vermont	16	115	185	300	15	116	172	288	15	96	121	217
Massachusetts	93	1,532	1,881	3,413	89	1,178	1,254	2,432	40	195	319	514
Rhode Island	11	113	90	203	12	193	128	321	5	117	44	161
Connecticut	52	740	820	1,560	55	706	533	1,239	27	118	128	246
New York	172	1,648	2,542	4,190	81	1,928	2,947	4,875	121	971	1,346	2,317
New Jersey	60	1,156	743	1,899	57	559	655	1,214	30	187	199	386
Pennsylvania	113	2.167	1,904	4,071	120	2,014	1,749	3,763	70	1,030	822	1,852
South Atlantic Division:												
Delaware	3	20	13	33	3	21	45	66	2	5	0	5
Maryland	35	379	789	1,168	38	435	611	1,046	24	125	277	402
District of Columbia	20	78	373	451	21	100	286	386	13	47	116	163
Virginia	60	457	457	914	68	815	537	1,352	32	333	255	588
West Virginia	13	113	170	283	15	201	263	464	10	180	164	344
North Carolina	69	926	640	1,566	86	941	627	1,568	63	781	529	1,310
South Carolina	23	133	201	334	25	229	267	496	15	114	138	252
Georgia	50	464	536	1,000	48	458	450	908	21	151	235	386
Florida	11	11	97	108	10	12	171	183	10	34	89	123
South Central Division:												
Kentucky	75	583	616	1,199	77	587	744	1,331	68	702	706	1,408
Tennessee	58	649	680	1,329	60	525	626	1,151	47	349	399	748
Alabama	28	269	375	644	23	177	327	504	15	128	159	287
Mississippi	28	236	273	509	32	304	363	667	35	378	340	718
Louisiana	23	165	246	411	24	206	410	616	11	98	87	185
Texas	59	868	1,157	2,025	60	823	1,043	1,866	48	577	692	1,269
Arkansas	18	217	178	395	17	189	117	306	12	131	88	219
Oklahoma	2	43	35	78	2	4	12	16	2	12	2	14
Indian Territory	4	27	27	54	5	43	45	88	6	31	26	57
North Central Division:												
Ohio	43	448	642	1,090	42	517	515	1,032	24	150	196	346
Indiana	25	309	601	910	26	317	532	849	17	106	156	262
Illinois	55	279	888	1,167	52	283	721	1,004	31	173	334	507
Michigan	19	136	471	607	22	195	420	615	14	151	176	327
Wisconsin	21	214	282	496	20	335	278	613	12	87	100	187
Minnesota	25	301	422	723	26	426	351	777	19	198	174	372
Iowa	33	268	404	672	36	233	299	532	32	297	380	677
Missouri	63	854	1,047	1,901	66	756	1,200	1,956	57	491	588	1,079
North Dakota	2	5	13	18	1	2	10	12	2	14	5	19
South Dakota	7	37	121	158	7	50	72	122	7	73	101	174
Nebraska	14	57	208	265	16	48	190	238	14	50	159	209
Kansas	12	104	123	227	9	111	83	194	10	82	82	164
Western Division:												
Montana	4	0	78	78	4	0	44	44	4	0	86	86
Wyoming	1	0	23	23	1	0	40	40	1	0	18	18
Colorado	6	30	92	122	6	10	55	65	6	30	71	101
New Mexico	5	40	8	48	5	41	10	51	5	46	10	56
Arizona	2	0	15	15	2	0	9	9	1	0	6	6
Utah	10	153	130	283	9	62	95	157	6	76	28	104
Nevada												
Idaho	3	35	57	92	2	14	28	42	2	10	25	35
Washington	13	61	198	259	12	39	102	141	10	49	52	101
Oregon	14	135	180	315	16	147	239	386	14	100	173	273
California	60	588	926	1,514	59	363	823	1,186	49	162	383	545

TABLE 24.—*Private high schools and academies—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1900–1901.*

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 1901.	
United States	108,221	49.73	50.27	19.20	14.11	11.05	45.67
North Atlantic Division	40,733	53.02	46.98	21.50	15.78	14.51	49.55
South Atlantic Division	19,396	50.41	49.59	22.49	10.89	7.69	47.78
South Central Division	19,727	49.45	50.55	17.49	12.89	7.13	41.05
North Central Division	21,364	44.32	55.68	11.06	14.09	12.09	40.18
Western Division	7,001	46.05	53.95	12.04	16.76	8.19	37.80
North Atlantic Division:							
Maine	2,460	46.35	53.65	20.04	6.83	13.33	41.76
New Hampshire	1,939	71.37	28.63	30.58	19.54	16.70	64.19
Vermont	1,186	48.25	51.75	7.76	9.78	10.78	32.81
Massachusetts	5,935	50.78	49.22	30.34	12.25	15.93	58.79
Rhode Island	670	49.55	50.45	17.61	16.12	8.95	30.00
Connecticut	2,935	46.95	53.05	24.09	15.57	16.69	41.63
New York	10,911	46.00	54.00	16.14	13.05	15.22	50.35
New Jersey	3,461	57.90	42.10	28.78	27.39	17.19	58.31
Pennsylvania	11,236	60.09	39.91	19.56	18.71	13.10	42.63
South Atlantic Division:							
Delaware	137	42.85	57.15	7.30	26.27	15.32	76.19
Maryland	2,440	43.89	56.11	19.71	13.56	13.27	56.79
District of Columbia	893	27.44	72.56	17.58	9.18	9.97	29.12
Virginia	3,527	53.33	46.67	24.61	8.48	7.20	42.51
West Virginia	1,219	45.68	54.32	13.70	10.01	6.15	40.00
North Carolina	5,832	59.60	40.40	21.11	11.23	6.85	53.50
South Carolina	1,467	49.62	50.38	24.61	12.47	8.31	49.18
Georgia	3,529	47.41	52.59	27.68	10.99	5.44	36.45
Florida	352	25.57	74.43	31.81	5.39	4.26	40.00
South Central Division:							
Kentucky	4,342	50.05	49.95	18.65	10.15	7.46	38.88
Tennessee	4,387	51.17	48.83	22.58	11.39	8.43	42.16
Alabama	1,856	52.47	47.53	12.39	19.02	6.51	38.84
Mississippi	2,122	52.59	47.41	15.45	13.49	4.75	32.67
Louisiana	1,187	37.24	62.76	8.59	8.17	9.26	35.45
Texas	3,968	45.14	54.86	19.00	57.09	7.78	48.86
Arkansas	1,373	56.01	43.99	11.79	9.75	4.15	29.82
Oklahoma	106	48.11	51.89	51.88	0.00	2.83	100.00
Indian Territory	386	47.98	52.02	4.66	9.58	3.36	46.15
North Central Division:							
Ohio	2,369	43.39	56.61	20.97	13.55	12.45	43.72
Indiana	2,446	43.78	56.22	14.75	12.71	10.83	37.35
Illinois	3,161	32.71	67.29	11.86	13.98	14.17	34.37
Michigan	1,278	34.90	65.10	10.95	22.92	9.54	19.67
Wisconsin	1,492	56.70	43.30	25.20	24.12	13.40	47.50
Minnesota	1,709	54.77	45.23	17.37	14.39	17.61	41.19
Iowa	2,312	44.34	55.66	12.54	11.54	11.72	34.32
Missouri	4,584	47.34	52.66	14.24	12.76	10.16	39.91
North Dakota	112	61.61	38.39	30.35	0.00	3.57	100.00
South Dakota	381	41.21	58.79	21.25	12.33	12.86	55.10
Nebraska	679	35.93	64.07	16.34	7.95	12.51	60.00
Kansas	841	52.79	47.21	17.47	9.98	9.15	54.54
Western Division:							
Montana	207	7.73	92.27	28.98	16.44	13.04	0.00
Wyoming	40	0.00	100.00	30.00	34.99	30.00	100.00
Colorado	242	28.93	71.07	27.68	0.82	12.80	3.22
New Mexico	133	73.68	26.32	18.04	22.55	1.50	0.00
Arizona	21	4.76	95.24	0.00	23.80	9.52	100.00
Utah	2,115	57.64	42.36	2.41	10.59	4.82	31.37
Nevada							
Idaho	150	39.33	60.67	6.66	38.66	8.00	50.00
Washington	643	41.21	58.79	15.08	6.84	8.70	25.00
Oregon	832	47.72	52.28	19.83	21.27	9.13	21.05
California	2,618	41.98	58.02	13.64	23.41	9.70	53.11

TABLE 25.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	Per cent of total number of secondary students.								
	Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Astronomy.	Physics.
United States	47.20	8.37	23.06	19.31	49.15	24.38	5.07	6.04	17.44
North Atlantic Division	52.92	11.97	36.34	27.60	49.40	28.92	4.71	5.92	17.66
South Atlantic Division	47.55	6.34	20.21	16.19	52.31	20.14	5.38	5.23	15.02
South Central Division	42.90	5.89	9.32	7.42	55.09	24.32	6.44	6.59	20.70
North Central Division	44.87	7.02	14.73	24.47	42.36	20.68	4.20	6.90	17.15
Western Division	33.63	4.21	17.76	14.15	42.89	21.15	5.13	4.74	14.69
North Atlantic Division:									
Maine	44.18	16.86	22.19	2.68	44.63	24.79	0.16	9.07	17.96
New Hampshire	57.19	21.86	39.55	15.42	53.22	39.55	7.43	4.58	19.85
Vermont	36.42	5.73	17.95	7.33	38.19	17.87	0.75	8.93	14.50
Massachusetts	58.12	17.96	54.30	25.52	52.31	32.58	3.53	3.74	16.57
Rhode Island	45.67	5.97	58.50	20.59	47.91	37.16	8.20	5.37	15.22
Connecticut	62.86	15.16	33.76	28.85	47.90	26.13	3.30	7.05	14.31
New York	44.75	8.59	45.17	32.73	45.89	28.04	4.90	6.43	18.20
New Jersey	62.52	14.21	37.64	41.11	63.42	36.63	5.69	6.44	17.45
Pennsylvania	55.87	8.81	21.70	29.44	49.08	25.94	5.96	5.37	18.68
South Atlantic Division:									
Delaware	69.34	6.56	74.45	22.62	69.34	26.28	8.75	.....	14.59
Maryland	60.69	6.63	46.68	29.13	59.95	33.48	8.15	6.31	18.93
District of Columbia	38.85	8.95	67.97	21.83	47.48	31.24	9.07	13.66	20.71
Virginia	52.70	4.93	22.08	12.22	54.52	23.19	8.36	7.34	20.01
West Virginia	43.23	19.85	22.06	22.80	53.15	22.06	13.12	9.68	15.75
North Carolina	38.42	4.44	6.58	3.41	42.71	12.00	2.12	3.06	10.03
South Carolina	45.94	7.02	19.08	5.04	53.16	14.78	3.81	3.54	18.13
Georgia	53.18	5.27	9.43	1.65	60.86	20.68	3.31	2.77	12.41
Florida	34.65	4.26	7.67	.....	49.43	13.35	.....	9.37	17.32
South Central Division:									
Kentucky	38.83	6.77	6.77	11.74	49.26	16.00	5.64	3.75	12.39
Tennessee	46.68	8.02	4.58	5.44	56.46	24.89	4.67	4.69	14.63
Alabama	43.64	1.18	8.18	3.82	51.93	25.26	5.60	8.51	23.43
Mississippi	36.89	2.96	5.32	0.14	52.49	21.15	6.83	4.99	33.08
Louisiana	31.61	1.17	62.84	1.93	52.99	23.84	9.51	15.24	25.94
Texas	45.86	8.41	7.33	12.80	70.48	39.18	10.55	11.59	32.05
Arkansas	48.14	5.38	2.69	6.11	43.19	13.54	2.47	1.82	10.63
Oklahoma	52.83	9.43	3.77	24.52	50.00	30.18	6.60	0.94	4.71
Indian Territory	27.20	.....	.....	.....	26.42	9.32	.....	.....	9.06
North Central Division:									
Ohio	59.47	11.10	24.94	41.49	46.39	23.25	6.03	7.72	17.26
Indiana	44.68	5.72	11.44	22.52	40.63	19.66	7.39	5.72	12.79
Illinois	43.46	5.28	17.68	22.90	35.27	19.36	3.76	6.51	17.27
Michigan	43.19	3.36	28.48	19.95	46.00	19.56	4.22	6.57	15.49
Wisconsin	50.26	19.77	14.81	44.50	36.59	25.00	3.28	7.23	16.68
Minnesota	48.56	6.49	16.61	34.87	44.17	30.95	0.46	6.14	15.21
Iowa	34.55	4.75	1.74	14.44	44.93	20.50	2.29	5.88	22.01
Missouri	42.95	5.58	13.67	14.55	48.23	17.01	4.99	6.71	17.84
North Dakota	22.32	7.14	26.78	5.35	15.17	12.50	9.82	8.92	8.03
South Dakota	39.37	5.24	7.34	23.88	32.02	15.22	.....	9.44	18.11
Nebraska	43.00	4.50	11.34	21.35	44.18	21.50	5.30	11.04	21.79
Kansas	40.90	6.77	5.46	25.20	31.27	17.95	1.90	9.98	16.17
Western Division:									
Montana	52.65	.....	23.18	15.94	58.45	24.63	13.04	15.45	22.70
Wyoming	35.00	.....	.....	62.50	50.00	20.00	.....	.....	.....
Colorado	38.84	2.89	2.47	9.09	59.50	20.24	.....	2.89	27.27
New Mexico	36.84	3.00	3.00	.....	72.93	25.56	10.52	6.01	5.26
Arizona	47.61	.....	.....	.....	71.42	33.33	.....	9.52	4.76
Utah	9.36	0.99	0.85	5.76	18.34	8.13	3.80	0.28	6.66
Idaho	40.66	2.66	5.33	28.66	58.00	11.33	.....	3.33	5.33
Washington	32.65	5.13	19.12	10.26	29.70	12.75	2.02	2.33	10.26
Oregon	56.97	8.53	14.30	37.86	62.86	19.95	5.64	4.68	12.62
California	43.39	5.92	35.06	13.94	54.12	34.18	7.10	8.32	22.57

TABLE 26.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1900–1901.*

State or Territory.	Per cent of total number of secondary students.								
	Chemistry.	Physical geography.	Geology.	Physiology.	Psychology.	Rhetoric.	English literature.	History.	Civics.
United States	9.35	20.33	6.10	24.60	6.93	34.58	37.95	35.87	18.73
North Atlantic Division	10.72	16.29	4.91	18.94	6.23	36.07	43.20	38.64	15.11
South Atlantic Division	8.31	25.11	5.06	26.41	5.94	32.18	30.19	33.35	18.42
South Central Division	8.22	24.38	9.05	36.50	8.24	38.30	33.67	33.17	24.86
North Central Division	9.05	19.90	6.29	24.51	8.58	32.32	38.54	37.18	20.23
Western Division	8.37	20.58	7.06	19.25	4.98	29.00	39.27	30.29	18.92
North Atlantic Division:									
Maine	12.07	17.72	7.76	14.18	6.22	31.91	50.44	31.50	11.66
New Hampshire	14.70	13.66	2.53	11.39	2.37	25.83	37.02	43.11	8.92
Vermont	6.57	20.65	9.02	16.77	5.39	18.97	25.29	24.28	18.29
Massachusetts	11.40	11.08	4.75	13.71	5.89	44.58	57.50	40.97	8.66
Rhode Island	12.23	17.01	5.37	15.67	13.43	33.88	30.29	47.91	24.02
Connecticut	8.75	11.48	4.36	14.85	3.06	36.89	53.15	42.21	8.38
New York	11.40	19.78	5.82	22.39	5.48	37.10	38.40	44.67	21.23
New Jersey	12.19	14.79	2.34	18.40	2.74	47.12	54.86	35.07	11.15
Pennsylvania	9.21	16.99	4.37	22.34	9.46	31.57	36.22	33.49	16.48
South Atlantic Division:									
Delaware	7.29	24.08	.....	16.78	2.91	24.81	24.08	48.17	3.64
Maryland	13.27	21.10	3.19	19.01	2.54	50.86	47.86	42.86	16.47
District of Columbia	11.64	14.55	7.39	15.90	6.04	37.51	50.50	43.22	18.25
Virginia	13.77	22.93	9.04	21.88	8.10	33.71	25.91	38.33	16.67
West Virginia	15.42	34.45	14.92	26.82	14.27	28.54	23.21	38.06	28.21
North Carolina	4.11	23.66	3.01	32.92	4.93	27.02	26.85	26.88	22.46
South Carolina	7.15	24.26	0.68	32.03	5.18	20.44	22.76	33.81	17.17
Georgia	4.16	31.45	3.40	23.51	5.75	31.11	28.33	25.72	10.93
Florida	2.27	33.23	8.52	49.71	1.70	34.37	30.68	51.97	34.94
South Central Division:									
Kentucky	5.64	22.40	6.05	32.05	8.91	40.07	27.61	30.65	32.42
Tennessee	4.53	15.06	11.76	35.08	5.17	34.19	30.29	26.23	17.05
Alabama	9.05	22.30	8.08	45.47	7.92	37.60	34.69	27.15	15.46
Mississippi	5.41	25.40	4.38	43.11	18.61	34.49	23.98	31.43	33.83
Louisiana	15.83	32.68	10.19	33.61	10.53	41.70	34.62	51.89	15.58
Texas	16.17	37.02	12.55	40.77	11.84	50.07	51.03	47.02	31.98
Arkansas	4.66	21.63	8.59	29.64	12.60	20.06	28.76	22.28	15.95
Oklahoma	0.94	9.43	7.54	9.43	5.66	58.49	73.58	15.09	13.20
Indian Territory	.....	15.28	4.66	20.20	6.47	15.28	13.98	22.79	14.76
North Central Division:									
Ohio	10.29	27.10	6.20	18.99	8.14	36.85	46.01	43.56	14.60
Indiana	10.54	12.71	5.27	20.19	5.51	32.78	37.20	34.70	10.71
Illinois	10.24	15.50	4.20	25.08	7.02	31.66	36.91	31.76	16.03
Michigan	8.68	17.52	4.77	31.92	16.66	40.68	47.49	48.12	25.58
Wisconsin	8.84	18.23	5.84	18.90	4.55	39.20	33.24	41.08	12.53
Minnesota	8.48	26.79	4.38	23.22	9.30	39.37	42.30	45.46	21.76
Iowa	4.62	22.96	7.00	31.57	6.96	29.49	29.06	23.01	29.28
Missouri	9.92	19.30	6.08	24.14	11.01	26.96	41.47	42.67	23.53
North Dakota	8.92	7.14	8.92	21.42	3.57	8.03	16.07	10.71	16.96
South Dakota	4.72	26.24	9.71	46.71	17.32	21.52	41.46	32.02	45.66
Nebraska	6.18	21.06	8.54	25.62	6.77	30.33	39.02	35.05	30.78
Kansas	10.34	22.47	7.49	23.78	7.37	28.06	26.99	23.06	19.50
Western Division:									
Montana	14.00	54.10	30.43	57.97	16.90	47.34	37.68	21.25	41.54
Wyoming	.....	35.00	.....	30.00	.....	62.50	57.50	100.00	45.00
Colorado	7.43	17.35	8.26	16.09	8.26	29.75	50.41	26.84	41.73
New Mexico	9.02	38.34	7.51	28.57	.....	48.12	36.09	38.34	42.10
Arizona	9.52	47.61	9.52	61.90	9.52	57.14	71.42	42.85	28.57
Utah	3.82	14.60	3.92	10.35	5.72	16.31	13.38	7.42	4.91
Idaho	16.66	18.66	12.00	38.00	9.33	65.33	61.33	28.00	23.33
Washington	1.39	11.97	2.79	24.41	2.48	20.21	40.27	21.92	15.70
Oregon	10.81	21.99	6.00	22.71	7.09	19.83	37.86	46.39	32.81
California	12.22	23.49	8.77	19.25	3.20	39.11	57.83	45.30	20.81

TABLE 27.—*Private high schools and academies—Equipment, income, benefactions, and endowments, 1900–1901.*

State or Territory.	Libraries.		Grounds, buildings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools reporting.	Volumes.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States	1,342	1,813,443	1,299	$54,300,917	227	$136,926	1,139	$6,008,778	275	$1,509,265	422	$1,212,826	1,187	$8,867,795	166	$1,206,974	240	$14,632,800
North Atlantic Division	485	883,078	389	30,423,369	69	32,778	365	3,256,872	141	1,304,948	145	506,455	389	5,101,053	67	516,282	132	11,220,211
South Atlantic Division	229	216,480	290	6,145,462	72	40,130	241	723,951	34	74,470	62	139,321	250	977,872	14	35,079	22	1,442,645
South Central Division	245	186,752	295	3,863,500	83	54,318	257	601,879	28	27,598	82	130,598	271	814,393	30	95,766	21	469,850
North Central Division	285	409,915	248	10,078,291	2	1,700	211	1,050,318	63	91,481	99	324,239	213	1,467,738	47	435,477	56	1,430,914
Western Division	98	117,218	77	3,790,295	1	8,000	65	375,758	9	10,768	34	112,213	64	506,739	8	124,370	10	69,180
North Atlantic Division:																		
Maine	24	30,263	24	676,618	22	14,075	24	33,750	24	27,879	9	27,570	26	103,274	5	15,696	19	596,945
New Hampshire	28	53,690	20	841,438	3	1,450	15	68,539	13	33,243	6	26,294	20	129,526	4	165,500	11	810,492
Vermont	16	20,630	15	447,500	2	624	13	45,686	12	11,109	8	6,667	14	64,086	5	25,000	11	276,450
Massachusetts	65	130,895	55	4,873,741	4	944	64	681,337	30	167,772	26	107,177	73	957,230	14	235,648	29	4,144,325
Rhode Island	7	6,650	7	207,700	0	0	7	54,923	1	184	1	2,974	7	58,081	1	4,323	2	22,450
Connecticut	44	63,470	29	1,935,070	2	3,000	31	361,326	11	62,854	7	26,150	31	453,330	5	3,994	9	1,249,651
New York	159	337,108	129	10,953,226	35	11,485	103	993,440	26	106,083	58	247,649	108	1,358,657	20	38,627	25	2,152,672
New Jersey	46	63,691	34	2,261,076	1	1,200	35	335,653	5	15,249	11	20,807	35	372,909	6	12,310	8	508,126
Pennsylvania	96	176,681	76	8,227,000	0	0	73	682,218	19	880,575	19	41,167	75	1,603,960	7	15,184	18	1,459,100
South Atlantic Division:																		
Delaware	2	2,850	2	100,000	0	0	1	9,463	0	0	1	1,232	1	10,695	0	0	0	0
Maryland	28	49,081	28	1,813,800	4	7,900	23	151,252	3	45,650	3	1,390	24	206,192	1	2,000	2	988,000
District of Columbia	11	13,850	7	440,000	0	0	8	53,775	0	0	0	0	8	53,775	0	0	0	0
Virginia	50	40,123	64	1,297,128	6	2,487	50	262,703	6	4,254	9	26,322	51	295,766	0	0	1	220
West Virginia	11	15,380	11	288,000	0	0	11	25,875	2	3,039	4	22,550	11	51,464	1	8,000	0	0
North Carolina	54	46,781	85	605,950	18	4,904	70	120,524	8	1,574	18	22,490	73	149,492	3	1,100	4	11,325
South Carolina	19	15,405	23	357,250	7	1,649	18	20,321	5	7,922	4	19,175	19	49,067	2	12,300	4	231,100
Georgia	46	28,294	64	1,075,834	36	22,590	55	78,382	10	12,031	19	40,130	58	153,133	7	11,679	11	212,000
Florida	8	4,716	6	167,500	1	600	5	1,656	0	0	4	6,032	5	8,288	0	0	0	0
South Central Division:																		
Kentucky	59	36,048	69	730,400	9	6,911	60	114,158	5	1,710	17	16,095	60	138,874	3	430	7	179,150
Tennessee	57	41,923	69	744,400	31	12,311	62	150,447	6	3,563	22	24,631	67	190,952	10	16,280	5	61,200
Alabama	16	11,768	29	367,500	13	4,880	27	47,550	1	100	7	8,224	29	60,754	3	1,950	1	1,000
Mississippi	22	16,888	37	383,300	17	8,620	29	38,937	2	750	10	14,815	31	63,122	1	2,000	1	5,000
Louisiana	22	20,299	18	225,100	1	240	13	42,745	1	4,000	1	4,487	15	51,472	1	100	1	54,000
Texas	45	44,956	48	1,141,000	9	14,986	42	167,983	8	15,405	14	35,756	45	234,130	7	59,606	5	168,300

Arkansas	17	11,585	16	106,500	2	870	15	25,610	2	1,200	8	13,210	15	40,890	3	2,900	0	0
Oklahoma	2	2,650	2	75,300	0	0	2	2,600	2	220	2	10,380	2	13,200	1	10,000	1	1,200
Indian Territory	5	635	7	90,000	1	5,500	7	11,849	1	650	1	3,000	7	20,999	1	2,500	0	0
North Central Division:																		
Ohio	33	63,500	19	593,450	1	700	22	117,184	4	4,600	7	20,111	22	142,595	2	50,125	6	86,600
Indiana	21	37 945	17	724,000	0	0	15	124,296	6	2,540	6	2,081	15	128,917	2	7,500	4	25,000
Illinois	47	71,375	40	2,213,560	0	0	33	82,001	11	27,338	16	135,370	34	244,709	8	11,908	12	244,200
Michigan	13	35,239	11	591,108	0	0	10	75,855	3	2,120	6	26,664	10	104,639	4	7,423	3	30,375
Wisconsin	19	46,500	16	1,252,600	0	0	15	143,133	6	12,364	6	23,684	15	178,181	6	50,150	5	269,639
Minnesota	23	28,350	17	941,500	0	0	17	111,625	4	18,500	8	14,473	17	144,598	3	45,189	3	331,750
Iowa	35	35,670	30	569,065	1	1,000	27	53,740	5	4,150	12	32,010	27	90,900	5	14,700	5	95,000
Missouri	61	57,992	64	1,916,900	0	0	43	250,774	12	4,627	21	35,268	44	291,669	7	188,626	8	88,000
North Dakota	2	950	2	50,000	0	0	2	2,900	0	0	1	600	2	3,500	0	0	0	0
South Dakota	6	7,244	6	195,600	0	0	6	20,477	2	1,100	4	18,800	6	40,377	3	29,550	3	101,000
Nebraska	14	13,500	15	644,250	0	0	12	43,548	4	1,872	6	8,481	12	53,901	2	5,130	2	38,565
Kansas	11	11,650	11	386,258	0	0	9	24,785	6	12,270	6	6,697	9	43,752	5	25,176	5	120,785
Western Division:																		
Montana	2	3,200	2	170,000	0	0	1	400	0	0	1	1,000	1	1,400	0	0	0	0
Wyoming	1	500	1	60,000	0	0	1	6,000	0	0	1	1,000	1	7,000	1	2,500	0	0
Colorado	5	3,000	4	295,000	0	0	2	1,300	1	150	2	2,800	2	4,250	0	0	1	3,200
New Mexico	4	3,850	2	81,000	1	8,000	1	7,000	0	0	1	6,500	1	21,500	0	0	0	0
Arizona	1	200	1	25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Utah	11	16,943	12	742,650	0	0	8	47,647	0	0	7	65,700	8	113,347	3	87,500	0	0
Nevada																		
Idaho	3	3,400	3	27,500	0	0	4	8,100	0	0	3	5,400	4	13,500	0	0	1	100
Washington	13	8,082	12	350,945	0	0	11	40,938	3	5,581	8	11,720	11	58,239	3	34,200	2	37,000
Oregon	12	10,198	10	455,200	0	0	10	46,564	2	177	4	3,645	10	50,386	1	170	3	16,880
California	46	67,845	30	1,583,000	0	0	26	217,809	3	4,860	7	14,448	26	237,117	0	0	2	12,000

TABLE 28.—*Denominational and nonsectarian schools included in the tables of private high schools and academies.*

State or Territory.	Nonsectarian.			Baptist.			Congregational.			Episcopal.			Friends.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States	974	4,844	54,041	89	448	6,455	45	225	2,792	88	664	4,882	53	291	2,709
North Atlantic Division	424	2,592	25,226	20	131	1,961	9	46	499	36	295	2,326	24	189	1,598
South Atlantic Division	223	831	10,928	29	127	1,736	6	24	337	13	70	517	6	35	216
South Central Division	203	607	10,513	23	73	1,076	11	55	592	8	57	295	2	5	53
North Central Division	99	666	6,540	17	117	1,682	15	79	1,159	21	146	1,154	21	62	842
Western Division	25	148	834	0	0	0	4	21	205	10	96	590	0	0	0
North Atlantic Division:															
Maine	24	87	1,518	5	38	715	0	0	0	0	0	0	1	4	60
New Hampshire	13	44	722	3	17	238	4	11	127	3	48	395	0	0	0
Vermont	10	30	543	3	18	267	0	0	0	0	0	0	0	0	0
Massachusetts	73	507	4,409	1	3	18	4	33	358	8	58	397	0	0	0
Rhode Island	7	45	332	0	0	0	0	0	0	1	8	23	0	0	0
Connecticut	49	261	2,188	1	4	101	1	2	14	6	55	407	0	0	0
New York	125	937	6,638	2	11	184	0	0	0	11	73	747	3	24	141
New Jersey	46	305	2,334	2	24	226	0	0	0	2	16	80	4	13	127
Pennsylvania	77	376	6,542	3	16	212	0	0	0	5	37	277	16	148	1,270
South Atlantic Division:															
Delaware	2	10	78	0	0	0	0	0	0	0	0	0	1	8	59
Maryland	27	201	1,493	0	0	0	0	0	0	3	12	103	3	14	79
District of Columbia	16	105	606	0	0	0	0	0	0	1	15	25	1	12	62
Virginia	47	148	1,957	5	31	334	0	0	0	5	20	196	0	0	0
West Virginia	7	25	422	2	12	100	0	0	0	0	0	0	0	0	0
North Carolina	63	185	3,881	10	25	501	3	13	56	2	15	83	1	1	16
South Carolina	13	31	465	4	22	317	0	0	0	2	8	110	0	0	0
Georgia	46	123	1,997	7	32	465	3	11	281	0	0	0	0	0	0
Florida	2	3	31	1	5	19	0	0	0	0	0	0	0	0	0
South Central Division:															
Kentucky	45	121	2,062	6	27	373	1	6	27	2	11	42	0	0	0
Tennessee	49	136	2,411	3	7	120	3	9	227	2	18	86	2	5	53
Alabama	26	74	1,244	4	7	210	3	14	144	1	1	5	0	0	0
Mississippi	27	77	1,383	2	3	49	1	6	58	0	0	0	0	0	0
Louisiana	12	31	425	1	2	13	0	0	0	0	0	0	0	0	0
Texas	31	122	2,075	3	15	139	1	7	31	3	27	162	0	0	0
Arkansas	11	41	866	3	10	143	1	4	90	0	0	0	0	0	0
Oklahoma	0	0	0	0	0	0	1	9	15	0	0	0	0	0	0
Indian Territory	2	5	47	1	2	29	0	0	0	0	0	0	0	0	0
North Central Division:															
Ohio	21	149	1,194	0	0	0	0	0	0	3	29	167	2	7	81
Indiana	4	60	559	2	13	383	0	0	0	2	19	118	6	18	352
Illinois	23	161	1,127	2	13	131	3	15	294	3	14	123	1	4	81
Michigan	7	59	697	0	0	0	1	7	47	1	5	20	1	4	38
Wisconsin	3	21	119	1	14	85	1	5	63	4	35	270	0	0	0
Minnesota	3	21	151	1	10	112	1	4	44	3	12	262	0	0	0
Iowa	7	43	765	3	20	223	3	16	155	0	0	0	6	16	153
Missouri	30	144	1,834	6	29	509	2	11	197	1	8	23	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	1	10	83	1	4	85	1	7	44	0	0	0
Nebraska	0	0	0	0	0	0	2	13	174	2	9	57	1	4	41
Kansas	1	8	94	1	8	156	1	4	100	1	8	70	4	9	96
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	6	24	0	0	0
New Mexico	2	6	76	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	5	50	0	0	0
Idaho	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington	1	2	21	0	0	0	2	9	76	2	15	130	0	0	0
Oregon	1	3	26	0	0	0	0	0	0	2	27	167	0	0	0
California	21	137	711	0	0	0	1	8	100	4	43	219	0	0	0

TABLE 29.—*Denominational schools included in the tables of private high schools and academies.*

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	31	146	1,726	67	364	5,384	38	169	3,202	92	396	4,885	361	1,912	17,171	54	316	4,974
North Atlantic Division	8	39	317	16	147	1,907	0	0	0	11	58	638	91	600	5,218	15	93	1,043
South Atlantic Division	3	12	115	19	90	1,616	11	49	884	24	110	1,181	37	171	1,458	6	23	408
South Central Division	1	4	23	15	48	703	22	97	1,931	31	99	1,326	53	237	2,813	8	24	402
North Central Division	18	85	1,196	14	68	1,059	5	23	387	16	73	1,037	115	620	5,149	14	71	1,159
Western Division	1	6	75	3	11	99	0	0	0	10	56	703	65	284	2,533	11	105	1,962
North Atlantic Division:																		
Maine	0	0	0	1	10	89	0	0	0	0	0	0	2	9	78	0	0	0
New Hampshire	0	0	0	1	12	154	0	0	0	0	0	0	5	16	259	1	3	44
Vermont	0	0	0	2	19	318	0	0	0	0	0	0	2	15	58	0	0	0
Massachusetts	0	0	0	1	12	155	0	0	0	0	0	0	6	41	406	3	22	192
Rhode Island	0	0	0	1	9	151	0	0	0	0	0	0	4	38	164	0	0	0
Connecticut	0	0	0	0	0	0	0	0	0	0	0	0	4	82	203	1	1	22
New York	3	17	113	6	33	424	0	0	0	2	10	83	44	274	2,468	3	15	113
New Jersey	1	4	29	1	14	103	0	0	0	3	23	239	8	48	323	0	0	0
Pennsylvania	4	18	175	3	38	513	0	0	0	6	25	316	16	127	1,259	7	52	672
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	13	225	0	0	0	0	0	0	11	59	540	0	0	0
District of Columbia	0	0	0	0	0	0	0	0	0	0	0	0	5	22	200	0	0	0
Virginia	0	0	0	4	40	409	2	15	150	9	30	206	4	17	96	2	11	179
West Virginia	0	0	0	2	8	482	0	0	0	2	7	65	2	24	150	0	0	0
North Carolina	3	12	115	5	7	128	5	16	887	7	36	495	1	1	10	3	10	160
South Carolina	0	0	0	2	6	154	0	0	0	4	25	258	2	6	96	1	2	69
Georgia	0	0	0	3	8	127	4	18	847	2	12	157	5	14	155	0	0	0
Florida	0	0	0	2	8	91	0	0	0	0	0	0	7	28	211	0	0	0
South Central Division:																		
Kentucky	0	0	0	1	4	45	5	28	294	12	33	493	17	69	706	5	17	300
Tennessee	0	0	0	7	16	367	6	24	655	6	12	234	3	17	184	1	2	50
Alabama	0	0	0	0	0	0	0	0	0	1	4	58	2	15	195	0	0	0
Mississippi	0	0	0	1	1	33	2	5	120	3	21	156	6	18	283	1	2	40
Louisiana	0	0	0	1	2	19	0	0	0	1	5	47	12	70	671	1	3	12
Texas	1	4	23	4	21	222	4	16	411	5	15	273	10	37	632	0	0	0
Arkansas	0	0	0	1	4	17	3	11	176	1	4	30	2	7	51	0	0	0
Oklahoma	0	0	0	0	0	0	0	0	0	0	0	0	1	4	91	0	0	0
Indian Territory	0	0	0	0	0	0	2	13	275	2	5	35	0	0	0	0	0	0
North Central Division:																		
Ohio	0	0	0	0	0	0	1	5	87	3	6	82	16	88	705	2	7	53
Indiana	0	0	0	0	0	0	0	0	0	0	0	0	14	84	779	1	12	255
Illinois	2	6	94	4	14	173	0	0	0	3	14	139	17	91	633	3	22	366
Michigan	0	0	0	1	4	64	0	0	0	1	8	81	8	44	331	1	5	50
Wisconsin	1	5	88	1	7	135	0	0	0	2	10	120	8	62	612	0	0	0
Minnesota	5	28	389	1	3	29	0	0	0	1	8	162	11	67	560	0	0	0
Iowa	4	16	185	1	3	103	0	0	0	1	7	144	13	50	512	1	4	72
Missouri	2	11	163	4	31	470	4	18	30	3	12	114	15	84	691	5	16	283
North Dakota	1	3	82	0	0	0	0	0	0	0	0	0	1	5	30	0	0	0
South Dakota	1	5	73	1	5	35	0	0	0	0	0	0	2	8	61	0	0	0
Nebraska	2	11	122	1	1	50	0	0	0	1	4	78	8	28	157	0	0	0
Kansas	0	0	0	0	0	0	0	0	0	1	4	167	2	9	78	1	5	80
Western Division:																		
Montana	0	0	0	0	0	0	0	0	0	0	0	0	4	20	207	0	0	0
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0	1	3	40	0	0	0
Colorado	0	0	0	0	0	0	0	0	0	1	3	37	4	14	181	0	0	0
New Mexico	0	0	0	0	0	0	0	0	0	0	0	0	3	7	57	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0	0	0	2	5	21	0	0	0
Utah	0	0	0	0	0	0	0	0	0	4	18	245	1	11	65	5	75	1,726
Idaho	0	0	0	0	0	0	0	0	0	1	4	63	1	6	28	2	7	59
Washington	1	6	75	2	8	76	0	0	0	1	5	57	5	13	166	1	8	42
Oregon	0	0	0	1	3	23	0	0	0	2	13	229	10	53	387	0	0	0
California	0	0	0	0	0	0	0	0	0	1	13	72	34	152	1,381	3	15	135

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.*

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	3.4	85.7	24.9	20.5	10.4	5.1	57.1	11.0	65.3	6.3
North Atlantic Division	4.7	117.9	24.9	20.4	14.7	6.4	62.3	9.7	52.1	9.0
South Atlantic Division	2.7	60.8	22.4	47.5	6.6	4.1	51.4	12.5	56.5	3.9
South Central Division	2.5	56.7	23.0	27.8	5.5	3.3	52.3	15.1	86.4	3.7
North Central Division	3.1	80.4	25.6	15.6	10.0	5.6	60.2	10.6	65.2	7.3
Western Division	3.9	95.4	24.3	15.3	11.7	5.6	54.3	9.6	102.8	4.4
North Atlantic Division:										
Maine	2.3	56.4	24.9	9.7	7.7	4.5	74.5	16.6	8.2	9.9
New Hampshire	3.1	63.6	20.4	7.2	10.8	5.0	64.6	12.8	75.7	10.8
Vermont	2.6	59.8	23.1	14.1	7.9	4.8	69.8	14.4	47.4	7.5
Massachusetts	6.7	159.0	23.7	23.9	23.7	7.1	61.8	8.8	30.5	9.8
Rhode Island	8.0	169.1	21.1	15.0	19.9	7.7	51.5	6.6	50.1	4.6
Connecticut	5.1	113.5	22.1	3.5	15.0	5.7	47.3	8.2	19.7	7.9
New York	6.1	165.9	27.3	39.6	14.3	7.0	54.8	7.8	70.4	7.8
New Jersey	5.9	125.3	21.3	14.7	17.8	6.1	53.1	7.7	47.8	8.8
Pennsylvania	3.2	83.0	25.8	11.7	12.6	6.1	82.0	13.4	56.8	10.8
South Atlantic Division:										
Delaware	3.1	82.2	26.2	8.4	11.6	6.0	45.6	7.6	40.3	7.0
Maryland	3.1	76.2	24.3	167.3	8.3	6.6	54.2	8.2	42.1	7.2
District of Columbia	28.6	670.2	23.4	.....	76.8	6.7	38.8	5.8	54.8	3.9
Virginia	2.7	60.9	22.3	34.4	6.6	4.0	45.2	11.3	39.5	3.2
West Virginia	2.7	58.5	21.5	6.7	7.4	5.1	81.2	16.0	40.7	5.0
North Carolina	2.1	46.3	21.6	35.1	4.9	3.1	56.6	18.1	49.1	3.8
South Carolina	2.1	43.6	20.4	35.4	4.1	3.6	52.4	14.6	66.6	4.3
Georgia	2.2	50.5	23.3	40.6	5.6	3.1	50.4	16.1	120.1	2.7
Florida	2.3	42.8	18.8	26.9	3.2	3.6	29.3	8.0	161.1	1.2
South Central Division:										
Kentucky	3.0	64.4	21.8	25.1	7.1	3.4	46.2	10.5	73.7	3.4
Tennessee	2.1	50.0	23.9	41.5	6.3	3.0	53.5	17.7	98.4	4.5
Alabama	2.6	57.3	21.9	41.4	4.5	3.1	50.1	16.1	70.4	3.3
Mississippi	2.1	43.5	20.6	37.9	3.3	3.1	49.3	15.9	90.1	2.3
Louisiana	3.4	67.5	19.6	20.9	8.6	4.0	42.4	10.5	83.2	3.9
Texas	2.5	61.7	24.9	18.0	5.5	4.3	64.0	15.0	97.5	4.9
Arkansas	2.1	50.6	24.3	19.0	5.0	3.7	62.3	16.9	80.5	2.6
Oklahoma	2.9	69.6	23.8	1.8	5.3	6.5	53.0	8.1	40.5	1.5
Indian Territory	2.8	41.0	14.6	96.4	2.2	3.6	55.1	15.4	125.5	1.8
North Central Division:										
Ohio	2.6	67.3	25.9	26.1	8.7	6.1	49.3	8.1	52.8	6.1
Indiana	2.9	68.6	23.4	16.3	8.2	7.1	84.3	11.8	91.1	5.4
Illinois	4.3	111.6	25.9	9.4	13.9	5.8	51.8	8.9	51.2	7.3
Michigan	3.8	98.7	25.9	12.8	11.2	6.5	60.8	9.3	131.5	5.8
Wisconsin	3.5	88.7	25.1	4.4	11.3	7.6	71.0	9.3	46.1	9.5
Minnesota	4.6	109.4	23.7	0.8	11.8	5.9	65.7	11.1	103.7	11.5
Iowa	3.3	85.7	26.3	7.8	11.7	4.5	59.5	13.2	82.1	6.9
Missouri	3.2	85.5	26.6	10.7	10.1	5.0	63.6	12.5	44.1	6.4
North Dakota	2.4	42.2	17.5	22.3	3.1	4.0	56.0	14.0	56.2	2.0
South Dakota	2.0	42.8	21.1	31.5	5.9	5.7	55.8	9.7	61.0	7.0
Nebraska	2.3	59.6	26.5	23.2	7.7	4.1	39.9	9.7	58.6	5.0
Kansas	2.5	70.1	28.1	16.4	9.5	4.6	70.1	15.3	42.3	6.4
Western Division:										
Montana	3.7	87.0	23.7	9.3	8.4	5.0	51.7	10.3	161.5	6.7
Wyoming	2.3	39.3	17.1	.....	4.4	3.0	40.0	13.3	270.0	12.0
Colorado	5.3	132.4	25.0	4.6	14.2	3.8	40.3	10.5	142.0	5.1
New Mexico	3.4	40.3	11.8	.....	3.0	2.6	26.6	10.2	61.6	1.0
Arizona	4.0	86.0	21.5	.....	13.5	2.5	15.0	4.2	66.5	1.0
Utah	6.8	209.0	30.6	.....	17.8	9.4	176.2	18.7	69.1	8.5
Nevada	2.2	42.9	19.8	23.3	7.5	.....	.....	.....	.....	.....
Idaho	2.4	60.1	24.8	7.9	6.0	4.2	37.5	8.8	96.5	3.0
Washington	2.3	49.9	21.3	37.1	5.5	4.4	42.8	9.7	66.1	3.7
Oregon	2 6	77.6	29.7	32.0	10.9	6.2	52.0	8.3	79.3	4.7
California	5.1	125.1	24.7	5.0	16.9	5.7	40.9	7.1	121.6	3.9

TABLE 31.—*Combined statistics of public high schools and private high schools and academies—Number of schools, instructors, and students in 1900–1901.*

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	8,210	31,553	649,951	278,397	42.83	371,554	57.17	53,940	8.30
North Atlantic Division	2,131	11,183	214,867	95,610	44.50	119,257	55.50	21,340	9.93
South Atlantic Division	843	2,807	47,718	21,061	44.14	26,657	55.86	6,513	13.65
South Central Division	1,123	3,142	62,038	26,973	43.48	35,065	56.52	6,884	11.09
North Central Division	3,645	12,364	286,001	118,584	41.46	167,417	58.54	16,694	5.84
Western Division	468	2,057	39,327	16,169	41.11	23,158	58.89	2,509	6.38
North Atlantic Division:									
Maine	184	490	10,979	4,749	43.26	6,230	56.74	1,311	11.94
New Hampshire	90	338	5,752	3,046	52.96	2,706	47.04	928	16.14
Vermont	78	240	4,833	2,145	44.38	2,688	55.62	258	5.34
Massachusetts	337	2,293	44,249	19,761	44.66	24,488	55.34	6,326	14.29
Rhode Island	34	268	4,221	1,830	43.35	2,391	56.65	769	18.22
Connecticut	136	735	11,332	5,055	44.61	6,277	55.39	1,346	11.88
New York	582	3,718	74,460	32,926	44.22	41,534	55.78	5,210	7.00
New Jersey	162	1,005	15,367	6,776	44.09	8,591	55.91	1,462	9.51
Pennsylvania	528	2,096	43,674	19,322	44.24	24,352	55.76	3,730	8.54
South Atlantic Division:									
Delaware	17	62	1,288	524	40.68	764	59.32	67	5.20
Maryland	97	462	6,400	2,793	43.64	3,607	56.36	571	8.92
District of Columbia	28	297	4,244	1,499	35.32	2,745	64.68	359	8.46
Virginia	151	511	7,973	3,599	45.14	4,374	54.86	1,132	14.20
West Virginia	47	163	3,090	1,207	39.06	1,883	60.94	208	6.73
North Carolina	131	381	7,128	4,027	56.50	3,101	43.50	1,387	19.46
South Carolina	127	311	5,780	2,579	44.62	3,201	55.38	911	15.76
Georgia	194	487	9,793	4,098	41.85	5,695	58.15	1,672	17.07
Florida	51	133	2,022	735	36.35	1,287	63.65	206	10.19
South Central Division:									
Kentucky	180	570	9,883	4,586	46.40	5,297	53.60	1,177	11.91
Tennessee	191	474	9,836	4,338	44.10	5,498	55.90	1,419	14.43
Alabama	111	309	6,095	2,643	43.36	3,452	56.64	477	7.83
Mississippi	145	349	6,563	2,912	44.37	3,651	55.63	949	14.46
Louisiana	62	230	3,481	1,276	36.66	2,205	63.34	185	5.32
Texas	323	910	20,069	8,469	42.20	11,600	57.80	2,048	10.21
Arkansas	84	210	4,509	2,064	45.77	2,445	54.23	443	9.82
Oklahoma	15	51	1,011	391	38.67	620	61.33	166	16.42
Indian Territory	12	39	591	294	49.75	297	50.25	20	3.38
North Central Division:									
Ohio	757	2,132	50,112	21,724	43.35	28,388	56.65	3,251	6.49
Indiana	419	1,348	29,201	12,414	42.51	16,787	57.49	1,744	5.97
Illinois	430	1,946	44,337	17,213	38.82	27,124	61.18	2,785	6.28
Michigan	320	1,274	30,800	12,840	41.69	17,960	58.31	972	3.16
Wisconsin	249	964	21,708	9,416	43.38	12,292	56.62	1,335	6.15
Minnesota	153	738	15,598	6,607	42.36	8,991	57.64	584	3.74
Iowa	385	1,303	31,949	13,188	41.28	18,761	58.72	1,961	6.14
Missouri	309	1,127	24,845	10,161	40.90	14,684	59.10	1,590	6.40
North Dakota	34	85	1,461	601	41.14	860	58.86	100	6.84
South Dakota	80	187	3,509	1,473	41.98	2,036	58.02	314	8.95
Nebraska	274	649	16,002	6,371	39.81	9,631	60.19	824	5.15
Kansas	235	611	16,479	6,576	39.91	9,903	60.09	1,234	7.49
Western Division:									
Montana	25	97	2,034	645	31.71	1,389	68.29	316	15.54
Wyoming	11	26	433	142	32.79	291	67.21	40	9.24
Colorado	55	283	6,741	2,666	39.55	4,075	60.45	436	6.47
New Mexico	12	37	415	226	54.46	189	45.54	50	12.05
Arizona	4	13	193	66	34.20	127	65.80	4	2.07
Utah	18	154	3,369	1,692	50.22	1,677	49.78	111	3.30
Nevada	12	26	515	212	41.17	303	58.83	57	11.07
Idaho	11	34	571	243	42.56	328	57.44	60	10.51
Washington	89	239	4,335	1,734	40.00	2,601	60.00	245	5.65
Oregon	50	188	3,471	1,496	44.00	1,975	56.00	353	10.17
California	181	960	17,250	7,047	40.85	10,203	59.15	837	4.85

TABLE 32.—*Combined statistics of public high schools and private high schools and academies—College preparatory students and graduates in 1900–1901.*

State or Territory.	Scientific preparatory students.		Total college preparatory students.		Graduates in 1901.		Graduates prepared for college.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	42,533	6.54	96,473	14.84	77,657	11.95	26,003	33.48
North Atlantic Division	14,492	6.75	35,832	16.68	27,553	12.82	8,588	31.17
South Atlantic Division	2,834	5.94	9,347	19.59	4,554	9.54	1,544	33.90
South Central Division	4,341	7.00	11,225	18.09	5,502	8.87	1,960	35.62
North Central Division	16,693	5.83	33,387	11.67	35,519	12.42	12,182	34.30
Western Division	4,173	10.61	6,682	16.99	4,529	11.52	1,729	38.18
North Atlantic Division:								
Maine	499	4.55	1,810	16.49	1,498	13.64	464	30.97
New Hampshire	626	10.88	1,554	27.02	973	16.92	391	40.18
Vermont	318	6.58	576	11.92	608	12.58	197	32.40
Massachusetts	2,627	5.94	8,953	20.23	6,663	15.06	2,079	31.20
Rhode Island	218	5.16	987	23.38	478	11.32	155	32.43
Connecticut	1,055	9.31	2,401	21.19	1,597	14.09	483	30.24
New York	4,463	5.99	9,673	12.99	7,043	9.46	2,556	36.29
New Jersey	1,495	9.73	2,957	19.24	2,287	14.88	662	28.95
Pennsylvania	3,191	7.31	6,921	15.85	6,406	14.67	1,601	24.99
South Atlantic Division:								
Delaware	58	4.50	125	9.70	184	14.29	37	20.11
Maryland	410	6.41	981	15.33	758	11.84	244	32.19
District of Columbia	217	5.11	576	13.57	473	11.15	91	19.24
Virginia	403	5.05	1,535	19.25	735	9.22	210	28.57
West Virginia	163	5.28	371	12.01	311	10.06	66	21.22
North Carolina	697	9.78	2,084	29.24	536	7.52	260	48.51
South Carolina	309	5.35	1,220	21.11	532	9.20	245	46.05
Georgia	493	5.04	2,165	22.11	886	9.05	352	39.73
Florida	84	4.15	290	14.34	139	6.87	39	28.06
South Central Division:								
Kentucky	701	7.09	1,878	19.00	936	9.47	330	35.26
Tennessee	736	7.48	2,155	21.91	1,059	10.77	350	33.05
Alabama	530	8.69	1,007	16.52	454	7.45	130	28.63
Mississippi	583	8.88	1,532	23.34	434	6.61	204	47.00
Louisiana	163	4.68	348	10.00	403	11.58	98	24.32
Texas	1,297	6.46	3,345	16.67	1,755	8.74	680	38.75
Arkansas	187	4.15	630	13.97	365	8.09	127	34.79
Oklahoma	106	10.48	272	26.90	72	7.12	33	45.83
Indian Territory	38	6.43	58	9.81	24	4.06	8	33.33
North Central Division:								
Ohio	2,453	4.89	5,704	11.38	6,437	12.85	1,913	29.72
Indiana	1,714	5.87	3,458	11.84	3,455	11.83	1,053	30.48
Illinois	2,309	5.21	5,094	11.49	5,560	12.54	1,612	28.99
Michigan	1,894	6.15	2,866	9.31	3,482	11.31	1,253	35.99
Wisconsin	1,386	6.38	2,721	12.53	2,778	12.80	897	32.29
Minnesota	2,132	13.67	2,716	17.41	1,804	11.57	986	54.66
Iowa	1,692	5.29	3,653	11.43	4,309	13.49	1,495	34.69
Missouri	1,332	5.36	2,922	11.76	2,858	11.50	930	32.54
North Dakota	104	7.12	204	13.96	104	7.12	51	49.04
South Dakota	284	8.09	598	17.04	477	13.59	219	45.91
Nebraska	732	4.57	1,556	9.72	2,065	12.90	799	38.69
Kansas	661	4.01	1,895	11.50	2,190	13.29	974	44.47
Western Division:								
Montana	83	4.08	399	19.62	204	10.03	75	36.76
Wyoming	22	5.08	62	14.32	56	12.93	22	39.29
Colorado	790	11.72	1,226	18.19	729	10.81	261	35.80
New Mexico	39	9.40	89	21.45	23	5.54	10	43.48
Arizona	19	9.85	23	11.92	29	15.03	8	27.59
Utah	276	8.19	387	11.49	209	6.20	52	24.88
Nevada	25	4.85	82	15.92	90	17.48	42	46.67
Idaho	71	12.43	131	22.94	54	9.46	24	44.44
Washington	236	5.45	481	11.10	460	10.61	116	25.22
Oregon	282	8.12	635	18.29	448	12.91	108	24.11
California	2,330	13.51	3,167	18.36	2,227	12.91	1,011	45.40

TABLE 33.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1900–1901.*

State or Territory.	Latin.			Greek.			French.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	7,186	324,497	49.93	1,855	23,299	3.58	2,067	69,841	10.75
North Atlantic Division	1,995	103,413	48.13	993	14,355	6.68	1,194	46,975	21.86
South Atlantic Division	796	27,429	57.48	224	1,826	3.83	281	6,350	13.31
South Central Division	995	32,016	51.61	219	1,939	3.13	186	3,380	5.45
North Central Division	3,007	142,691	49.89	340	4,205	1.47	294	9,999	3.50
Western Division	393	18,948	48.18	79	974	2.48	112	3,137	7.98
North Atlantic Division:									
Maine	170	5,060	46.09	102	1,251	11.39	118	2,314	21.08
New Hampshire	83	3,224	56.05	48	771	13.40	67	2,041	35.48
Vermont	75	2,116	43.78	42	289	5.98	55	725	15.00
Massachusetts	329	20,209	45.67	214	4,235	9.57	307	18,459	41.72
Rhode Island	29	1,959	46.41	18	380	9.00	25	1,319	31.25
Connecticut	131	5,914	52.19	80	1,044	9.21	81	2,447	21.59
New York	556	32,902	44.19	279	3,554	4.77	350	13,660	18.35
New Jersey	139	7,230	47.05	66	871	5.67	81	2,133	13.88
Pennsylvania	483	24,739	56.78	144	1,960	4.49	110	3,877	8.88
South Atlantic Division:									
Delaware	16	1,047	81.29	2	9	0.70	4	120	9.32
Maryland	93	4,439	69.36	23	245	3.83	48	1,519	23.73
District of Columbia	24	1,784	42.04	14	178	4.19	23	1,118	26.34
Virginia	140	4,637	58.16	33	182	2.28	73	1,203	15.09
West Virginia	43	1,359	43.98	7	247	7.99	10	269	8.71
North Carolina	126	3,191	44.77	40	262	3.68	37	394	5.53
South Carolina	123	3,579	61.92	28	162	2.80	41	744	12.87
Georgia	186	6,418	65.54	73	523	5.34	37	905	9.24
Florida	45	975	48.22	4	18	0.89	8	78	3.86
South Central Division:									
Kentucky	161	5,213	52.75	47	509	5.15	47	683	6.91
Tennessee	163	4,912	49.94	45	439	4.46	27	278	2.83
Alabama	100	3,112	51.06	18	74	1.21	28	286	4.69
Mississippi	131	3,323	50.63	41	195	2.97	13	138	2.10
Louisiana	55	1,705	48.98	6	34	0.98	29	1,542	44.30
Texas	280	10,481	52.22	46	566	2.82	32	386	1.92
Arkansas	78	2,347	52.05	15	112	2.48	9	63	1.40
Oklahoma	15	725	71.71	1	10	0.99	1	4	0.40
Indian Territory	12	198	33.50	.....	.....	0.00	.....	.....	0.00
North Central Division:									
Ohio	598	25,891	51.67	67	1,026	2.05	49	1,879	3.75
Indiana	392	18,566	63.58	18	205	0.70	20	462	1.58
Illinois	372	22,228	50.13	57	649	1.46	58	2,764	6.23
Michigan	238	11,083	35.98	45	476	1.55	47	1,644	5.34
Wisconsin	135	5,698	26.25	28	452	2.08	20	262	1.21
Minnesota	149	9,638	61.79	25	214	1.37	26	1,183	7.58
Iowa	309	14,589	45.66	22	191	0.60	15	190	0.59
Missouri	278	13,214	53.19	46	683	2.75	36	1,266	5.10
North Dakota	29	945	64.68	4	15	1.03	1	30	2.05
South Dakota	53	1,407	40.10	6	31	0.88	4	37	1.05
Nebraska	242	9,423	58.89	9	110	0.69	8	179	1.12
Kansas	212	10,009	60.74	13	153	0.93	10	103	0.63
Western Division:									
Montana	23	1,105	54.33	2	11	0.54	6	169	8.31
Wyoming	10	245	56.58	1	4	0.92	.....	.....	0.00
Colorado	53	4,070	60.38	13	258	3.83	7	437	6.48
New Mexico	9	177	42.65	1	4	0.96	1	4	0.96
Arizona	4	89	46.11	.....	.....	0.00	.....	.....	0.00
Utah	15	556	16.50	5	32	0.95	2	115	3.41
Nevada	10	354	68.74	.....	.....	0.00	1	28	5.44
Idaho	7	197	34.50	1	4	0.70	1	8	1.40
Washington	60	1,954	45.07	8	36	0.83	9	279	6.44
Oregon	31	1,224	35.26	6	72	2.07	10	119	3.43
California	171	8,977	52.04	42	553	3.21	75	1,978	11.47

TABLE 34.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1900–1901.*

State or Territory.	German.			Algebra.			Geometry.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	3,020	104,607	16.09	8,158	361,746	55.66	7,130	177,179	27.26
North Atlantic Division	1,210	45,887	21.36	2,109	107,391	49.98	1,941	59,950	27.90
South Atlantic Division	206	4,760	9.98	834	29,339	61.48	649	11,935	25.01
South Central Division	202	3,603	5.81	1,114	41,643	67.12	955	17,683	28.50
North Central Division	1,203	45,225	15.81	3,637	160,688	56.18	3,178	76,011	26.58
Western Division	199	5,132	13.05	464	22,685	57.68	407	11,600	29.50
North Atlantic Division:									
Maine	20	216	1.97	183	5,611	51.11	166	2,977	27.12
New Hampshire	27	501	8.71	89	2,817	48.97	78	1,956	34.01
Vermont	30	355	7.35	77	1,905	39.42	73	1,031	21.33
Massachusetts	194	6,427	14.52	337	20,029	45.26	321	13,264	29.98
Rhode Island	24	677	16.04	33	2,218	52.55	30	1,188	28.14
Connecticut	95	2,612	23.05	134	5,387	47.54	122	3,431	30.28
New York	481	19,438	26.11	573	33,012	44.34	543	18,732	25.16
New Jersey	120	5,571	36.25	160	9,297	60.50	145	4,596	29.91
Pennsylvania	219	10,090	23.10	523	27,115	62.08	463	12,775	29.25
South Atlantic Division:									
Delaware	8	89	6.91	17	913	70.89	17	378	29.35
Maryland	51	1,798	28.09	97	4,297	67.14	94	2,980	46.56
District of Columbia	20	847	19.96	27	1,370	32.28	26	1,073	25.28
Virginia	54	971	12.18	150	4,962	62.24	115	2,013	25.25
West Virginia	16	402	13.01	46	2,084	67.44	41	829	26.83
North Carolina	21	199	2.79	129	3,482	48.85	79	1,072	15.04
South Carolina	16	218	3.77	126	3,947	68.29	91	928	16.06
Georgia	18	193	1.97	191	7,085	72.35	153	2,249	22.97
Florida	2	43	2.13	51	1,199	59.30	33	413	20.43
South Central Division:									
Kentucky	62	1,470	14.87	176	5,972	60.43	143	2,486	25.15
Tennessee	33	385	3.91	191	6,546	66.55	164	2,584	26.27
Alabama	17	182	2.99	108	4,105	67.35	92	1,862	30.55
Mississippi	4	13	0.20	145	4,202	64.03	109	1,163	17.72
Louisiana	2	23	0.66	62	2,132	61.25	56	967	27.78
Texas	62	1,267	6.31	322	14,955	74.52	305	7,448	37.11
Arkansas	14	180	3.99	83	2,987	66.24	65	892	19.78
Oklahoma	8	83	8.21	15	566	55.98	15	225	22.26
Indian Territory	.....	.....	0	12	178	30.12	6	56	9.48
North Central Division:									
Ohio	178	7,295	14.56	756	29,936	59.74	605	12,924	25.79
Indiana	116	4,549	15.58	418	17,851	61.13	349	8,383	28.71
Illinois	157	7,800	17.59	426	22,659	51.11	392	11,916	26.88
Michigan	161	5,304	17.22	321	16,440	53.38	300	6,501	21.11
Wisconsin	159	5,458	25.14	249	9,822	45.25	244	5,270	24.28
Minnesota	95	3,302	21.17	153	7,687	49.28	150	5,194	33.30
Iowa	109	3,657	11.45	385	17,333	54.25	348	8,134	25.46
Missouri	74	3,461	13.93	307	15,515	62.45	262	6,256	25.18
North Dakota	5	164	11.23	34	736	50.38	30	317	21.70
South Dakota	19	333	9.49	80	1,917	54.63	59	841	23.97
Nebraska	60	1,973	12.33	274	10,474	65.45	248	5,784	36.15
Kansas	70	1,929	11.71	234	10,318	62.61	191	4,491	27.25
Western Division:									
Montana	9	376	18.49	25	1,270	62.44	23	532	26.16
Wyoming	4	46	10.62	11	284	65.59	10	130	30.02
Colorado	33	1,617	23.99	55	3,667	54.40	51	2,122	31.48
New Mexico	1	16	3.86	12	284	68.43	8	85	20.48
Arizona	1	3	1.55	4	102	52.85	4	55	28.50
Utah	11	360	10.69	17	1,222	36.27	13	544	16.15
Nevada	1	15	2.91	12	446	86.60	12	293	56.89
Idaho	3	51	8.93	11	346	60.60	8	116	20.32
Washington	18	378	8.72	89	2,587	59.68	70	1,171	27.01
Oregon	16	560	16.13	50	2,380	68.57	38	819	23.60
California	102	1,710	9.91	178	10,097	58.53	170	5,733	33.23

TABLE 35.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1900–1901.*

State or Territory.	Trigonometry.			Astronomy.			Physics.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	1,576	16,532	2.54	1,613	19,232	2.96	6,296	118,547	18.24
North Atlantic Division	496	5,306	2.47	639	7,648	3.56	1,606	38,033	17.70
South Atlantic Division	227	2,519	5.28	141	1,937	4.06	486	9,484	19.88
South Central Division	353	3,315	5.34	208	2,370	3.82	879	14,548	23.45
North Central Division	363	4,093	1.43	557	6,582	2.30	2,970	49,798	17.41
Western Division	137	1,299	3.30	68	695	1.77	355	6,684	17.00
North Atlantic Division:									
Maine	6	28	0.26	89	955	8.70	135	1,777	16.19
New Hampshire	18	213	3.70	35	323	5.62	62	1,170	20.34
Vermont	3	14	0.29	41	325	6.72	52	680	14.07
Massachusetts	74	624	1.41	131	1,754	3.96	280	8,622	19.49
Rhode Island	5	87	2.06	15	133	3.15	26	1,000	23.69
Connecticut	46	220	1.94	49	561	4.95	90	1,865	16.46
New York	181	1,841	2.47	160	1,590	2.14	425	11,017	14.80
New Jersey	54	442	2.88	35	527	3.43	121	2,682	17.45
Pennsylvania	109	1,837	4.21	84	1,480	3.39	415	9,220	21.11
South Atlantic Division:									
Delaware	3	44	3.42	1	7	0.54	16	328	25.47
Maryland	40	768	12.00	24	495	7.73	80	2,109	32.95
District of Columbia	17	210	4.95	13	122	2.87	21	731	17.22
Virginia	57	508	6.37	20	263	3.30	90	1,708	21.42
West Virginia	13	219	7.09	12	203	6.57	34	577	18.67
North Carolina	18	126	1.77	15	194	2.72	62	1,091	15.31
South Carolina	17	72	1.25	13	193	3.34	57	846	14.64
Georgia	53	491	5.01	31	371	3.79	98	1,740	17.77
Florida	9	81	4.01	12	89	4.40	28	354	17.51
South Central Division:									
Kentucky	68	727	7.36	45	406	4.11	114	2,003	20.27
Tennessee	46	365	3.71	37	302	3.07	135	1,639	16.66
Alabama	39	451	7.40	25	327	5.37	84	1,196	19.62
Mississippi	35	256	3.90	22	254	3.87	134	2,209	33.66
Louisiana	11	124	3.56	18	220	6.32	52	967	27.78
Texas	124	1,244	6.20	48	781	3.89	288	5,500	27.41
Arkansas	25	119	2.64	9	68	1.51	53	805	17.85
Oklahoma	4	25	2.47	3	8	0.79	13	167	16.52
Indian Territory	1	4	0.68	1	4	0.68	6	62	10.49
North Central Division:									
Ohio	92	1,062	2.12	158	1,749	3.49	573	8,546	17.05
Indiana	42	581	1.99	26	373	1.28	265	5,144	17.62
Illinois	41	492	1.11	94	1,225	2.76	387	7,302	16.47
Michigan	28	278	0.90	38	390	1.27	291	4,897	15.90
Wisconsin	15	123	0.57	9	108	0.50	242	3,497	16.11
Minnesota	5	58	0.37	24	279	1.79	117	2,714	17.40
Iowa	29	350	1.10	87	1,245	3.90	351	6,034	18.89
Missouri	69	759	3.05	48	494	1.99	228	4,054	16.32
North Dakota	2	13	0.89	3	16	1.10	26	224	15.33
South Dakota	2	15	0.43	11	95	2.71	54	589	16.79
Nebraska	25	249	1.56	23	251	1.57	231	3,301	20.63
Kansas	13	113	0.69	36	357	2.17	205	3,496	21.21
Western Division:									
Montana	6	62	3.05	4	50	2.46	19	332	16.32
Wyoming	2	12	2.77	.....	.....	0	6	70	16.17
Colorado	15	225	3.34	10	192	2.85	49	1,448	21.48
New Mexico	3	19	4.58	2	13	3.13	7	54	13.01
Arizona	1	16	8.29	1	2	1.04	3	23	11.92
Utah	4	118	3.50	2	36	1.07	12	265	7.87
Nevada	1	1	0.19	2	8	1.55	12	269	52.23
Idaho	1	6	1.05	4	33	5.78	9	57	9.98
Washington	4	32	0.74	4	27	0.62	45	654	15.09
Oregon	10	104	3.00	10	93	2.68	34	646	18.61
California	90	704	4.08	29	241	1.40	159	2,866	16.61

TABLE 36.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1900–1901.*

State or Territory.	Chemistry.			Physical geography.			Geology.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	2,845	51,084	7.86	6,307	145,694	22.42	1,734	25,224	3.88
North Atlantic Division	975	18,640	8.68	1,541	35,843	16.68	693	10,166	4.73
South Atlantic Division	225	3,881	8.13	629	12,625	26.46	112	1,615	3.38
South Central Division	295	4,243	6.84	788	19,322	31.15	275	4,293	6.92
North Central Division	1,129	20,275	7.09	3,014	69,440	24.28	540	7,477	2.61
Western Division	221	4,045	10.29	335	8,464	21.52	114	1,673	4.25
North Atlantic Division:									
Maine	99	1,197	10.90	130	1,731	15.77	80	1,005	9.15
New Hampshire	45	740	12.87	48	733	12.74	31	283	4.92
Vermont	32	351	7.26	63	1,076	22.26	37	330	6.83
Massachusetts	234	5,245	11.85	176	3,303	7.46	122	1,551	3.51
Rhode Island	20	453	10.73	22	561	13.29	11	97	2.30
Connecticut	61	1,024	9.04	83	1,765	15.58	40	567	5.00
New York	256	4,401	5.91	465	12,719	17.08	246	3,194	4.29
New Jersey	92	1,989	12.94	104	2,597	16.90	25	573	3.73
Pennsylvania	136	3,240	7.42	450	11,358	26.01	101	2,566	5.88
South Atlantic Division:									
Delaware	6	158	12.27	14	350	27.17	1	22	1.71
Maryland	34	604	9.44	69	1,246	19.47	11	129	2.02
District of Columbia	17	545	12.84	15	130	3.06	7	66	1.56
Virginia	63	899	11.28	102	2,215	27.78	23	350	4.39
West Virginia	17	326	10.55	45	1,149	37.18	8	214	6.93
North Carolina	22	408	5.72	105	1,977	27.74	14	186	2.61
South Carolina	11	157	2.72	105	1,801	31.16	8	94	1.63
Georgia	46	700	7.15	127	3,032	30.96	30	470	4.80
Florida	9	84	4.15	47	725	35.86	10	84	4.15
South Central Division:									
Kentucky	59	902	9.13	118	2,260	22.87	42	456	4.61
Tennessee	33	409	4.16	88	1,966	19.99	89	1,254	12.75
Alabama	30	440	7.22	69	1,494	24.51	29	478	7.84
Mississippi	30	239	3.64	93	2,099	31.98	24	357	5.44
Louisiana	27	459	13.19	52	1,245	35.77	16	152	4.37
Texas	94	1,554	7.74	290	8,376	41.74	53	1,279	6.37
Arkansas	15	181	4.01	62	1,379	30.58	15	263	5.83
Oklahoma	6	48	4.75	12	379	37.49	4	18	1.78
Indian Territory	1	11	1.86	4	124	20.98	3	36	6.09
North Central Division:									
Ohio	168	3,222	6.43	658	12,646	25.24	106	1,331	2.66
Indiana	113	2,484	8.51	340	6,781	23.22	37	519	1.78
Illinois	183	3,397	7.66	336	11,873	26.78	57	1,035	2.33
Michigan	186	2,888	9.38	270	5,764	18.71	63	702	2.28
Wisconsin	38	707	3.26	240	6,982	32.16	16	283	1.30
Minnesota	94	1,668	10.69	69	1,453	9.32	13	209	1.34
Iowa	73	1,277	4.00	338	7,630	23.88	87	1,237	3.87
Missouri	108	1,817	7.31	243	5,386	21.68	64	980	3.94
North Dakota	4	40	2.74	22	237	16.22	4	32	2.19
South Dakota	15	172	4.90	66	1,228	35.00	10	143	4.08
Nebraska	76	1,383	8.64	240	4,933	30.83	25	315	1.97
Kansas	71	1,220	7.40	192	4,527	27.47	58	691	4.19
Western Division:									
Montana	9	146	7.18	23	554	27.24	12	169	8.31
Wyoming	5	61	14.09	10	159	36.72	1	10	2.31
Colorado	40	927	13.75	41	1,239	18.38	29	632	9.38
New Mexico	1	12	2.89	12	166	40.00	3	22	5.30
Arizona	2	20	10.36	4	62	32.12	1	2	1.04
Utah	10	164	4.87	14	550	16.33	8	144	4.27
Nevada	10	225	43.69	10	315	61.17	2	36	6.99
Idaho	4	46	8.06	9	215	37.65	6	60	10.51
Washington	9	122	2.81	81	1,566	36.12	10	132	3.04
Oregon	15	334	9.62	48	1,280	36.88	13	154	4.44
California	116	1,988	11.52	83	2,358	13.67	29	312	1.81

TABLE 37.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1900–1901.*

State or Territory.	Physiology.			Psychology.			Rhetoric.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	5,922	170,726	26.27	1,526	19,351	2.98	7,132	257,959	39.69
North Atlantic Division	1,440	51,005	23.74	334	4,855	2.26	1,841	83,415	38.82
South Atlantic Division	589	14,216	29.79	138	1,748	3.66	710	16,805	35.22
South Central Division	921	26,604	42.88	330	4,050	6.53	982	25,573	41.22
North Central Division	2,784	74,118	25.92	658	7,953	2.78	3,201	114,533	40.05
Western Division	188	4,783	12.16	66	745	1.89	398	17,633	44.84
North Atlantic Division:									
Maine	120	1,701	15.49	24	331	3.01	151	3,126	28.47
New Hampshire	45	663	11.53	12	80	1.39	80	2,093	36.39
Vermont	45	648	13.41	32	226	4.68	70	1,640	33.93
Massachusetts	194	6,172	13.95	30	463	1.05	311	21,787	49.24
Rhode Island	15	247	5.85	7	147	3.48	30	2,153	51.01
Connecticut	57	1,032	9.11	11	117	1.03	111	4,707	41.54
New York	492	23,273	31.26	106	1,748	2.35	500	24,940	33.49
New Jersey	99	3,436	22.36	19	166	1.08	146	6,751	43.93
Pennsylvania	373	13,883	31.67	93	1,577	3.61	442	16,218	37.13
South Atlantic Division:									
Delaware	11	525	40.76	3	14	1.09	15	500	38.82
Maryland	79	1,943	30.36	13	146	2.28	82	2,619	40.92
District of Columbia	13	301	7.09	8	54	1.27	22	994	23.42
Virginia	99	2,175	27.28	23	336	4.21	125	2,831	35.51
West Virginia	39	1,068	34.56	13	256	8.28	42	976	31.59
North Carolina	100	2,537	35.59	25	314	4.41	104	2,169	30.43
South Carolina	83	1,907	32.99	10	173	2.99	108	1,720	29.76
Georgia	124	2,746	28.04	26	329	3.36	168	4,302	43.93
Florida	41	1,014	50.15	17	126	6.23	44	694	34.32
South Central Division:									
Kentucky	137	3,230	32.68	73	1,013	10.25	162	4,665	47.20
Tennessee	153	3,669	37.30	37	356	3.62	164	3,341	33.97
Alabama	87	2,820	46.27	26	316	5.18	86	2,771	45.46
Mississippi	129	3,261	49.69	19	164	2.50	121	2,408	36.69
Louisiana	49	1,535	44.10	14	143	4.11	60	1,610	46.25
Texas	278	9,755	48.61	133	1,707	8.51	295	8,703	43.37
Arkansas	72	1,988	44.09	17	258	5.72	72	1,470	32.60
Oklahoma	7	148	14.64	8	57	5.64	15	489	48.37
Indian Territory	9	198	33.50	3	36	6.09	7	116	19.63
North Central Division:									
Ohio	647	16,537	33.00	111	1,385	2.76	626	19,787	39.49
Indiana	200	4,131	14.15	62	901	3.09	374	14,442	49.46
Illinois	357	13,563	30.59	42	492	1.11	390	20,545	46.34
Michigan	283	6,641	21.56	50	677	2.20	297	10,211	33.15
Wisconsin	237	5,005	23.06	161	1,553	7.15	195	5,238	24.13
Minnesota	92	1,819	11.66	11	193	1.24	132	7,374	47.28
Iowa	315	8,483	26.55	35	362	1.13	365	11,438	35.80
Missouri	224	6,958	28.01	92	1,316	5.30	269	10,343	41.63
North Dakota	26	413	28.27	6	32	2.19	31	568	38.88
South Dakota	58	1,114	31.75	13	124	3.53	72	1,101	31.38
Nebraska	187	5,133	32.08	13	113	.71	230	6,513	40.70
Kansas	158	4,321	26.22	62	805	4.89	220	6,973	42.31
Western Division:									
Montana	13	312	15.34	4	35	1.72	23	1,105	54.33
Wyoming	6	97	22.40	.....	0	0	7	137	31.64
Colorado	22	656	9.73	13	246	3.65	49	2,688	39.88
New Mexico	10	134	32.29	2	11	2.65	10	122	29.40
Arizona	4	84	43.52	1	2	1.04	4	46	23.83
Utah	10	336	9.97	7	173	5.14	15	786	23.33
Nevada	9	213	41.36	1	7	1.36	12	282	54.76
Idaho	8	177	31.00	1	14	2.45	10	220	38.53
Washington	37	835	19.26	11	84	1.94	75	1,751	40.39
Oregon	30	933	26.88	9	64	1.84	45	1,574	45.35
California	39	1,006	5.83	17	109	.63	148	8,922	51.72

TABLE 38.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1900–1901.*

State or Territory.	English literature.			History.			Civics.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	6,805	285,303	43.90	6,977	249,635	38.41	6,181	133,875	20.60
North Atlantic Division	1,803	104,597	48.68	1,762	86,479	40.25	1,550	35,784	16.65
South Atlantic Division	619	20,285	42.51	690	20,960	43.92	443	9,261	19.41
South Central Division	828	22,046	35.54	887	24,943	40.21	800	18,205	29.34
North Central Division	3,138	114,019	39.87	3,221	98,007	34.27	3,054	63,807	22.31
Western Division	417	24,356	61.93	417	19,246	48.94	334	6,818	17.34
North Atlantic Division:									
Maine	150	4,523	41.20	153	3,824	34.83	128	1,725	15.71
New Hampshire	77	2,597	45.15	76	2,372	41.24	54	657	11.42
Vermont	66	1,278	26.44	73	1,703	35.24	62	947	19.59
Massachusetts	325	31,170	70.44	317	22,134	50.02	211	4,957	11.20
Rhode Island	31	3,312	78.46	33	2,019	47.83	21	645	15.28
Connecticut	122	7,860	69.36	126	5,066	44.71	81	1,333	11.76
New York	421	24,177	32.47	413	27,552	37.00	475	12,110	16.26
New Jersey	147	8,794	57.23	143	5,742	37.37	104	2,404	15.64
Pennsylvania	464	20,886	47.82	428	16,067	36.79	414	11,006	25.20
South Atlantic Division:									
Delaware	16	404	31.37	16	488	37.89	14	329	25.54
Maryland	83	3,989	62.33	85	3,635	56.80	62	1,575	24.61
District of Columbia	25	3,670	86.48	26	2,165	51.01	13	163	3.84
Virginia	110	2,371	29.74	124	3,730	46.78	72	1,288	16.15
West Virginia	41	1,072	34.69	46	1,296	41.94	41	1,014	32.82
North Carolina	89	2,544	35.69	107	2,347	32.93	83	1,915	26.87
South Carolina	88	1,830	31.66	108	2,472	42.77	55	1,192	20.62
Georgia	126	3,673	37.51	140	4,106	41.93	64	1,213	12.39
Florida	41	732	36.20	38	721	35.66	39	572	28.29
South Central Division:									
Kentucky	149	3,791	38.36	142	3,916	39.62	138	2,833	28.67
Tennessee	120	2,973	30.23	122	3,245	32.99	121	2,081	21.16
Alabama	78	2,202	36.13	71	2,079	34.11	50	1,175	19.28
Mississippi	104	2,264	34.50	106	2,323	35.40	115	2,711	41.31
Louisiana	54	1,357	38.98	56	2,067	59.38	34	623	17.90
Texas	237	7,243	36.09	303	9,284	46.26	265	6,918	34.47
Arkansas	63	1,750	28.81	65	1,651	36.61	55	1,372	30.43
Oklahoma	14	361	35.71	13	239	23.64	13	386	38.18
Indian Territory	9	105	17.77	9	139	23.52	9	106	17.94
North Central Division:									
Ohio	602	21,265	42.43	614	14,548	29.03	668	11,620	23.19
Indiana	382	14,895	51.01	375	12,190	41.75	281	5,222	17.88
Illinois	330	25,087	56.58	395	14,744	33.25	326	7,253	16.36
Michigan	290	7,192	23.35	315	11,345	36.83	290	6,312	20.49
Wisconsin	217	6,433	29.63	242	6,813	31.38	233	4,606	21.22
Minnesota	116	4,366	27.99	135	6,397	41.01	94	1,717	11.01
Iowa	342	10,402	32.56	361	10,117	31.67	354	8,708	27.26
Missouri	277	8,692	34.98	283	10,043	40.42	255	6,045	24.33
North Dakota	33	752	51.47	28	420	28.75	25	303	20.74
South Dakota	65	1,283	36.56	65	1,196	34.08	72	1,230	35.05
Nebraska	219	7,765	48.53	215	5,613	35.08	251	5,299	33.11
Kansas	205	5,887	35.72	193	4,581	27.80	205	5,492	33.33
Western Division:									
Montana	20	780	38.35	23	820	40.31	18	464	22.81
Wyoming	8	177	40.88	8	145	33.49	8	111	25.64
Colorado	52	4,665	69.20	51	4,175	61.93	37	1,054	15.64
New Mexico	11	185	44.58	11	139	33.49	9	141	33.98
Arizona	4	86	44.56	4	57	29.53	3	80	41.45
Utah	14	749	22.23	13	487	14.46	8	190	5.64
Nevada	11	430	83.50	11	381	73.98	11	250	48.54
Idaho	10	183	32.05	9	159	27.85	9	233	40.81
Washington	76	1,851	42.70	68	1,450	33.45	38	670	15.46
Oregon	36	1,468	42.29	48	1,812	52.20	35	952	27.43
California	175	13,782	79.90	171	9,621	55.77	158	2,673	15.50

TABLE 39.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1900–1901.* (*See also Table 40.*)

State or Territory.	Total public and private secondary students.			In public institutions.											
				In public high schools.			In preparatory departments of public universities and colleges.			Secondary students in public normal schools.			Total public secondary students.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	329,675	406,325	736,000	224,584	317,146	541,730	7,287	2,570	9,857	2,749	4,404	7,153	234,620	324,120	558,740
North Atlantic Division	107,484	126,768	234,252	74,014	100,120	174,134	1,484	17	1,501	929	1,758	2,687	76,427	101,895	178,322
South Atlantic Division	27,346	31,569	58,915	11,283	17,039	28,322	836	262	1,098	534	615	1,149	12,653	17,916	30,569
South Central Division	35,327	42,202	77,529	17,228	25,083	42,311	1,394	327	1,721	333	521	854	18,955	25,931	44,886
North Central Division	139,360	180,110	319,470	109,114	155,523	264,637	2,181	1,061	3,242	680	1,271	1,951	111,975	157,855	269,830
Western Division	20,158	25,676	45,834	12,945	19,381	32,326	1,392	903	2,295	273	239	512	14,610	20,523	35,133
North Atlantic Division:															
Maine	4,774	6,510	11,284	3,609	4,910	8,519	0	0	0	25	36	61	3,634	4,946	8,580
New Hampshire	3,131	2,708	5,839	1,662	2,151	3,813	11	2	13	0	0	0	1,673	2,153	3,826
Vermont	2,145	2,688	4,833	1,572	2,075	3,647	0	0	0	0	0	0	1,572	2,075	3,647
Massachusetts	20,447	24,766	45,213	16,747	21,567	38,314	0	0	0	0	0	0	16,747	21,567	38,314
Rhode Island	2,044	2,560	4,604	1,498	2,053	3,551	32	11	43	0	36	36	1,530	2,100	3,630
Connecticut	5,059	6,277	11,336	3,677	4,720	8,397	4	0	4	0	0	0	3,681	4,720	8,401
New York	39,237	45,287	84,524	27,903	35,646	63,549	1,359	0	1,359	414	895	1,309	29,676	36,541	66,217
New Jersey	7,235	8,785	16,020	4,776	7,130	11,906	0	0	0	71	108	179	4,847	7,238	12,085
Pennsylvania	23,412	27,187	50,599	12,570	19,868	32,438	78	4	82	419	683	1,102	13,067	20,555	33,622
South Atlantic Division:															
Delaware	596	773	1,369	466	685	1,151	27	9	36	.....	.....	.....	493	694	1,187
Maryland	3,853	3,983	7,836	1,722	2,238	3,960	36	0	36	0	0	0	1,758	2,238	3,996
District of Columbia	2,084	2,814	4,898	1,255	2,096	3,351	145	37	182	0	0	0	1,400	2,133	3,533
Virginia	4,140	5,010	9,150	1,718	2,728	4,446	16	12	28	81	195	276	1,815	2,935	4,750
West Virginia	1,651	2,142	3,793	650	1,221	1,871	235	25	260	134	109	243	1,019	1,355	2,374
North Carolina	5,247	4,256	9,503	551	745	1,296	89	83	172	20	33	53	660	861	1,521
South Carolina	3,446	4,124	7,570	1,851	2,462	4,313	82	0	82	0	78	78	1,933	2,540	4,473
Georgia	5,245	6,775	12,020	2,425	3,839	6,264	132	4	136	285	182	467	2,842	4,025	6,867
Florida	1,084	1,692	2,776	645	1,025	1,670	74	92	166	14	18	32	733	1,135	1,868
South Central Division:															
Kentucky	6,082	6,267	12,349	2,413	3,128	5,541	99	10	109	0	0	0	2,512	3,138	5,650
Tennessee	6,412	7,409	13,821	2,093	3,356	5,449	0	0	0	83	180	263	2,176	3,536	5,712
Alabama	3,273	4,140	7,413	1,669	2,570	4,239	55	0	55	42	79	121	1,766	2,649	4,415
Mississippi	3,769	4,500	8,269	1,796	2,645	4,441	581	33	614	16	33	49	2,393	2,711	5,104
Louisiana	2,109	3,136	5,245	834	1,460	2,294	130	0	130	0	0	0	964	1,460	2,424
Texas	9,665	12,398	22,063	6,678	9,423	16,101	0	0	0	0	0	0	6,678	9,423	16,101
Arkansas	2,847	2,945	5,792	1,295	1,841	3,136	272	68	340	114	70	184	1,681	1,979	3,660
Oklahoma	726	995	1,721	349	565	905	257	216	473	78	159	237	675	940	1,615
Indian Territory	444	412	856	110	95	205	0	0	0	0	0	0	110	95	205

TABLE 39.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1900–1901*—Continued.

State or Territory.	Total public and private secondary students.			In public institutions.											
				In public high schools.			In preparatory departments of public universities and colleges.			Secondary students in public normal schools.			Total public secondary students.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
North Central Division:															
Ohio	26,448	30,693	57,141	20,696	27,047	47,743	199	136	335	0	0	0	20,895	27,183	48,078
Indiana	14,459	17,890	32,349	11,343	15,412	26,755	0	0	0	0	0	0	11,343	15,412	26,755
Illinois	20,391	28,883	49,274	16,179	24,997	41,176	201	52	253	13	35	48	16,393	25,084	41,477
Michigan	13,590	18,319	31,909	12,394	17,128	29,522	0	0	0	0	0	0	12,394	17,128	29,522
Wisconsin	10,055	12,676	22,731	8,570	11,646	20,216	0	0	0	8	15	23	8,578	11,661	20,239
Minnesota	7,661	9,349	17,010	5,671	8,218	13,889	427	90	517	0	0	0	6,098	8,308	14,406
Iowa	15,203	20,157	35,360	12,163	17,474	29,637	175	41	216	63	76	139	12,401	17,591	29,992
Missouri	12,566	16,447	29,013	7,991	12,270	20,261	0	0	0	0	0	0	7,991	12,270	20,261
North Dakota	883	1,022	1,905	532	817	1,349	191	70	261	0	0	0	723	887	1,610
South Dakota	2,078	2,509	4,587	1,316	1,812	3,128	356	189	545	0	0	0	1,672	2,001	3,673
Nebraska	7,469	10,399	17,868	6,127	9,196	15,323	376	421	797	0	0	0	6,503	9,617	16,120
Kansas	8,557	11,766	20,323	6,132	9,506	15,638	256	62	318	596	1,145	1,741	6,984	10,713	17,697
Western Division:															
Montana	854	1,571	2,425	629	1,198	1,827	155	132	287	4	0	4	788	1,330	2,118
Wyoming	182	348	530	142	251	393	40	57	97	0	0	0	182	308	490
Colorado	3,339	4,449	7,788	2,596	3,903	6,499	251	217	468	25	29	54	2,872	4,149	7,021
New Mexico	532	392	924	128	154	282	154	106	260	152	97	249	434	357	791
Arizona	232	272	504	65	107	172	108	70	178	58	75	133	231	252	483
Utah	2,380	1,962	4,342	473	781	1,254	371	112	483				844	893	1,737
Nevada	251	360	611	212	303	515	39	57	96	0	0	0	251	360	611
Idaho	319	363	682	184	237	421	76	35	111	0	0	0	260	272	532
Washington	2,271	2,878	5,149	1,469	2,223	3,692	198	117	315	4	7	11	1,671	2,347	4,018
Oregon	1,828	2,247	4,075	1,099	1,540	2,639	0	0	0	30	31	61	1,129	1,571	2,700
California	7,970	10,834	18,804	5,948	8,684	14,632	0	0	0	0	0	0	5,948	8,684	14,632

TABLE 40.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1900–1901.*

State or Territory.	In private institutions.														
	In private high schools.			In preparatory departments of private universities and colleges.			In preparatory departments of colleges for women.	Secondary students in private normal schools.			Secondary students in manual training schools.			Total private secondary students.		
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	53,813	54,408	108,221	30,016	14,785	44,801	5,614	4,408	2,809	7,217	6,818	4,589	11,407	95,055	82,205	177,260
North Atlantic Division	21,596	19,137	40,733	5,588	1,225	6,813	1,040	5	22	27	3,868	3,449	7,317	31,057	24,873	55,930
South Atlantic Division	9,778	9,618	19,396	3,607	1,814	5,421	1,495	288	386	674	1,020	340	1,360	14,693	13,653	28,346
South Central Division	9,745	9,982	19,727	5,908	4,038	9,946	1,813	614	384	998	105	54	159	16,372	16,271	32,643
North Central Division	9,470	11,894	21,364	12,978	6,659	19,637	1,047	3,501	2,017	5,518	1,436	638	2,074	27,385	22,255	49,640
Western Division	3,224	3,777	7,001	1,935	1,049	2,984	219	0	0	0	389	108	497	5,548	5,153	10,701
North Atlantic Division:																
Maine	1,140	1,320	2,460	0	0	0	244							1,140	1,564	2,704
New Hampshire	1,384	555	1,939	74	0	74	0							1,458	555	2,013
Vermont	573	613	1,186	0	0	0	0							573	613	1,186
Massachusetts	3,014	2,921	5,935	498	21	519	9	0	15	15	188	233	421	3,700	3,199	6,899
Rhode Island	332	338	670	0	0	0	0				182	122	304	514	460	974
Connecticut	1,378	1,557	2,935	0	0	0	0							1,378	1,557	2,935
New York	5,023	5,888	10,911	2,789	510	3,299	456	0	0	0	1,749	1,892	3,641	9,561	8,746	18,307
New Jersey	2,000	1,461	3,461	314	46	360	0				74	40	114	2,388	1,547	3,935
Pennsylvania	6,752	4,484	11,236	1,913	648	2,561	331	5	7	12	1,675	1,162	2,837	10,345	6,632	16,977
South Atlantic Division:																
Delaware	58	79	137	0	0	0	0				45	0	45	103	79	182
Maryland	1,071	1,369	2,440	512	59	571	209	0	0	0	512	108	620	2,095	1,745	3,840
District of Columbia	244	649	893	440	0	440	0	0	0	0	0	32	32	684	681	1,365
Virginia	1,881	1,646	3,527	340	86	426	264	29	29	58	75	50	125	2,325	2,075	4,400
West Virginia	557	662	1,219	75	62	137	63	0	0	0				632	787	1,419
North Carolina	3,476	2,356	5,832	754	442	1,196	474	24	41	65	333	82	415	4,587	3,395	7,982
South Carolina	728	739	1,467	728	583	1,311	163	52	94	146	5	5	10	1,513	1,584	3,097
Georgia	1,673	1,856	3,529	547	350	897	322	133	159	292	50	63	113	2,403	2,750	5,153
Florida	90	262	352	211	232	443	0	50	63	113				351	557	908
South Central Division:																
Kentucky	2,173	2,169	4,342	1,322	671	1,993	220	50	39	89	25	30	55	3,570	3,129	6,699
Tennessee	2,245	2,142	4,387	1,757	1,206	2,963	371	234	154	388				4,236	3,873	8,109
Alabama	974	882	1,856	315	301	616	179	207	128	335	11	1	12	1,507	1,491	2,998
Mississippi	1,116	1,006	2,122	250	130	380	647	10	6	16				1,376	1,789	3,165
Louisiana	442	745	1,187	634	813	1,447	95				69	23	92	1,145	1,676	2,821
Texas	1,791	2,177	3,968	1,119	477	1,596	277	77	44	121				2,987	2,975	5,962

TABLE 40.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1900–1901*—Continued.

State or Territory.	In private institutions.														
	In private high schools.			In preparatory departments of private universities and colleges.			In preparatory departments of colleges for women.	Secondary students in private normal schools.			Secondary students in manual training schools.			Total private secondary students.		
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
South Central Division—C't'd.																
Arkansas	769	604	1,373	361	325	686	21	36	13	49	.....	.....	.....	1,166	966	2,132
Oklahoma	51	55	106	0	0	0	0	.....	.....	.....	.....	.....	.....	51	55	106
Indian Territory	184	202	386	150	115	265	0	.....	.....	.....	.....	.....	.....	334	317	651
North Central Division:																
Ohio	1,028	1,341	2,369	2,390	1,279	3,669	173	1,635	552	2,187	500	165	665	5,553	3,510	9,063
Indiana	1,071	1,375	2,446	742	202	944	0	1,303	901	2,204	.....	.....	.....	3,116	2,478	5,594
Illinois	1,034	2,127	3,161	2,290	1,160	3,450	133	115	165	280	559	214	773	3,998	3,799	7,797
Michigan	446	832	1,278	563	210	773	0	4	7	11	183	142	325	1,196	1,191	2,387
Wisconsin	846	646	1,492	600	135	735	169	2	0	2	29	65	94	1,477	1,015	2,492
Minnesota	936	773	1,709	627	192	819	76	0	0	0	.....	.....	.....	1,563	1,041	2,604
Iowa	1,025	1,287	2,312	1,625	1,079	2,704	0	152	200	352	.....	.....	.....	2,802	2,566	5,368
Missouri	2,170	2,414	4,584	2,165	1,209	3,374	434	108	120	228	132	0	132	4,575	4,177	8,752
North Dakota	69	43	112	58	40	98	0	0	0	0	33	52	85	160	135	295
South Dakota	157	224	381	249	284	533	0	0	0	0	.....	.....	.....	406	508	914
Nebraska	244	435	679	722	347	1,069	0	0	0	0	.....	.....	.....	966	782	1,748
Kansas	444	397	841	947	522	1,469	62	182	72	254	.....	.....	.....	1,573	1,053	2,626
Western Division:																
Montana	16	191	207	50	50	100	0	.....	.....	.....	.....	.....	.....	66	241	307
Wyoming	0	40	40	0	0	0	0	.....	.....	.....	.....	.....	.....	0	40	40
Colorado	70	172	242	297	107	404	0	.....	.....	.....	100	21	121	467	300	767
New Mexico	98	35	133	0	0	0	0	.....	.....	.....	.....	.....	.....	98	35	133
Arizona	1	20	21	0	0	0	0	.....	.....	.....	.....	.....	.....	1	20	21
Utah	1,219	896	2,115	317	173	490	0	.....	.....	.....	.....	.....	.....	1,536	1,069	2,605
Nevada	.....	.....	.....	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	59	91	150	0	0	0	0	.....	.....	.....	.....	.....	.....	59	91	150
Washington	265	378	643	335	153	488	0	.....	.....	.....	.....	.....	.....	600	531	1,131
Oregon	397	435	832	302	241	543	0	.....	.....	.....	.....	.....	.....	699	676	1,375
California	1,099	1,519	2,618	634	325	959	219	0	0	0	289	87	376	2,022	2,150	4,172

TABLE 41.—*Number of secondary students to each 1,000 inhabitants in each State in 1901; also number of students in higher education to each 1,000 of population.*

State or Territory.	Estimated total population in 1901.	Total number secondary students in 1901.	Number secondary students to each 1,000 inhabitants.	Total number students in higher education in 1901.	Number students in higher education to each 1,000 inhabitants.
United States	77,262,743	736,000	9.53	239,837	3.10
North Atlantic Division	21,443,488	234,252	10.92	70,183	3.27
South Atlantic Division	10,540,535	58,915	5.59	28,045	2.65
South Central Division	14,259,344	77,529	5.44	29,278	2.05
North Central Division	26,807,746	319,470	11.92	97,780	3.65
Western Division	4,211,630	45,834	10.88	14,601	3.47
North Atlantic Division:					
Maine	695,700	11,284	16.22	2,388	3.43
New Hampshire	411,588	5,859	14.19	1,052	2.56
Vermont	344,800	4,833	14.02	885	2.57
Massachusetts	2,856,000	45,213	15.83	15,209	5.33
Rhode Island	441,900	4,604	10.42	1,173	2.65
Connecticut	932,500	11,336	12.16	3,807	4.08
New York	7,410,000	84,524	11.41	22,926	3.09
New Jersey	1,934,000	16,020	8.28	3,138	1.62
Pennsylvania	6,417,000	50,599	7.89	19,605	3.06
South Atlantic Division:					
Delaware	184,735	1,369	7.41	118	0.64
Maryland	1,204,000	7,836	6.51	5,372	4.46
District of Columbia	284,100	4,898	17.24	3,177	11.18
Virginia	1,833,300	9,150	4.99	4,385	2.39
West Virginia	958,800	3,793	3.96	1,914	2.00
North Carolina	1,914,000	9,503	4.96	4,592	2.40
South Carolina	1,361,000	7,570	5.56	3,153	2.32
Georgia	2,256,000	12,020	5.33	4,902	2.17
Florida	544,600	2,776	5.10	432	0.79
South Central Division:					
Kentucky	2,178,000	12,349	5.67	5,212	2.39
Tennessee	2,020,616	13,821	6.84	8,241	4.08
Alabama	1,828,697	7,413	4.05	3,363	1.84
Mississippi	1,522,900	8,269	5.43	2,495	1.64
Louisiana	1,411,000	5,245	3.72	2,381	1.69
Texas	3,145,000	22,063	7.02	5,211	1.66
Arkansas	1,331,000	5,792	4.35	1,456	1.09
Oklahoma	398,331	1,721	4.32	899	2.26
Indian Territory	423,800	856	2.02	20	0.05
North Central Division:					
Ohio	4,198,000	57,141	13.61	14,328	3.41
Indiana	2,551,000	32,349	12.68	11,754	4.61
Illinois	4,985,000	49,274	9.88	20,731	4.16
Michigan	2,445,500	31,909	13.05	8,145	3.33
Wisconsin	2,103,000	22,731	10.81	6,645	3.16
Minnesota	1,804,000	17,010	9.43	5,324	2.95
Iowa	2,267,000	35,360	15.60	9,354	4.13
Missouri	3,153,000	29,013	9.20	11,306	3.59
North Dakota	319,146	1,905	5.97	586	1.84
South Dakota	419,100	4,587	10.94	1,221	2.91
Nebraska	1,083,000	17,868	16.50	4,432	4.09
Kansas	1,480,000	20,323	13.73	3,904	2.64
Western Division:					
Montana	261,600	2,425	9.27	205	0.78
Wyoming	92,531	530	5.73	56	0.61
Colorado	570,000	7,788	13.66	1,936	3.40
New Mexico	200,100	924	4.62	139	0.69
Arizona	122,931	504	4.10	100	0.81
Utah	284,800	4,342	15.25	363	1.27
Nevada	42,360	611	14.42	206	4.86
Idaho	161,772	682	4.22	337	2.08
Washington	543,000	5,149	9.48	1,259	2.32
Oregon	413,536	4,075	9.85	1,770	4.28
California	1,519,000	18,804	12.38	8,230	5.42

TABLE 42.—*Number of students in each of the leading secondary*

	Secondary students.			Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Physics.
	Male.	Female.	Total.								
New York, N. Y.	3,969	4,440	8,409	4,954	537	3,127	2,517	5,353	3,016	69	2,063
De Witt Clinton High School	3,024	0	3,024	1,323	361	1,378	1,251	1,950	920	61	457
Peter Cooper High School.	945	1,370	2,315	1,600	105	858	832	2,117	1,048	7	947
Wadleigh High School	0	3,070	3,070	2,031	71	891	434	1,286	1,048	1	659
Chicago, Ill.	4,019	7,415	11,434	6,451	276	1,805	2,836	5,357	2,947	138	1,320
Austin High School.	161	261	422	306	7	34	160	215	131	14	59
Calumet High School.	121	191	312	206	26	43	76	116	94	.....	51
Englewood High School...	368	831	1,199	856	41	109	259	602	280	.....	110
English High and Manual Training School	644	0	644	0	0	75	0	317	190	89	190
Hyde Park High School...	566	1,176	1,742	1,276	76	429	432	738	517	10	165
Jefferson High School	106	209	315	213	33	28	46	143	97	0	42
John Marshall High School	184	575	759	376	9	131	128	603	159	9	61
Lake High School.	78	216	294	216	0	34	87	131	88	0	46
Lake View High School ...	361	844	1,205	589	28	202	455	571	340	.....	77
Medill High School.	187	282	469	262	8	42	128	199	127	.....	72
Northwest Division High School	263	604	867	459	.....	71	201	329	197	.....	125
Robert A. Waller High School	227	440	667	284	22	125	253	313	149	14	94
South Chicago High School.	145	280	425	204	5	61	104	228	66	2	50
South Division High School	320	682	1,002	432	0	273	258	331	205	0	60
West Division High School.	288	824	1,112	772	21	148	249	521	307	.....	118
Philadelphia, Pa	879	2,876	3,755	1,195	32	1,131	1,743	2,066	1,116	327	971
Central Manual Training High School	453	0	453	.....	.....	206	231	453	453	234	234
Girls' High School.....	0	1,669	1,669	1,195	32	586	485	693	493	.....	210
Northeast Manual Training High School.....	426	0	426	.....	.....	169	240	409	170	93	239
Commercial High School for Girls	0	1,207	1,207	.....	.....	170	787	511	.....	.....	288
Brooklyn, N. Y.	3,065	5,074	8,139	4,248	407	1,512	3,348	3,990	2,589	645	2,030
Boys' High School	1,306	0	1,306	1,180	112	135	400	780	950	75	225
Commercial High School..	700	0	700	.....	.....	.....	600	90	.....	.....	150
Erasmus Hall High School.	540	1,654	2,194	1,558	250	574	443	822	622	29	466
Girls' High School.....	0	2,794	2,794	1,169	45	738	1,101	1,484	571	512	638
Manual Training High School	519	626	1,145	341	.....	65	804	814	446	29	551
St. Louis, Mo	781	1,560	2,341	2,037	181	179	1,205	1,360	753	94	671
High School	719	1,354	2,073	1,801	181	179	1,205	1,208	684	81	606
Sumner High School (colored)	62	206	268	236	0	0	0	152	69	13	65
Boston, Mass.	2,756	3,286	6,042	1,708	570	2,825	822	2,628	2,063	142	1,022
Brighton High School	90	175	265	90	16	85	35	94	62	0	46
Charlestown High School..	104	263	367	91	17	116	23	86	86	.....	64
Dorchester High School ...	195	365	560	139	32	.....	95	260	185	.....	105
East Boston High School ..	122	211	333	79	7	116	15	76	29	.....	45
English High School.....	902	0	902	20	.....	461	94	497	287	16	166
Girls' High School	0	1,149	1,149	215	0	705	209	347	238	0	223
Girls' Latin School.....	0	272	272	272	99	227	57	227	87	0	45
Mechanic Arts High School	508	0	508	0	0	282	7	378	269	126	108
Public Latin School	577	0	577	577	349	349	.....	324	577	.....	50
Roxbury High School	158	626	784	148	47	287	207	227	155	.....	120
West Roxbury High School.	100	225	325	77	3	197	80	112	88	.....	50
Baltimore, Md	850	1,082	1,932	1,470	64	155	849	1,150	1,021	421	988
Baltimore City College	611	0	611	611	64	155	282	323	450	73	450
Baltimore Polytechnic Institute.....	131	0	131	.....	.....	.....	56	106	131	31	131
Colored High School.....	48	160	208	208	.....	.....	.....	208	208	208	208
Colored Polytechnic Institute	60	0	60	.....	.....	.....	.....	60	30	15	60
Eastern Female High School	0	366	366	166	.....	.....	206	134	99	31	.....
Western Female High School	0	556	556	485	.....	.....	305	319	103	63	139
Cleveland, Ohio.....	1,541	2,048	3,589	1,902	155	.....	877	2,274	1,122	97	544
Central High School	639	723	1,362	801	61	.....	386	933	409	20	194
East High School	338	487	825	398	30	.....	150	514	265	17	100
Lincoln High School	175	247	422	194	10	.....	107	250	135	10	58
South High School.....	148	219	367	232	27	.....	96	230	103	18	76
West High School.....	241	372	613	277	27	.....	138	347	210	32	116
Buffalo, N. Y.	1,294	1,654	2,948	1,408	79	204	907	1,884	1,135	76	651
Central High School	695	913	1,608	808	25	54	451	1,254	595	17	232
Masten Park High School..	599	741	1,340	600	54	150	456	630	540	59	419

studies in the public high schools of the 50 largest cities in 1900–1901.

Chemistry.	Physical geography.	Zoology.	Botany.	Physiology.	Rhetoric.	English literature.	History, other than United States.	United States history.	Civil government.	Commercial law.	Bookkeeping.	Commercial geography.	Drawing.	Stenography.	Manual training.
161	615	2,580	3,761	4,861	6,405	7,701	7,423	467	416	103	508	81	6,118	57	.....
161	74	1,072	975	1,893	1,728	3,024	2,942	82	71	46	246	47	1,746	.....	.....
0	541	1,508	1,508	1,690	2,315	2,315	2,159	345	345	34	160	34	2,069	.....	0
.....	.....	.....	1,278	1,278	2,362	2,362	2,322	40	.....	23	102	.....	2,303	57	.....
704	4,424	1,895	1,379	3,897	6,789	9,113	2,740	965	762	0	326	0	8,889	123	866
21	221	.....	.....	213	407	407	170	18	18	.....	61	.....	336	.....	0
8	65	27	38	77	148	139	167	38	38	.....	.....	.....	202	.....	0
89	535	219	123	321	505	1,184	333	82	82	.....	65	.....	828	50	0
129	0	317	317	317	317	300	190	0	129	0	40	0	644	.....	644
48	621	54	56	621	696	1,708	493	147	82	.....	31	.....	1,512	.....	.....
33	123	53	53	121	140	307	103	31	31	0	48	.....	275	.....	0
19	331	154	154	288	332	594	138	77	77	.....	43	.....	593	.....	157
15	199	77	70	199	126	168	70	34	19	0	0	0	290	.....	0
63	538	204	116	408	1,205	1,205	266	91	.....	.....	.....	.....	929	.....	.....
25	186	96	77	160	204	185	72	43	24	.....	.....	.....	418	32	65
20	324	193	16	.....	331	213	128	84	76	.....	.....	.....	.....	.....	.....
73	297	107	50	297	325	667	101	64	41	.....	.....	.....	635	.....	0
31	184	82	24	221	221	204	71	62	62	.....	.....	.....	410	.....	0
22	346	102	41	354	756	756	221	90	61	0	38	0	787	.....	0
108	454	210	244	300	1,076	1,076	217	104	22	.....	.....	.....	1,030	41	0
521	1,115	245	748	1,383	2,780	3,360	1,875	651	406	581	694	604	862	488	862
234	213	.....	213	113	453	453	129	113	113	.....	113	.....	453	.....	453
194	245	245	365	589	1,669	1,669	919	245	.....	.....	.....	.....	.....	.....	.....
93	146	.....	170	170	170	239	316	93	93	93	93	93	409	.....	409
.....	511	.....	.....	511	488	999	511	200	200	488	488	511	.....	488	.....
773	1,213	1,629	1,568	2,458	4,533	5,363	4,973	1,561	1,275	227	1,187	450	6,304	606	1,145
125	450	450	450	480	1,306	1,306	650	580	580	.....	.....	.....	970	.....	.....
.....	.....	.....	.....	500	700	700	500	200	200	150	700	200	700	250	0
29	85	437	437	291	1,558	1,558	1,030	484	179	54	66	31	1,581	.....	0
345	635	673	635	693	548	654	1,648	222	222	.....	386	196	1,925	356	.....
274	43	69	46	494	421	1,145	1,145	75	94	23	35	23	1,128	.....	1,145
299	59	0	954	891	2,341	333	442	32	38	39	106	.....	829	.....	268
255	59	.....	904	800	2,073	289	404	.....	.....	39	43	.....	561	.....	.....
44	0	0	50	91	268	44	38	32	38	.....	63	.....	268	.....	268
796	159	581	2,020	1,114	2,612	5,898	4,677	465	836	379	1,664	369	3,723	740	552
40	0	25	109	25	18	256	216	5	41	26	69	26	217	81	0
85	.....	75	136	86	35	317	265	22	60	36	128	36	283	126	0
85	.....	66	183	110	.....	560	525	20	60	45	300	45	500	.....	.....
43	.....	76	176	76	23	310	333	.....	43	38	139	38	287	.....	.....
165	.....	77	398	229	229	902	853	24	162	77	420	77	654	.....	.....
193	0	183	304	216	1,146	1,146	764	114	186	92	260	92	822	409	.....
0	27	0	85	33	0	272	272	33	0	0	0	0	0	.....	0
28	.....	.....	.....	.....	508	508	221	156	151	.....	.....	.....	508	.....	508
.....	159	.....	270	167	577	577	435	56	.....	.....	.....	.....	.....	.....	.....
109	.....	61	261	99	48	725	502	35	96	65	247	55	363	124	.....
48	.....	18	98	73	28	325	291	.....	37	.....	101	.....	89	.....	44
186	63	180	258	320	763	1,760	1,488	667	399	21	926	75	1,762	.....	191
155	0	.....	.....	.....	200	611	523	323	49	0	450	0	611	.....	0
31	.....	.....	.....	75	100	75	131	.....	75	.....	75	.....	131	.....	131
.....	.....	.....	.....	208	208	208	208	208	208	.....	208	.....	208	.....	.....
.....	.....	.....	.....	37	23	15	23	37	15	.....	15	.....	60	.....	60
.....	63	.....	78	.....	232	366	181	36	52	21	75	75	267	.....	0
.....	.....	180	180	.....	.....	485	422	63	.....	.....	103	.....	485	.....	.....
234	519	635	233	191	2,013	2,220	427	0	273	164	453	121	1,601	.....	284
63	233	280	94	50	.....	694	159	.....	106	26	127	.....	574	.....	123
17	153	201	36	39	825	515	87	.....	61	22	105	.....	408	.....	66
26	40	39	24	.....	393	312	41	.....	21	25	74	28	202	.....	.....
12	48	49	29	23	182	182	49	0	30	62	62	62	164	.....	20
116	45	66	50	79	613	517	91	.....	55	29	85	31	253	.....	75
128	477	116	189	566	1,056	1,059	871	230	272	87	166	0	380	.....	1
52	289	45	110	268	77	80	298	230	112	87	87	0	223	.....	0
76	188	71	79	298	979	979	573	.....	160	.....	79	.....	157	.....	1

TABLE 42.—*Number of students in each of the leading secondary studies in*

	Secondary students.			Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Physics.
	Male.	Female.	Total.								
San Francisco, Cal	637	1,061	1,698	1,040	98	285	172	1,055	477	34	354
Girls' High School	0	550	550	268	20	85	63	285	160	0	75
Lowell High School	402	225	627	627	70	45	25	386	150	12	95
Mission High School	115	231	346	145	8	75	24	259	114	5	55
Polytechnic High School	120	55	175	.....	.....	80	60	125	53	17	129
Cincinnati, Ohio	990	1,340	2,330	1,749	208	458	285	1,988	487	138	285
Hughes High School	255	322	577	429	76	74	128	290	131	30	57
Norwood High School	37	72	109	104	.....	33	.....	54	31	6	16
Walnut Hills High School	388	576	964	670	90	260	.....	964	130	50	130
Woodward High School	310	370	680	546	42	91	157	680	195	52	82
Pittsburg, Pa.:											
Central High School	401	310	711	592	58	.....	290	398	274	31	319
New Orleans, La	302	689	991	534	15	667	0	700	437	4	333
McDonogh High School, No. 1	279	0	279	196	0	137	0	235	44	0	96
McDonogh High School, No. 2	0	394	394	198	.....	314	.....	320	207	.....	133
McDonogh High School, No. 3	0	245	245	67	0	216	.....	72	151	.....	81
Southern University and Agricultural and Mechanical College, High School (colored)	23	50	73	73	15	.....	.....	73	35	4	23
Detroit, Mich	1,163	1,666	2,829	928	94	357	581	1,189	614	36	351
Central High School	769	1,139	1,908	743	67	310	422	816	484	13	268
Eastern High School	140	180	320	67	4	25	95	161	40	3	21
Western High School	254	347	601	118	23	22	64	212	90	20	62
Milwaukee, Wis	817	846	1,663	668	97	.....	501	737	358	51	219
East Division High School	285	245	530	220	16	.....	201	239	120	23	78
South Division High School	202	205	407	183	40	.....	107	198	133	10	51
West Division High School	330	396	726	265	41	.....	193	300	105	18	90
Washington, D. C	1,255	2,096	3,351	1,437	98	511	652	946	775	129	546
Business High School	310	437	747	.....	.....	.....	.....	.....	.....	.....	.....
Central High School	433	587	1,020	480	20	251	327	388	336	76	198
Eastern High School	153	312	465	335	40	101	96	185	170	27	98
High School (colored)	205	535	740	450	15	.....	168	277	194	6	205
Western High School	154	225	379	172	23	159	61	96	75	20	45
Newark, N. J	838	989	1,827	785	71	68	833	985	679	56	193
High School	584	924	1,508	747	71	58	820	868	646	35	135
Kearney High School	20	44	64	38	.....	10	13	47	8	1	8
Newark Technical School	234	21	255	.....	.....	.....	.....	70	25	20	50
Jersey City, N. J.:											
High School	259	661	920	159	7	59	115	494	133	.....	103
Louisville, Ky	714	937	1,651	1,150	150	305	701	956	818	261	531
Boys' High School	381	0	381	381	150	136	214	290	177	123	137
Central High School (colored)	65	184	249	.....	.....	.....	.....	100	84	.....	44
Girls' High School	0	753	753	753	.....	163	354	417	439	108	237
Manual Training High School	268	0	268	16	.....	6	133	149	118	35	113
Minneapolis, Minn	1,223	1,875	3,098	1,511	.....	494	573	1,594	1,142	.....	796
Central High School	612	867	1,479	755	.....	310	240	620	500	.....	390
East High School	236	341	577	303	.....	65	125	270	240	.....	215
North High School	169	310	479	175	.....	40	83	384	183	.....	80
South High School	206	357	563	278	.....	79	125	320	219	.....	111
Providence, R. I	781	1,023	1,804	796	203	623	306	1,077	475	27	640
Classical High School	227	136	363	363	134	132	53	281	132	.....	86
English High School	170	561	731	200	0	319	65	380	154	0	183
Hope Street High School	168	244	412	233	69	147	51	186	117	.....	90
Manual Training High School	216	82	298	.....	.....	25	137	230	72	27	281
Indianapolis, Ind	1,104	1,554	2,658	1,021	31	82	511	1,576	839	54	558
Manual Training High School	656	633	1,289	265	13	16	292	808	442	39	286
Shortridge High School	448	921	1,369	756	18	66	219	768	397	15	272
Kansas City, Mo	1,320	2,270	3,590	1,513	69	396	850	2,135	1,761	128	420
Central High School	549	1,125	1,674	835	66	226	332	933	716	105	176
Lincoln High School (colored)	79	152	231	138	0	.....	11	161	39	0	39
Manual Training High School	627	865	1,492	452	0	165	482	946	946	23	169
Westport High School	65	128	193	88	3	5	25	95	60	0	36
St. Paul, Minn	909	1,131	2,040	1,472	52	267	603	1,144	652	35	280
Central High School	453	689	1,142	987	26	196	354	564	304	.....	112
Cleveland High School	56	124	180	129	19	.....	34	123	52	.....	18
Humboldt High School	68	158	226	126	7	18	45	114	103	.....	52
Mechanic Arts High School	332	160	492	230	.....	53	170	343	193	35	98
Rochester, N. Y.:											
High School	544	620	1,164	938	147	51	151	908	307	15	336

the public high schools of the 50 largest cities in 1900–1901—Continued.

Chemistry.	Physical geography.	Zoology.	Botany.	Physiology.	Rhetoric.	English literature.	History, other than United States.	United States history.	Civil government.	Commercial law.	Bookkeeping.	Commercial geography.	Drawing.	Stenography.	Manual training.
308	312	0	87	0	1,604	1,604	1,204	286	294	0	0	0	1,329	.....	.....
95	65	0	72	0	550	550	377	78	78	0	0	0	550	.....	.....
118	159	.....	.....	.....	627	627	627	50	93	.....	.....	.....	386	.....	.....
58	88	.....	15	.....	252	252	200	54	52	.....	.....	.....	218	.....	.....
37	0	0	0	0	175	175	.....	104	71	0	0	0	175	.....	.....
282	.....	488	532	1,352	2,001	2,300	538	.....	156	.....	91	.....	305	.....	0
53	.....	98	98	233	547	547	112	.....	24	.....	31	.....	45	.....	0
16	.....	.....	44	49	74	109	27	.....	.....	.....	6	.....	.....	.....	0
140	.....	390	390	390	700	964	190	.....	110	.....	20	.....	120	.....	.....
73	.....	.....	.....	680	680	680	204	.....	22	.....	34	.....	140	.....	.....
70	76	50	332	180	711	66	369	60	26	.....	.....	.....	645	.....	.....
212	356	0	298	397	634	509	891	4	200	44	172	0	911	.....	23
44	139	0	0	139	139	140	235	0	44	44	140	0	279	.....	0
74	74	.....	187	187	320	207	394	.....	74	.....	.....	.....	394	.....	.....
71	143	.....	72	71	152	151	223	0	71	0	0	0	223	.....	0
23	0	.....	39	.....	23	11	39	4	11	.....	32	.....	15	.....	23
242	294	13	318	70	2,165	201	1,549	293	139	71	379	.....	370	139	0
140	201	13	210	20	1,567	98	1,121	118	48	26	191	.....	151	139	.....
21	.....	.....	21	7	242	0	192	13	6	6	68	.....	18	.....	0
81	93	.....	87	43	356	103	236	162	85	39	120	.....	201	.....	.....
82	334	115	118	385	432	408	418	93	36	.....	17	49	604	36	221
30	84	27	25	116	145	161	139	28	9	.....	.....	.....	301	36	84
16	83	34	39	102	119	213	95	15	11	.....	17	31	187	.....	65
36	167	54	54	167	168	84	184	50	16	.....	.....	18	116	.....	72
441	0	229	260	159	659	3,219	1,779	78	0	291	857	291	1,968	747	174
.....	.....	.....	.....	.....	.....	747	181	.....	.....	181	747	181	47	747	0
153	.....	57	65	.....	.....	957	583	41	.....	.....	.....	.....	678	.....	162
54	0	11	20	0	465	465	325	21	0	0	0	0	380	.....	0
159	0	159	159	159	194	740	471	0	0	110	110	110	630	.....	12
75	.....	2	16	.....	.....	310	219	16	.....	.....	.....	.....	233	.....	0
178	59	95	582	.....	1,539	1,523	543	156	29	46	225	74	1,228	.....	336
113	56	95	551	.....	1,508	1,508	496	140	16	37	216	74	1,059	.....	336
5	3	.....	31	.....	31	15	47	16	13	9	9	.....	64	.....	0
60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	.....	.....
130	49	213	62	167	308	920	97	.....	24	35	78	54	687	.....	.....
362	131	202	202	261	1,004	927	933	26	49	.....	.....	.....	1,021	.....	268
62	.....	.....	.....	.....	139	318	103	.....	.....	.....	.....	.....	.....	.....	.....
37	26	.....	.....	.....	50	45	100	26	26	.....	.....	.....	.....	.....	.....
202	.....	202	202	134	753	439	650	.....	.....	.....	.....	.....	753	.....	.....
61	105	.....	.....	127	62	125	80	.....	23	.....	.....	.....	268	.....	268
291	86	86	284	.....	2,413	348	1,577	166	142	.....	.....	.....	578	.....	350
160	50	50	200	.....	1,270	160	800	75	100	.....	.....	.....	320	.....	166
41	15	10	24	.....	516	59	420	33	.....	.....	.....	.....	112	.....	62
44	7	8	42	.....	410	38	202	22	18	.....	.....	.....	75	.....	61
46	14	18	18	.....	217	91	155	36	24	.....	.....	.....	71	.....	61
227	240	0	366	59	870	1,680	813	18	229	67	299	29	530	126	292
76	.....	.....	139	.....	363	363	195	.....	.....	.....	.....	.....	52	.....	.....
64	39	0	119	39	128	640	331	0	163	52	126	29	186	126	0
19	64	.....	92	20	379	379	212	18	.....	15	51	.....	.....	.....	0
68	137	.....	16	.....	.....	298	75	.....	66	.....	122	.....	292	.....	292
293	39	11	144	62	1,308	208	1,046	92	378	56	350	.....	660	367	1,019
178	39	.....	45	62	.....	62	491	.....	139	56	270	.....	441	277	1,019
115	.....	11	99	.....	1,308	146	555	92	259	.....	80	.....	219	90	.....
287	450	381	274	713	1,202	521	1,587	338	650	130	411	0	1,471	44	41
117	212	133	92	446	853	295	897	222	404	130	87	.....	264	44	0
31	23	0	23	115	39	31	46	31	115	0	0	0	46	.....	0
130	189	238	130	113	256	169	560	71	78	0	320	0	1,089	.....	41
9	26	10	29	39	54	26	84	14	53	.....	4	.....	72	.....	0
121	40	63	100	118	632	211	1,292	166	101	.....	260	.....	889	.....	432
30	40	63	39	49	144	105	627	81	55	.....	148	.....	174	.....	.....
21	.....	.....	24	25	163	21	109	17	.....	.....	11	.....	56	.....	0
28	.....	.....	37	44	139	43	160	22	.....	.....	9	.....	134	.....	0
42	.....	.....	.....	.....	186	42	396	46	46	.....	92	.....	525	.....	492
47	181	30	0	420	.....	.....	103	.....	60	.....	.....	.....	100	.....	0

TABLE 42.—*Number of students in each of the leading secondary*

	Secondary students.			Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Physics.
	Male.	Female.	Total.								
Denver, Colo	975	1,428	2,403	1,289	86	396	690	1,207	870	102	535
High School (District No. 1)	328	528	856	596	73	115	166	373	169	37	215
High School (District No. 2)	198	317	515	283	13	133	163	258	228	26	95
Manual Training High School	256	213	469	168	.....	24	128	328	331	39	133
North Side High School	170	342	512	197	.....	124	228	210	122	.....	77
South Denver High School (District No. 7)	23	28	51	45	.....	.....	5	38	20	.....	15
Toledo, Ohio	482	804	1,286	607	27	230	355	667	204	17	93
Central High School	452	740	1,192	547	27	230	320	578	204	17	93
East Side High School	30	64	94	60	.....	.....	35	89	.....	.....	.....
Allegheny, Pa.:											
High School	252	377	629	262	36	.....	175	186	105	19	61
Columbus, Ohio	940	1,115	2,055	1,226	50	211	486	1,039	593	.....	182
Central High School	299	360	659	336	18	82	185	200	192	.....	65
East High School	266	311	577	350	14	57	144	248	154	.....	45
North High School	337	404	741	509	18	72	107	553	233	.....	72
South High School	38	40	78	31	.....	.....	50	38	14	.....	.....
Worcester, Mass	709	963	1,672	642	104	758	370	616	566	31	237
Classical High School	317	393	710	556	104	272	147	280	255	.....	38
English High School	392	570	962	86	.....	486	223	336	311	31	199
Syracuse, N. Y.:											
High School	688	925	1,613	1,047	51	183	353	576	542	15	303
New Haven, Conn	634	658	1,292	525	91	106	480	489	593	35	225
Boardman Manual Training High School	315	238	553	105	.....	.....	256	240	166	7	40
Hillhouse High School	319	420	739	420	91	106	224	249	427	28	185
Paterson, N. J.:											
High School	262	382	644	255	.....	35	402	300	96	20	80
Fall River, Mass.:											
B. M. C. Durfee High School	281	379	660	325	70	201	72	352	251	6	36
St. Joseph, Mo	290	525	815	465	60	40	190	430	108	34	97
High School	277	483	760	410	39	40	190	375	96	30	85
High School (colored)	13	42	55	55	21	.....	.....	55	12	4	12
Omaha, Nebr.:											
High School	591	961	1,552	555	57	100	420	1,165	591	25	140
Los Angeles, Cal.:											
High School	709	1,004	1,713	632	38	154	106	717	332	35	229
Memphis, Tenn	129	397	526	145	.....	.....	.....	400	141	.....	63
High School	114	326	440	145	.....	.....	.....	328	112	.....	50
Kortrecht High School (colored)	15	71	86	.....	.....	.....	.....	72	29	.....	13
Scranton, Pa.:											
High School	346	522	868	391	50	40	248	222	219	21	102
Lowell, Mass.:											
High School	389	484	873	306	41	410	55	298	133	9	258
Albany, N. Y.:											
High School	306	451	757	522	56	75	181	371	291	20	212
Cambridge, Mass	601	709	1,310	674	150	598	175	541	302	6	177
English High School	159	451	610	182	.....	286	70	209	69	.....	92
Latin School	234	258	492	492	150	190	103	252	145	6	44
Rindge Manual Training School	208	0	208	0	0	122	2	80	88	0	41
Portland, Oreg.:											
High School	364	554	918	340	.....	.....	195	561	202	38	218
Atlanta, Ga.:											
Boys' High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Girls' High School	0	520	520	360	.....	210	.....	350	90	.....	.....
Grand Rapids, Mich	571	846	1,417	649	20	70	416	918	355	22	130
Central High School	465	691	1,156	513	20	64	353	769	322	22	130
Union High School	106	155	261	136	.....	6	63	149	33	.....	.....
Dayton, Ohio:											
Steele High School	523	623	1,146	538	20	158	445	579	500	7	131
Richmond, Va	327	842	1,169	520	0	76	181	656	223	0	254
High School	257	571	828	520	.....	76	181	403	135	.....	183
High and Normal School (colored)	70	271	341	0	0	0	0	253	88	0	71
Nashville, Tenn	163	402	565	434	.....	9	58	381	153	.....	71
Fogg High School	111	289	400	269	.....	9	58	222	111	.....	40
Pearl High School (colored)	52	113	165	165	.....	.....	.....	159	42	.....	31
Seattle, Wash.:											
High School	307	493	800	396	.....	89	145	355	214	.....	148
Hartford, Conn.:											
High School	436	476	912	476	84	386	185	323	266	18	126
Total United States	43,686	65,343	109,029	55,247	4,790	20,096	28,611	57,643	33,930	3,488	20,632
Male	.....	.....	.....	23,867	2,855	7,189	11,798	25,282	15,629	2,099	9,120
Female	.....	.....	.....	31,380	935	12,907	16,813	32,361	18,301	1,389	11,512

studies in the public high schools of the 50 largest cities in 1900–1901—Continued.

Chemistry.	Physical geography.	Zoology.	Botany.	Physiology.	Rhetoric.	English literature.	History, other than United States.	United States history.	Civil government.	Commercial law.	Bookkeeping.	Commercial geography.	Drawing.	Stenography.	Manual training.
335	228	429	793	101	911	1,829	1,864	265	363	91	186	.....	1,747	.....	683
143	.....	365	365	101	26	704	697	143	143	.....	64	.....	713	.....	.....
61	.....	.....	127	.....	193	500	429	47	142	.....	80	.....	408	.....	.....
80	228	.....	225	.....	295	469	460	13	74	.....	36	.....	455	.....	469
42	.....	64	61	.....	375	150	240	56	.....	85	.....	.....	120	.....	214
9	.....	.....	15	.....	22	6	38	6	4	6	6	.....	51	.....	.....
54	58	22	321	0	1,061	251	452	124	124	86	86	0	0	.....	0
54	58	22	321	0	981	211	402	124	124	86	86	0	0	.....	0
.....	.....	.....	.....	.....	80	40	50	.....	.....	.....	.....	.....	.....	.....	.....
50	28	54	63	.....	105	46	201	17	184	47	184	.....	17	.....	.....
105	124	102	147	114	391	435	301	220	388	88	187	209	1,011	143	0
56	31	45	42	42	159	76	134	85	174	47	73	80	265	135	.....
31	67	31	47	33	107	64	77	69	60	23	39	44	296	.....	.....
18	26	26	58	26	125	270	77	75	135	18	67	65	415	.....	0
.....	.....	.....	.....	13	.....	25	13	.....	19	.....	8	20	35	8	.....
153	.....	45	70	484	933	1,502	290	108	21	101	101	.....	247	202	176
33	.....	.....	9	176	.....	569	101	21	21	.....	.....	.....	83	.....	48
120	.....	45	61	308	933	933	189	87	.....	101	101	.....	164	202	128
200	122	.....	114	551	235	.....	363	33	87	.....	.....	.....	320	.....	.....
249	280	87	327	18	1,056	1,128	723	178	72	.....	175	61	553	.....	553
90	130	.....	240	.....	553	553	336	4	18	.....	.....	.....	553	.....	553
159	150	87	87	18	503	575	387	174	54	.....	175	61	.....	.....	.....
80	120	.....	51	20	.....	644	80	50	50	60	110	50	550	.....	35
35	33	46	47	0	638	638	299	112	69	18	90	26	87	31	86
76	29	0	32	127	815	815	284	63	54	15	40	0	0	30	0
72	29	0	32	100	760	760	250	50	50	15	40	0	0	30	0
4	.....	.....	.....	27	55	55	34	13	4	.....	.....	.....	.....	.....	.....
125	91	120	120	900	1,495	1,495	1,075	123	.....	.....	50	.....	132	.....	120
167	357	79	310	205	310	1,030	520	146	168	103	255	220	1,100	.....	.....
.....	96	.....	.....	146	208	50	194	358	.....	.....	38	.....	.....	.....	.....
.....	62	.....	.....	112	174	50	174	328	.....	.....	38	.....	.....	.....	.....
.....	34	.....	.....	34	34	.....	20	30	.....	.....	.....	.....	.....	.....	.....
88	52	.....	44	.....	828	828	241	28	.....	55	168	74	154	170	0
118	109	.....	36	104	197	98	336	101	.....	.....	160	124	109	.....	109
19	124	122	61	259	172	190	314	102	102	.....	56	.....	594	.....	575
184	.....	172	47	405	705	1,132	661	88	32	.....	51	.....	350	37	184
72	.....	172	47	172	488	488	258	50	22	.....	51	.....	166	37	0
102	.....	.....	.....	171	65	492	335	.....	.....	.....	.....	.....	.....	.....	0
10	.....	.....	.....	62	152	152	68	38	10	.....	.....	.....	184	.....	184
193	184	.....	.....	154	368	342	298	192	192	.....	119	.....	340	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	150	.....	150	.....	520	520	440	.....	.....	.....	16	42	96	.....	.....
115	136	.....	354	152	453	421	792	443	64	64	270	.....	734	.....	0
86	83	.....	264	105	378	130	613	337	64	64	179	.....	588	.....	.....
29	53	.....	90	47	75	291	179	106	.....	.....	91	.....	146	.....	0
136	202	244	229	244	1,146	1,146	801	130	102	23	27	.....	.....	67	.....
158	539	0	0	189	481	226	740	29	76	34	160	0	0	54	0
112	315	.....	.....	160	390	138	487	.....	34	34	160	.....	.....	54	0
46	224	0	0	29	91	88	253	29	42	0	0	0	0	.....	0
62	283	.....	.....	.....	64	184	177	215	.....	.....	31	.....	565	90	0
43	219	.....	.....	.....	.....	184	127	127	.....	.....	.....	.....	400	90	0
19	64	.....	.....	.....	64	.....	50	88	.....	.....	31	.....	165	.....	0
.....	231	60	51	239	130	.....	257	110	97	.....	.....	.....	519	.....	86
39	46	40	30	32	147	912	261	60	60	.....	101	.....	250	.....	154
10,158	14,913	11,459	18,466	24,468	60,143	67,314	51,614	10,109	9,495	3,126	11,830	3,003	53,234	4,297	10,146
4,614	5,804	4,577	6,922	10,538	24,028	27,611	20,816	4,077	4,301	1,407	6,172	1,241	21,531	1,271	7,459
5,544	9,109	6,882	11,544	13,930	36,115	39,703	30,798	6,032	5,194	1,719	5,658	1,762	31,703	3,026	2,687

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901.*

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.									
											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		
	ALABAMA.																							
1	Abbeville	Southeast Alabama Agricultural School, third district.*	James V. Brown	Ind	3	2	63	42	60	65	10	12	5	0	2	0	2	0	4	38	1,593	$12,000		
2	Albertville	Seventh District Agricultural School.*	Wm. F. Feagin	Ind	3	2	39	72	0	0	3	4	2	3	1	1								
3	Alexander City	High School	W. R. Harrison	Dept.	1	1	20	30	0	0									4			3,000		
4	Bell	Shiloh High School*	L. F. Darrah	Ind	1	0	6	4	39	51														
5	Bessemer	High School	William P. Gunn	Dept.	1	2	17	29	0	0	3	0	3	0	1	6	1	2	3			10,000		
6	Birmingham	do	J. B. Cunningham	Dept.	3	6	90	214	0	0			9	20	6	29			4		8,500			
7	Brewton	Institute	D. Gillis	Dept.	2	1	53	47	0	0	7	2			2	7	2	7	4		1,000	15,000		
8	Bridgeport	High School	Felix M. Robertson, A.B.	Dept.	1	0	7	12	0	0												4,000		
9	Brundidge	do	J. O. Morris	Dept.	1	1	20	16	0	0												1,250		
10	Camphill	do.*	Wm. H. Jones, B. P.	Dept.	1	1	22	21	30	28									4			1,000		
11	Cedarbluff	Institute	S. J. McCall	Dept.	1	0	14	16	31	52			0	1					4			600		
12	Courtland	Masonic Male and Female Institute.	L. E. Wood	Dept.	1	1	9	5	31	30	4	3	2	1					3			2,000		
13	Dadeville	Training School	Jay D. Lane	Dept.	1	0	12	20	0	0	1	2							4		150	5,000		
14	Decatur	High School	W. B. Gibson	Dept.	1	1	19	32	0	0			10	20	1	4	1	1	3		20	3,000		
15	Dothan	do	Geo. R. McNeill	Dept.	3	1	15	34	0	0					0	1			4		100	5,000		
16	Edwardsville	Cleburne Institute	J. C. Midyett	Dept.	1	1	7	5	38	30											25	2,500		
17	Enterprise	High School	A. E. Lowry	Ind	1	1	30	34	40	42									2			2,500		
18	Eufaula	do	Miss May Andrews	Dept.	1	2	26	21	0	0	7	0	2	0	9	2	7	0	3			15,000		
19	Evergreen	Southwest Alabama Agricultural School, second district.	J. A. Luer	Ind	4	1	67	84	78	109					2	3			6		357	13,000		

20	Flint	High School*	Thomas Means	Dept.	1	0	4	8	31	37									4				
21	Fort Deposit	do	W. W. Benson	Dept.	1	0	18	22	0	0									3		500		7,000
22	Gainesville	do	J. C. Smith	Dept.	1	0	12	17	18	23									4				2,500
23	Goodwater	do	O. T. Smith	Dept.	1	1	23	32	0	0	3	0	1	0					3				2,000
24	Greenville	do.*	J. R. Smith	Dept.	2	0	7	16	0	0					0	6	0	6	3		523		12,000
25	Grovehill	Academy*	M. B. Dubose	Dept.	1	0	4	8	20	22													500
26	Guin	High School*	J. W. McKenzie	Dept.	1	1	19	19	0	0	2	3	6	7	2	0	2	0	4		603		1,250
27	Hamilton	West Alabama Agricultural School, sixth district.	G. A. Holley	Ind.	2	1	86	24	44	72	7	0	2	0	1	0			4		200		6,000
28	Harpersville	Elm Hill Academy	C. H. Florey	Dept.	1	0	10	5	32	34	4	1									50		500
29	Heflin	Ross Collegiate Institute.	W. M. Riddle	Ind.	2	2	60	40	99	35					1	3			2		8,000		2,000
30	Hillsboro	High School	James N. Bragg	Dept.	1	0	3	12	32	28									2				
31	Hollypond	do.*	W. E. Gill	Ind.	1	0	29	27	36	31	8	5							2				800
32	Huntsville	do	S. R. Butler	Dept.	2	1	20	30	0	0					1	4			3		250		12,000
33	Jackson	First District Agricultural School.	J. B. Murphy	Ind.	3	2	26	32	89	90					1	3	1	3	4	26			6,000
34	Jemison	Institute	J. M. Collier	Ind.	1	0	10	6	45	47									2		100		1,000
35	Kennedy	High School	T. E. Wilkinson	Dept.	1	0	5	6	35	19													
36	Kymulga	Lanier's Academy*	S. J. Hall	Dept.	1	0	3	2	61	37													500
37	Leighton	High School	—— Walker	Dept.	1	0	3	4	57	46													1,000
38	McCalla	Pleasant Hill High School.	W. H. Nabors	Dept.	1	0	9	21	60	46									3				
39	Midway	Midway and James High School.	J. J. Moore	Dept.	1	0	14	18	37	26	1	3							1				1,100
40	Millerville	High School*	N. P. Reid	Dept.	1	1	28	22	32	28									3				1,000
41	Milo	Spring Hill High School*	S. O. Townsend	Dept.	1	0	8	6	57	42													700
42	Mobile	Boys' High School	T. A. Taylor	Dept.	2	1	95	0	0	0	15	0	10	0	13	0	4	0	4		300		
43	do	Broad Street Academy (colored).	Wm. A. Caldwell	Dept.	1	2	26	68	0	0					2	5			4				
44	do	Girls' High School*	Mrs. E. S. Colston	Dept.	4	6	90	210	0	0					0	38			4				
45	Montevallo	Girls' Industrial School of Alabama.	Dr. Francis M. Peterson.	Ind.	1	25	0	321	0	50					0	64					300		100,060
46	Montgomery	Girls' High School	Miss E. M. Bullock	Dept.	0	6	0	180	0	0					0	31			4		700		
47	Mounthope	Wallace Institute	Robert L. Quinn	Dept.	1	1	24	17	29	28	2	1	1	0							125		1,500
48	Murphrees Valley	Enterprise Academy	L. O. Scruggs	Ind.	1	0	3	3	30	39													900
49	New Decatur	Gordon School	R. R. Harris	Dept.	1	1	18	53	0	0			1	0	1	3	1	0	3		200		15,000
50	Oaklevel	High School	Homer L. Grice	Dept.	1	0	10	6	40	34	5	4	0	0					2				
51	Oakman	College	J. O. Sturdivant	Dept.	2	1	30	40	0	0					1	1	1	1	4				4,000
52	Oneonto	High School*	L. B. Self	Dept.	1	2	40	50	20	25	5	5	10	5					2		30		1,500
53	Pelham	Rutherford High School.	J. W. Ellenburg	Dept.	1	0	16	9	19	16	1	0							3				1,000
54	Phœnix	High School	W. S. Rogers	Dept.	1	1	20	20	0	0	10	10							4				4,000
55	Pollard	do	W. C. Carpenter	Dept.	1	0	1	4	24	26													500
56	Pratt City	do	W. W. Monroe	Dept.	2	0	26	44	0	0	3	5	5	8	0	1			3		750		6,500
57	Roanoke	Normal College	Robert M. Crawford	Dept.	2	2	35	40	0	0					4	5	4	5	4		250		25,000
58	Rock Mills	High School*	L. A. Ware	Dept.	1	0	9	5	0	0	2	5											
59	Salitpa	Academy	Ben. B. McLeran, L. I.	Dept.	1	0	4	5	51	64	1	0											
60	Selma	Dallas Academy	R. E. Hardaway	Dept.	1	3	36	93	0	0	12	25			2	10			4		1,700		25,000
61	Sheffield	High School	Daniel Harmon	Dept.	1	0	5	5	0	0									4		1,200		
62	Spring Garden	do	C. M. Garrett	Dept.	1	1	21	13	29	27			8	7							29		600
63	Sulligent	Academy	John B. Ziegler	Dept.	1	0	25	12	60	28	6	3			4	1	4	1	3				2,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	ALABAMA—cont'd.																					
64	Sylacauga	Fourth District Agricultural School.	A. G. Seay	Ind	2	1	34	42	0	0	1	0	7	5	5	4	3	1	4	....	102	$20,000
65	Trussville	Academy	Prof. J. L. McKenney	Dept.	1	0	9	6	33	44	2	2	2	1	....	....	....	....	3	....	.....	15,000
66	Tuscaloosa	Graded School	L. C. Pratt	Dept.	2	1	15	13	0	0	6	8	2	0	0	7	0	6	3	....	350	35,000
67	Tuscumbia	High School	W. F. Trump	Dept.	2	1	25	30	0	0	....	....	3	5	4	5	3	2	3	....	150	20,000
68	.....do	High School (colored)	G. W. Trenholm, Ph. B., M. S.	Dept.	1	0	5	10	0	0	2	5	....	....	0	1	0	1	3	....	85	3,500
69	Union Springs	High School	J. M. Sanders	Dept.	2	0	52	65	0	0	....	....	....	....	0	3	0	2	3	....	.....	5,000
70	Warrior	.....do	W. P. Amerson	Dept.	1	1	15	25	0	0	....	....	....	....	....	....	....	....	4	....	250	1,250
71	Whistler	.....do	N. R. Baker	Dept.	1	1	12	21	0	0	3	0	0	3	6	10	3	3	2	....	200	3,000
72	Winfield	.....do	J. H. Couch	Dept.	1	0	8	2	62	58	....	....	....	....	....	....	....	....	....	....	.....	.....
73	Wofford	.....do	C. C. Holliday	Ind	1	0	10	7	15	20	....	....	....	....	....	....	....	....	....	....	.....	.....
74	Woodlawn	.....do	R. A. Clayton	Dept.	1	2	10	36	0	0	0	3	....	....	0	3	0	3	3	....	350	15,000
	ARIZONA.																					
75	Phoenix	Union High School	Geo. Blount	Dept.	4	2	56	72	0	0	....	....	6	6	2	13	2	4	4	....	600	34,000
76	Prescott	High School*	A. J. Matthews	Dept.	1	1	9	35	0	0	0	4	2	0	1	11	....	....	2	....	260	30,000
	ARKANSAS.																					
77	Augusta	High School	O. L. Dunaway	Dept.	1	0	3	7	27	35	1	1	....	....	....	....	....	....	2	....	100	1,200
78	Benton	.....do	A. E. Wilson	Dept.	1	0	15	23	0	0	2	3	3	0	....	....	....	....	3	....	25	2,500
79	Booneville	.....do.*	E. C. Dunbar	Dept.	1	1	22	18	0	0	....	....	....	....	12	5	....	....	3	....	218	.....

80	Charleston	do.*	T. L. Wolfe	Dept..	1	0	10	11	0	0	5	6	....	....	1	1	....	....	2	....	.....	1,200
81	Chickalah	do.*	M. B. Havner	Dept..	1	0	15	7	48	51	....	....	0	2	....	....	....	....	2	....	100	800
82	Clarendon	do.*	J. McCullough	Dept..	1	0	10	20	0	0	1	0	0	1	1	1	1	1	3	....	300	2,000
83	Clarksville	do	J. W. Sallis	Dept..	2	1	30	35	0	0	....	....	....	....	1	7	1	3	3	....	110	10,000
84	Clinton	Male and Female Academy.	J. G. Fraser	Dept..	1	0	17	21	0	0	....	....	....	....	....	....	....	....	3	....	250	1,000
85	Conway	High School	D. L. Paisley	Dept..	1	1	20	24	0	0	....	....	....	....	5	3	5	3	2	....	500	4,000
86	Dardanelle	do	J. C. Bunch	Dept..	1	1	15	20	0	0	10	16	....	....	1	4	1	3	4	....	500	20,000
87	Dover	Graded School	James A. Evans	Dept..	1	1	10	15	0	0	....	....	....	....	....	....	....	....	....	....	.....	500
88	Eglantine	High School*	W. T. Mills	Dept..	1	0	2	3	34	43	....	....	....	....	....	....	....	....	....	....	.....	300
89	Fayetteville	do.*	—— Hooper	Dept..	2	1	12	13	28	37	....	....	....	....	....	....	....	....	2	....	.....	30,000
90	Fordyce	do.*	S. A. Rowland	Dept..	1	0	6	15	0	0	....	....	....	....	....	....	....	....	4	....	.....	1,000
91	Forrest City	Crowley Ridge Institute	Chas. R. Mathis	Dept..	2	0	25	42	0	0	0	3	1	0	1	4	1	3	3	....	.....	10,000
92	Fort Smith	High School	B. W. Torreyson	Dept..	5	2	107	149	0	0	....	....	....	....	7	15	....	....	4	36	1,500	80,000
93	do	Howard High School (colored).	E. O. Trent	Dept..	3	0	15	25	0	0	5	10	....	....	....	....	....	....	4	....	400	8,000
94	Gravelly	High School	W. W. Lundy, A. B	Dept..	1	0	3	3	45	65	....	....	1	3	....	....	....	....	4	....	.....	1,000
95	Green Forest	do	H. P. Burney	Dept..	1	1	18	22	0	0	4	10	....	....	0	5	0	3	3	....	.....	1,000
96	Greenwood	do	A. F. Wolf	Dept..	1	1	16	24	0	0	3	2	....	....	....	....	....	....	4	....	1,975	8,050
97	Hackett	do.*	J. B. Williamson	Dept..	1	1	24	12	0	0	....	....	....	....	12	1	....	....	4	....	.....	10,000
98	Hamburg	do	J. R. McChesney	Dept..	2	0	19	28	0	0	1	4	....	....	0	4	0	2	3	....	.....	2,500
99	Harrison	do	J. H. Caldwell	Dept..	2	0	40	30	0	0	4	3	2	1	3	0	3	0	3	....	300	5,000
100	Heber	do.*	Jesse Bird	Dept..	2	0	35	40	0	0	....	....	....	....	....	....	....	....	3	....	.....	2,000
101	Helena	Jefferson High School	W. W. Rivers	Dept..	2	1	18	45	0	0	2	15	1	3	0	11	0	11	3	....	300	25,000
102	do	Peabody High School (colored).	Henry Avant	Dept..	1	0	7	23	32	40	2	6	....	....	2	6	2	6	3	....	58	10,000
103	Hot Springs	Central High School	B. E. Jarratt	Dept..	2	6	90	120	0	0	9	6	12	10	11	16	6	7	3	....	1,200	40,000
104	do	High School (colored)	J. A. Carr	Dept..	1	0	3	14	0	0	....	....	....	....	2	11	....	....	2	....	75	.....
105	Huntsville	High School	Jesse Bird	Dept..	1	1	23	17	0	0	5	7	....	....	....	....	....	....	4	....	.....	4,000
106	Jonesboro	do	D. T. Rogers	Dept..	1	1	30	48	0	0	....	....	....	....	3	5	0	5	3	....	200	12,000
107	Judsonia	do	W. F. Coudray	Dept..	1	0	8	17	0	0	....	....	....	....	....	....	....	....	1	....	.....	3,500
108	Lagrange	Lee High School*	A. S. Rogers	Dept..	1	1	15	20	25	30	0	3	....	....	....	....	....	....	4	....	.....	1,500
109	Leadhill	High School	R. E. Morris	Dept..	1	0	11	8	0	0	3	2	....	....	1	3	1	2	2	....	80	1,500
110	Little Rock	Peabody High School	R. C. Hall	Dept..	2	4	77	170	0	0	....	....	....	....	6	11	....	....	4	....	40	.....
111	do	Union High School (colored).*	J. G. Ish	Dept..	2	1	49	99	0	0	....	....	....	....	7	11	....	....	4	....	.....	22,250
112	Lonoke	High School	W. N. Hamlet	Dept..	1	2	19	34	0	0	10	15	....	....	2	1	1	1	3	....	1,000	.....
113	Magazine	do	R. D. H. Montgomery	Dept..	2	1	36	20	0	0	....	....	....	....	....	....	....	....	3	....	196	1,800
114	Magnolia	Southwestern Academy	J. W. Cantwell	Dept..	3	0	50	55	0	0	....	....	....	....	4	8	....	....	3	....	600	15,000
115	Malvern	High School	W. D. Leiper, A. M	Dept..	1	0	7	13	0	0	1	2	....	....	....	....	....	....	3	....	30	5,250
116	Marianna	Male and Female Institute	S. E. L. Brown	Dept..	1	1	14	37	0	0	2	4	0	2	1	10	1	7	3	....	125	6,000
117	Melbourne	High School	J. P. Bingham	Dept..	1	0	18	7	0	0	....	....	....	....	....	....	....	....	1	....	75	1,600
118	New Lewisville	do	J. P. Steele	Dept..	1	2	10	10	41	47	....	....	2	3	1	4	1	4	3	....	.....	1,000
119	Newport	do.*	J. P. W. Brouse	Dept..	2	0	20	15	0	0	0	6	2	0	2	2	....	....	2	....	.....	6,000
120	do	Merrill High School (colored).*	Edward Craigen	Dept..	1	0	8	32	0	0	2	0	....	....	....	....	....	....	4	....	.....	3,000
121	Osceola	Graded and High School	B. F. Dudley	Dept..	1	0	3	9	90	81	1	0	....	....	....	....	....	....	3	....	133	.....
122	Paris	Academy	W. M. Wear	Dept..	2	0	15	24	0	0	8	7	....	....	2	0	2	0	3	....	250	15,000
123	Perryville	High School	P. L. Burrow	Dept..	1	0	4	6	67	67	....	....	....	....	....	....	....	....	....	....	125	600
124	Pine Bluff	do	Jas. H. Witherspoon, B. A	Dept..	3	2	66	114	10	14	....	....	....	....	3	11	2	6	4	....	500	25,000

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Graduates in 1901.		College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.															
											Classical course.		Scientific course.													
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
	ARKANSAS—cont'd.																									
125	Pine Bluff	Missouri Street High School (colored).	Thos. McMakin	Dept..	2	0	5	21	0	0	....	....	0	2	....	....	....	....	1	....	75	.....				
126	Prescott	High School*	P. L. Burrow	Dept..	1	0	12	20	0	0	....	....	....	....	3	6	1	4	3	....	120	$4,500				
127	Princeton	....do.*	W. P. Adams	Ind...	1	0	6	10	12	17	....	....	....	....	....	....	....	....	....	....	.....	400				
128	Rogers	....do	R. G. Creekmore	Dept..	2	1	15	20	0	0	3	12	....	....	....	....	....	....	3	....	.....	10,000				
129	Russellville	....do	D. A. Richardson	Dept..	2	0	25	36	0	0	9	11	....	....	0	5	0	3	4	....	200	5,000				
130	Salem	....do.*	J. W. Butler	Dept..	1	0	25	10	0	0	10	6	....	....	....	....	....	....	3	....	.....	3,500				
131	Searcy	....do	A. V. Hamilton	Dept..	1	1	17	20	0	0	4	2	....	....	4	4	4	2	2	....	129	6,500				
132	Sidney	Collegiate Institute*	A. B. Brewster	Dept..	1	0	10	10	0	0	....	....	....	....	6	4	....	....	3	....	20	1,000				
133	Springfield	High School	Will A. Berry	Dept..	1	0	6	9	59	53	2	4	....	....	....	....	....	....	2	....	250	1,000				
134	Texarkana	....do.*	Miss Allie B. Deupree	Dept..	1	2	23	49	0	0	2	2	....	....	0	3	0	1	4	....	70	25,000				
135	Valley Springs	....do.*	T. F. Allbright	Dept..	2	0	10	12	0	0	....	....	....	....	....	....	....	....	4	....	100	2,000				
136	Vanburen	....do	A. L. Peocher	Dept..	2	1	24	26	0	0	....	....	....	....	5	13	....	....	3	....	436	16,000				
137	Waldron	....do	C. Henderson, A. B	Dept..	1	0	21	26	0	0	....	....	....	....	1	1	....	....	4	....	350	3,000				
138	Wheatley	....do	T. C. Nall	Dept..	1	0	6	8	36	46	1	1	1	1	1	1	....	....	3	....	.....	.....				
	CALIFORNIA.																									
139	Alameda	High School	Arthur W. Scott, M. D	Dept..	5	8	130	218	0	0	....	....	....	....	10	27	3	6	4	....	500	34,750				
140	Alhambra	....do	A. C. Wheat	Ind...	2	2	15	47	0	0	....	....	0	3	1	6	....	....	4	....	1,000	.....				
141	Arcata	Union High School	Alfred D. Tenney	Ind...	1	1	17	24	0	0	....	....	3	1	3	1	3	1	4	....	160	750				
142	Arroyo Grande	....do	A. F. Parsons	Ind...	1	1	10	21	0	0	....	....	2	3	0	4	0	2	4	....	400	.....				
143	Auburn	Placer County High School.	W. M. Mackay	Ind...	2	0	28	26	0	0	....	....	14	10	6	3	6	3	4	....	150	.....				

144	Azusa	Citrus Union High School.	Miss Sara L. Dole	Ind...	0	3	17	21	0	0	1	3	3	2	4	10	2	4	3	....	350	3,500
145	Bakersfield	Kern County High School.	C. C. Childress	Ind...	4	3	61	74	0	0	....	....	4	1	5	9	....	....	4	....	600	35,000
146	Benicia	High School	George E. Furbush	Dept..	2	1	11	30	0	0	2	3	....	....	0	3	0	1	4	....	1,500	40,000
147	Berkeley	.....do	M. C. James	Dept..	5	8	155	195	0	0	12	44	25	15	35	48	25	35	3	....	800	45,000
148	Bostonia	El Cajon Valley Union High School.	Clyde M. Wescott	Ind...	1	1	11	10	0	0	....	....	2	1	2	3	2	1	4	....	150	.....
149	Centerville	Union High School No. 2.	Frederick Liddeke	Ind...	2	2	23	30	0	0	1	5	3	0	3	1	1	1	4	....	640	12,500
150	Chino	High School	Warren Loree	Dept..	1	1	12	10	0	0	....	....	4	10	0	2	....	....	4	....	1,300	35,000
151	Cloverdale	Union High School	F. R. Cauch	Dept..	1	1	5	19	0	0	....	....	1	5	0	3	0	2	4	....	.....	.....
152	College City	Pierce Joint Union High School.	Geo. D. Thompson	Ind...	1	2	15	16	0	0	....	....	2	0	1	3	1	0	4	....	650	12,000
153	Colton	High School	George M. Green	Dept..	2	1	16	19	0	0	....	....	4	2	2	1	1	1	4	....	306	.....
154	Colusa	District High School	Jno. E. Hayman	Dept..	1	2	25	31	0	0	....	....	....	....	2	5	1	1	4	....	300	.....
155	Compton	Union High School	L. B. Scranton	Dept..	1	1	16	11	0	0	3	0	3	1	4	4	....	....	3	....	320	.....
156	Corona	High School	J. A. Rice	Dept..	2	2	16	21	0	0	12	0	....	....	1	1	1	1	4	....	250	25,000
157	Covina	.....do	J. J. Morgan	Dept..	1	3	14	25	0	0	3	4	3	4	0	5	0	3	4	....	500	15,000
158	Crescent City	Del Norte County High School.	J. M. Horton	Ind...	1	0	13	18	0	0	0	2	....	....	....	....	....	....	4	....	200	5,500
159	Dinuba	Union High School	Isaac Wright	Ind...	1	1	19	11	0	0	2	2	8	3	....	....	....	....	4	....	175	.....
160	Dixon	.....do	J. R. Grinstead	Ind...	1	1	16	16	0	0	....	....	....	....	3	2	....	....	4	....	200	5,000
161	Easton	Washington Union High School.	Osmer Abbott	Ind...	1	1	18	29	0	0	....	....	4	6	3	1	1	1	4	....	242	.....
162	Elkgrove	Union High School	E. B. Williams	Dept..	1	1	13	12	0	0	....	....	2	0	5	4	2	0	3	....	200	5,000
163	Elsinore	.....do	Miss Anderson	Dept..	0	1	10	12	0	0	....	....	....	....	0	1	0	1	4	....	280	.....
164	Escondido	High School	U. G. Durfee	Dept..	2	2	46	43	0	0	4	3	4	6	7	7	5	0	4	....	560	20,000
165	Esparto	Union High School	Irving Needham	Ind...	1	1	10	24	0	0	....	....	2	2	3	4	2	2	3	....	523	6,000
166	Etna Mills	.....do	Burton Hall	Ind...	2	0	17	34	0	0	....	....	2	3	0	5	0	1	4	....	635	4,000
167	Eureka	High School	A. C. Barker	Dept..	3	1	38	96	0	0	....	....	3	10	5	11	0	4	3	....	221	800
168	Fallbrook	Union High School	Arthur O. Burke	Dept..	1	1	16	16	0	0	....	....	....	....	4	4	....	....	4	....	200	.....
169	Fowler	.....do	J. N. Keran	Dept..	1	1	17	21	0	0	0	13	12	0	2	3	1	2	4	....	240	10,000
170	Fresno	High School	A. C. Olney	Dept..	6	5	111	136	0	0	....	....	....	....	7	7	....	....	4	....	1,017	92,000
171	Fullerton	Union High School	W. R. Carpenter	Ind...	2	2	27	35	0	0	....	....	....	....	4	1	3	0	4	....	359	10,000
172	Gilroy	High School	Albert L. Jones	Dept..	1	2	14	34	0	0	0	5	5	0	2	10	1	3	4	....	2,945	15,000
173	Grass Valley	.....do.*	M. W. Smith	Dept..	3	0	54	74	0	0	....	....	....	....	5	8	....	....	3	....	2,000	50,000
174	Gridley	Union High School	Harlan C. Smith	Ind...	1	0	7	10	0	0	....	....	....	....	0	4	....	....	3	....	160	.....
175	Hanford	.....do	E. H. Walker	Ind...	3	2	48	88	0	0	....	....	6	6	11	18	5	4	3	....	700	15,000
176	Haywards	.....do	John Gamble, Ph. D.	Dept..	4	3	27	43	0	0	2	6	15	24	2	5	0	2	4	....	709	9,000
177	Healdsburg	High School	H. R. Bull	Dept..	3	0	32	46	0	0	....	....	2	0	2	9	2	6	4	....	400	6,000
178	Hemet	Union High School	W. V. Holloway	Ind...	1	1	13	11	0	0	2	4	1	0	....	....	....	....	4	....	400	5,000
179	Hollister	High School	James Davis	Ind...	2	0	20	20	0	0	....	....	4	3	6	4	4	2	3	....	200	.....
180	Julian	Cuyamaca Union High School.*	U. S. Bailey	Dept..	1	0	10	10	0	0	3	2	2	3	4	1	....	....	4	....	575	4,500
181	Livermore	Alameda County Union High School No. 1.*	W. J. Connell	Ind...	1	3	23	30	0	0	....	....	2	2	3	7	3	4	4	....	400	15,000
182	Lodi	High School	Frank B. Wootten	Dept..	1	1	20	21	0	0	....	....	2	0	2	5	2	0	3	....	350	6,000
183	Lompoc	Union High School	Horace N. Caldwell	Dept..	2	1	37	44	0	0	0	1	1	0	3	7	1	1	4	....	175	10,000
184	Long Beach	High School	J. T. Anderson	Dept..	2	4	37	74	0	0	3	8	10	15	5	8	3	4	4	....	300	35,000
185	Los Angeles	.....do	W. H. Housh	Dept..	17	24	709	1004	0	0	20	18	65	42	48	83	46	83	4	....	1,450	115,000
186	Los Banos	West Side Union High School.*	J. T. McManis	Dept..	2	0	11	10	0	0	....	....	....	....	....	....	....	....	4	....	100	10,500
187	Los Gatos	High School	Geo. C. Russell	Dept..	1	2	19	41	0	0	....	....	....	....	1	0	....	....	4	....	200	6,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.									
											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		
	CALIFORNIA—continued.																							
188	Madera	High School	Miss L. Glenn Bovard	Dept.	1	1	8	14	0	0	....	....	....	....	6	0	2	0	3	....	250	.....		
189	Martinez	.....do	G. A. Brock	Dept.	1	0	5	2	122	128	....	....	2	0	....	....	....	....	....	....	1,250	.....		
190	Mendocino	.....do	R. Y. Glidden	Ind.	2	1	40	25	0	0	1	2	....	....	3	8	3	8	4	....	500	$8,000		
191	Merced	Merced County High School.	W. Scott Thomas	Ind.	4	1	38	52	0	0	....	....	15	10	4	9	0	4	4	....	600	2,500		
192	Modesto	High School	Thos. Downey	Dept.	2	1	17	39	0	0	....	....	3	4	3	4	3	4	3	....	884	24,100		
193	Monrovia	.....do	T. H Kirk	Dept.	2	3	15	24	0	0	....	....	....	....	3	3	1	2	4	....	866	10,600		
194	Napa	.....do	F. O. Mower	Dept.	2	1	35	63	0	0	....	....	10	30	3	5	3	5	4	....	700	12,000		
195	National City	.....do.*	Mrs. Gertrude H. Wilson	Dept.	0	2	13	16	0	0	....	....	4	4	2	2	2	2	4	....	500	900		
196	Nevada City	.....do	E. H. Barker	Dept.	2	1	30	40	0	0	10	6	10	6	2	9	1	4	4	....	500	27,000		
197	Oakdale	Union High School	J. S. Denton	Dept.	1	1	18	22	0	0	....	....	4	6	3	4	2	0	3	....	180	6,000		
198	Oakland	High School	J. B. McChesney	Dept.	7	12	255	360	0	0	....	....	....	....	24	33	22	21	4	....	500	300,000		
199	.....do	Polytechnic High School.	P. M. Fisher	Dept.	8	10	200	300	0	0	....	....	....	....	160	265	....	....	3	....	200	30,000		
200	Orland	Joint Union High School.	L. M. Reager	Ind.	1	0	4	15	0	0	....	....	....	....	2	1	1	0	3	....	75	.....		
201	Oroville	Union High School	J. B. Hughes	Ind.	2	1	22	21	9	8	....	....	10	8	8	5	3	3	4	....	150	.....		
202	Pacific Grove	High School	Richard L. Sandwick	Dept.	2	1	15	19	0	0	....	....	....	....	1	4	....	....	3	....	350	.....		
203	Palo Alto	.....do	A. Morris Fosdick	Dept.	3	3	56	64	0	0	....	....	....	....	4	7	4	7	4	....	225	25,000		
204	Pasadena	.....do	Jas. D. Graham	Dept.	4	7	113	197	60	78	5	13	46	59	21	21	15	8	4	....	369	40,000		
205	Paso Robles	.....do	L. E. Petrec	Dept.	1	2	28	32	0	0	....	....	....	....	3	2	3	2	4	....	229	.....		
206	Perris	Union High School	U. Homer Nicholson	Dept.	1	1	7	14	0	0	....	....	1	0	1	0	1	0	4	....	150	.....		
207	Petaluma	High School	Wilbur J. MacNeil	Dept.	3	1	32	65	0	0	....	....	2	6	3	17	1	5	4	....	508	.....		
208	Pomona	.....do	Frank H. Hyatt	Dept.	3	6	80	120	0	0	4	13	20	25	4	12	....	....	4	50	700	35,000		
209	Portersville	.....do	J. L. Dinwiddie	Dept.	3	0	29	19	0	0	....	....	10	8	6	2	4	1	3	....	350	500		

210	Ramona	Union High School	W. Olm Lowe	Ind	1	0	11	9	0	1					1	0			4		32	1,500
211	Redbluff	do	O. E. Graves	Dept.	2	2	33	66	0	0	4	4	5	5					4		200	
212	Redding	Shasta County High School.	F. G. Sanderson	Ind	3	1	25	54	0	0					1	8			4		204	
213	Redlands	Union High School*	Lewis B. Avery	Ind	5	3	78	117	0	0					3	8	3	6	4		800	38,300
214	Redwood City	Sequoia Union High School.	F. S. Rosseter	Ind	3	2	43	41	0	0	0	2	3	3	3	6	3	3	4		600	1,000
215	Riverside	High School	Miss Eugenie Fuller	Dept.	4	5	100	135	0	0			20	15	11	12			4		613	50,300
216	Sacramento	do	James H. Pond	Dept.	4	7	121	205	0	0	5	2			11	24	7	4	4		637	13,225
217	Saint Helena	Union High School	John A. Metzler	Dept.	2	1	21	21	0	0	2	0	4	5	3	5	3	2			400	
218	Salinas	High School	Charles C. Hill	Dept.	2	2	53	80	0	0					4	10	1	0	4		600	35,000
219	San Bernardino	do	F. E. Perham	Dept.	4	4	86	137	0	0			15	0	11	15	8	10	4		700	60,000
220	San Diego	do	Harry Halliday	Dept.	3	11	162	219	0	0			21	11	9	13	9	13	4		1,258	
221	San Francisco	Girls' High School	Elisha Brooks	Dept.	4	12	0	550	0	0	0	12			0	48	0	48	3		1,474	185,000
222	do	Lowell High School	Frank Morton	Dept.	11	3	402	225	0	0	35	28	167	80	29	14	29	14	4		800	20,000
223	do	Mission High School	Joseph O'Connor	Dept.	4	7	115	231	0	0	5	2	27	70	4	22	1	8	4			200,000
224	do	Polytechnic High School.	Walter N. Bush	Dept.	9	3	120	55	0	0			50	15	9	8	5	4	3		1,000	50,000
225	Sanger	Union High School	—— Palmer	Dept.	2	1	15	20	0	0									4			6,000
226	San Jacinto	High School	Edward B. Oakley	Dept.	1	1	10	20	0	0	0	2	2	0	1	5	1	1	4		150	
227	San Jose	do	A. E. Shumate	Dept.	6	6	178	362	0	0	5	7	75	160	10	24	8	20	4		500	180,000
228	San Luis Obispo	do	Francis J. Buchanan	Dept.	2	2	43	42	0	0	1	4	5	1	5	8	3	6	4		350	8,000
229	San Rafael	do	R. H. Van Horn	Dept.	3	2	26	70	0	0	14	30			2	6			4		1,600	1,800
230	Santa Ana	do	Joseph C. Templeton	Dept.	3	4	51	100	39	59					12	23	12	23	4		1,508	50,000
231	Santa Barbara	do	William A. Wilson	Dept.	4	5	98	124	0	0					8	20	6	8	4		4,000	3,000
232	Santa Clara	do	L. R. Smith	Dept.	2	7	85	96	0	0					6	18	5	10	4		100	20,000
233	Santa Cruz	do	D. C. Clark	Dept.	4	5	75	92	0	0			20	30	8	16	5	7	3		700	120,000
234	Santa Maria	Union High School	L. L. Evans	Ind	1	2	23	39	0	0			1	1	2	4	1	1	4		459	14,000
235	Santa Monica	High School	C. I. D. Moore	Dept.	3	2	29	29	28	41					1	2			4			18,000
236	Santa Paula	Union High School	David H. Webster	Ind	2	1	28	34	0	0	2	1	1	1	5	3	2	1	4		1,200	10,000
237	Santa Rosa	High School	E. M. Cox	Dept.	4	4	112	175	0	0					17	25	15	11	4		800	27,000
238	Santa Ynez	Valley Union High School	Erastus F. Potter	Dept.	1	1	9	21	0	0					1	0			4		500	
239	Selma	Union High School	S. S. Ray	Ind	1	2	32	58	0	0					5	19	2	4	4		587	9,963
240	Sonoma	Sonoma Valley Union High School.*	Benjamin Weed	Ind	1	1	12	11	0	0					3	3	3	3	3		1,000	
241	Stockton	High School	Darius A. Mobley	Dept.	9	4	115	149	0	0			21	37	13	23	5	14	4		1,142	50,000
242	Suisun City	Armijo Union High School	Chester Wetmore	Ind	1	2	25	28	0	0					3	4	1	1	4			
243	Sutter	Union High School	W. A. Wright	Dept.	1	1	15	13	0	0	2	2	2	2	3	2	2	1	3		200	
244	Truckee	Meadow Lake Union High School.	Miss Mertie R. Thompson.	Dept.	0	3	11	11	7	6	0	7	4	0	1	2	1	2	3		90	
245	Tulare	High School	C. J. Walker	Dept.	2	3	65	72	0	0			5	5	7	10	5	4	4		465	26,000
246	Ukiah	do	L. W. Babcock	Ind	2	1	53	59	0	0	7	3	9	0	6	6	3	2	4		320	15,000
247	Vacaville	Union High School*	Carl H. Nielsen	Ind	2	1	40	41	0	0			12	8	2	5	2	2	4		300	20,000
248	Vallejo	High School	J. J. Rippetoe	Dept.	2	2	37	55	0	0			10	18	1	10	1	8	4		698	
249	Ventura	do	P. W. Kauffman	Dept.	2	4	58	117	0	0					7	13			4		550	12,000
250	Visalia	do	Edward Hohfeld	Dept.	2	3	61	88	0	0	2	3	8	12	6	5	4	2	4		1,000	30,000
251	Watsonville	do	Irving Townsend	Dept.	3	2	56	51	0	0	11	13	17	3	7	9	3	5	3		1,243	25,000
252	Willow	Union High School	G. W. Wright	Dept.	1	1	18	17	0	0			5	3	0	3			4		250	
253	Winters	do	A. B. Anderson	Dept.	1	1	8	16	0	0	2	5	2	1	0	1			4		149	
254	Woodland	High School	F. A. Swanger	Dept.	2	2	38	43	0	0					7	7	6	7	4		249	16,075
255	Yreka	Siskiyou County High School.	Geo. U. Moyse	Ind	2	2	33	49	0	0	3	6	6	0	0	3			4		950	28,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	COLORADO.																					
256	Akron	High School	J. S. Howe	Dept..	1	0	3	8	57	57	....	....	....	....	....	....	....	....	3	....	125	$5,000
257	Alamosa	....do	I. J. Bradford	Dept..	1	1	8	20	0	0	0	1	....	....	0	2	0	1	3	....	800	5,000
258	Arvada	....do	J. C. Kenwell, Pd. B	Dept..	1	0	8	12	0	0	3	6	2	0	....	....	....	....	3	....	300	10,000
259	Aspen	....do	F. J. Dollinger	Dept..	3	2	54	100	0	0	2	8	3	7	4	10	2	6	4	54	1,500	20,000
260	Blackhawk	....do	J. H. Matthews	Dept..	1	2	12	18	0	0	3	1	1	0	....	....	....	....	4	....	750	20,000
261	Boulder	State Preparatory School.	Henry W. Callahan, Ph. D.	Dept..	6	6	168	200	0	0	50	50	100	100	14	11	14	11	4	50	2,000	15,000
262	Brighton	High School	Miss Charlotte Lakin	Dept..	0	1	3	10	0	0	....	....	....	....	....	....	....	....	2	....	250	.....
263	Canon City	....do	Miss M. Belle Minor	Dept..	2	4	50	100	0	0	....	....	....	....	5	10	4	7	4	....	875	30,000
264	....do	South Canon High School*	H. E. Smith	Dept..	1	2	28	30	0	0	5	8	10	15	2	3	2	3	4	....	.....	.....
265	Castle Rock	Douglas County High School.	D. R. Hatch	Ind...	1	1	10	12	0	0	0	4	2	0	....	....	....	....	4	....	40	.....
266	Central City	High School	Miss Ethelyn M. Price	Dept..	2	2	15	45	0	0	1	2	2	0	3	3	1	1	4	....	2,000	18,000
267	Colorado Springs	....do.*	Ernest R. Clark	Dept..	1	3	173	242	0	0	....	....	50	75	13	22	8	13	4	112	4,500	125,000
268	Cripple Creek	....do	Albert Dawkins	Dept..	1	4	56	95	0	0	....	....	....	....	1	8	1	5	4	....	400	35,000
269	Del Norte	High School (dist. No. 2)	Clay Tallman	Dept..	1	1	20	14	0	0	0	1	4	0	2	2	1	1	4	....	.....	8,000
270	Delta	High School	U. W. Keplinger	Dept..	2	1	20	40	0	0	....	....	6	6	2	3	2	2	4	....	450	4,000
271	Denver	High School (dist. No. 1)	Wm. H. Smiley	Dept..	16	14	328	528	0	0	54	39	16	9	22	101	10	20	4	225	2,800	700,000
272	....do	High School (dist. No. 2)	Edward F. Hermanns	Dept..	9	8	198	317	0	0	10	11	83	94	19	44	10	10	4	83	4,000	110,000
273	....do	Manual Training High School.	Charles A. Bradley	Dept..	10	11	256	213	0	0	....	....	6	7	36	31	15	8	3	65	2,000	175,000
274	Denver (Highlands).	North Side High School (dist. No. 17).	Edward L. Brown	Dept..	7	11	170	342	0	0	9	9	....	....	16	45	....	....	4	....	2,000	175,000

275	Denver	South Side High School (dist. No. 7).	Miss Cora M. Corson	Dept.	1	5	23	28	0	0	....	....	....	....	0	4	0	4	4	....	540	57,000
276	Durango	High School	James R. Meek	Dept.	3	2	26	62	0	0	2	1	....	....	0	7	....	....	4	....	4,000	30,000
277	Florence	do	Alfred Durfee	Dept.	2	2	23	40	0	0	3	4	3	2	2	7	1	3	4	....	250	15,000
278	Fruita	do	Miss Ella Allen	Dept.	0	2	8	20	0	0	0	1	1	0	2	2	1	1	3	....	425	10,000
279	Georgetown	do	R. A. Leisy	Dept.	2	1	22	25	0	0	....	....	1	1	2	5	1	1	4	....	600	25,000
280	Golden	Fremont High School*	F. M. Smith	Ind.	1	0	5	0	30	25	....	....	....	....	....	....	....	....	4	....	100	2,300
281	do	High School	William Triplet	Dept.	4	0	53	69	0	0	0	10	29	32	2	9	2	9	4	....	700	50,000
282	Grand Junction	do	Albert S. Otto	Dept.	5	0	48	90	0	0	....	....	....	....	2	7	2	5	4	....	1,500	30,000
283	Greeley	do.*	A. B. Copeland	Dept.	3	4	66	140	0	0	....	....	....	....	17	26	....	....	4	....	422	70,000
284	Gunnison	do	J. B. Kenagy	Dept.	2	0	15	25	0	0	....	....	2	3	1	2	1	1	4	....	600	30,000
285	Holyoke	do	O. E. Jackson	Dept.	1	0	4	8	0	0	2	2	1	0	....	....	....	....	4	....	132	6,000
286	Idaho Springs	do	Miss Ida E. Reynolds	Dept.	1	3	24	31	0	0	....	....	10	19	3	2	3	1	4	....	700	.....
287	Lajunta	Union High School No. 1.	E. E. Cole	Dept.	3	2	52	82	0	0	....	....	3	4	5	7	3	4	4	....	550	25,000
288	Leadville	High School	Alonzo P. Troth	Dept.	6	3	77	128	0	0	0	1	3	0	4	11	3	1	5	....	425	.....
289	Longmont	do	Miss May R. Fuller	Dept.	3	1	45	86	0	0	....	....	....	....	5	7	3	3	4	....	650	.....
290	Loveland	do	D. P. Taylor	Dept.	1	2	40	45	0	0	....	....	....	....	5	3	5	3	4	....	500	13,000
291	Maucos	do	Geo. A. Benjamin	Dept.	1	0	12	13	0	0	....	....	....	....	0	3	....	....	1	....	170	5,000
292	Montevista	do.*	Miss Myrta B. Porter	Dept.	2	1	36	39	0	0	2	4	14	16	3	3	3	3	4	....	350	9,000
293	Montrose	do	W. P. Rhodes	Dept.	1	1	26	31	0	0	....	....	....	....	2	6	....	....	3	....	.....	25,000
294	Ouray	do	R. M. Rolfe	Dept.	1	1	18	19	0	0	4	0	1	0	3	3	1	0	4	....	.....	.....
295	Pueblo	Central High School (dist. No. 20).	Miss Izora Scott	Dept.	4	9	100	138	0	0	....	....	....	....	6	10	3	6	4	....	900	.....
296	do	High School (dist. No. 1).	Henry M. Hart	Dept.	4	8	86	156	0	0	10	23	13	6	12	23	4	10	4	50	1,826	.....
297	Rockyford	High School*	C. L. Burbank	Dept.	2	0	8	23	0	0	....	....	....	....	1	6	1	0	3	....	600	.....
298	Saguache	do	John B. Morgan	Ind.	1	0	16	17	0	0	....	....	....	....	2	5	....	....	4	....	.....	8,000
299	Salida	do	Wm. F. Cameron	Dept.	3	0	28	43	0	0	....	....	8	10	0	2	....	....	4	....	800	40,000
300	Silverton	do	James Merryman	Dept.	1	1	6	9	0	0	....	....	....	....	....	....	....	....	1	....	300	.....
301	Sterling	Logan County High School.	F. H. Merten	Ind.	3	0	35	45	25	30	3	2	1	0	3	10	2	2	4	....	120	8,000
302	Telluride	High School	W. G. Harris	Dept.	1	0	7	8	0	0	2	1	....	....	....	....	....	....	4	....	1,000	35,000
303	Trinidad	do.*	Edward G. Bauman	Dept.	2	3	47	65	0	0	5	10	3	4	1	3	1	2	4	....	200	20,000
304	Victor	do	Wilson M. Shafer	Dept.	4	1	60	72	0	0	....	....	....	....	2	6	1	2	4	....	400	35,000
	CONNECTICUT.																					
305	Ansonia	High School	M. E. Richmond	Dept.	0	5	43	75	0	0	6	4	2	0	6	12	3	2	4	....	2,500	.....
306	Bethel	do	E. M. Crofoot	Dept.	2	0	27	48	0	0	....	....	....	....	6	9	....	....	3	....	435	12,000
307	Branford	do	George F. Murdock	Dept.	1	2	10	28	0	0	3	4	1	0	1	4	1	1	4	....	900	25,000
308	Bridgeport	do	H. D. Simonds	Dept.	7	12	232	353	0	0	15	15	21	6	25	45	13	3	4	....	1,300	101,259
309	Bristol	do	Edward H. McLachlin	Dept.	2	3	51	92	0	0	6	5	18	46	7	16	4	3	4	....	1,500	31,500
310	Broadbrook	do	John Pettibone	Dept.	1	0	4	12	0	0	1	1	1	0	4	12	2	1	1	....	250	40,000
311	Canaan	Graded High School	Miss Sarah J. Roraback	Dept.	0	1	15	25	0	0	....	....	....	....	5	7	....	....	3	....	75	5,000
312	Cheshire	High School	Wilbur E. Soule	Dept.	1	1	17	20	0	0	....	....	....	....	6	6	1	3	3	....	225	4,000
313	Colchester	Bacon Academy	Henry N. Dickinson	Ind.	1	2	27	37	0	0	4	1	2	3	5	5	2	1	4	....	250	5,000
314	Collinsville	High School	E. L. Hamlin	Dept.	2	2	40	42	0	0	4	2	6	4	8	6	....	....	4	....	700	15,000
315	Danbury	do	John R. Perkins	Dept.	3	2	69	108	0	0	5	6	4	0	13	25	1	3	3	....	420	.....
316	Danielson	Killingly High School	A. P. Somes	Dept.	1	3	40	39	0	0	1	1	1	0	4	4	1	0	4	....	1,100	33,000
317	Deepriver	High School	Henry S. Pratt	Dept.	1	1	28	29	0	0	....	....	....	....	3	4	....	....	3	....	900	.....
318	Derby	do	J. W. Peck	Dept.	2	2	27	35	0	0	11	1	7	0	6	6	5	3	4	....	500	.....
319	East Hampton	Center High School	Emerson G. Clark	Dept.	1	1	10	12	8	8	....	....	....	....	2	2	....	....	2	....	75	6,000

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	CONNECTICUT—continued.																					
320	East Hartford	High School	James R. Tucker, M. A.	Dept.	1	2	18	62	24	18	2	4	....	....	2	8	0	3	4	....	100	$8,000
321	East Norwalk	do	Edward H. Gumbart	Dept.	1	1	16	22	0	0	....	....	....	....	1	2	....	....	2	....	250	3,000
322	Glastonbury	Free Academy	Henry E. Cottle	Ind.	2	1	15	43	16	20	1	2	....	....	1	10	0	2	4	....	150	6,000
323	Greenwich	High School	Newton B. Hobart	Dept.	2	3	31	57	0	0	7	3	2	0	2	3	1	1	4	....	1,500	.....
324	Guilford	Institute and High School	Carll A. Lewis	Dept.	1	3	22	30	0	0	2	3	3	2	2	2	2	0	4	....	525	14,000
325	Hartford	High School	Edward H. Smiley	Dept.	18	23	436	476	0	0	....	....	....	....	61	46	23	13	4	....	6,350	600,000
326	Hazardville	do	Elmer E. Randall	Dept.	1	0	14	18	0	0	....	....	2	2	4	2	2	0	2	....	500	12,000
327	Lakeville	do	Fred N. Clark	Dept.	1	0	16	23	0	0	....	....	....	....	2	7	....	....	2	....	200	1,000
328	Litchfield	Center High School	George A. Smith	Dept.	1	1	13	22	0	0	1	1	....	....	0	2	....	....	4	....	1,000	15,000
329	Lyme	Old Lyme High School	Rodney W. Roundy	Dept.	1	0	10	13	9	5	1	1	....	....	2	2	....	....	3	....	900	5,000
330	Madison	Hand High School	Miss Mary F. Campbell	Dept.	0	2	13	24	0	0	2	6	....	....	1	3	0	1	4	....	385	.....
331	Meriden	High School	Willis J. Prouty, A. M.	Dept.	3	10	110	140	0	0	....	....	....	....	7	20	4	3	4	....	3,000	.....
332	Middletown	do	Walter B. Ferguson	Dept.	2	9	121	122	0	0	10	6	27	20	28	21	13	7	4	....	300	70,000
333	Milford	do	H. I. Mathewson	Dept.	1	2	31	30	0	0	....	....	....	....	4	5	....	....	3	....	400	20,000
334	Mystic	Broadway High School	Miss Harriet E. Park	Dept.	0	1	6	24	0	0	....	....	....	....	....	....	....	....	4	....	.....	8,000
335	do	High School	Raymond D. MacMahon	Dept.	1	1	18	32	0	0	1	0	....	....	1	8	1	0	4	....	129	3,500
336	Naugatuck	Salem High School	Herbert C. Sanborn, A. M.	Dept.	5	4	79	73	0	0	22	11	10	7	5	6	5	2	4	....	800	1,500
337	New Britain	High School	Martin G. Benedict, Ph. D.	Dept.	5	10	161	188	0	0	....	....	....	....	19	26	....	....	4	....	1,035	.....
338	New Hartford	do	F. P. Daniels	Dept.	1	0	6	11	62	62	2	2	....	....	3	3	1	0	2	....	500	20,000
339	New Haven	Boardman Manual Training High School.	Thomas W. Mather	Dept.	8	15	315	238	0	0	0	3	173	0	10	21	4	8	4	....	600	150,000
340	do	Hillhouse High School	John P. Cushing	Dept.	9	19	319	420	0	0	147	47	62	0	50	73	37	15	4	....	4,000	148,000
341	New Milford	Center High School	Ernest L. Robinson	Dept.	1	0	11	27	0	0	0	1	4	0	6	9	2	1	2	....	500	10,000

342	Niantic	East Lyme High School*	Pierce D. Brown	Dept.	1	0	15	11	0	0	....	....	....	....	0	1	....	....	3	....	300	3,000
343	Norwalk	Center High School	Chas. A. Tucker	Dept.	1	1	16	12	0	0	....	....	16	12	3	1	1	0	3	....	300	25,000
344	.....do	Over River High School	Horace B. Wigham	Dept.	1	1	20	35	0	0	1	1	....	....	0	3	....	....	4	....	500	.....
345	Orange	High School	W. H. Sprenkle	Dept.	1	1	9	16	5	4	....	....	1	0	....	....	....	....	4	....	156	.....
346	Plymouth	Plymouth Center High School.	W. Dudley Yates	Dept.	1	0	3	11	0	0	....	....	....	....	0	1	....	....	2	....	500	8,000
347	Portland	High School	M. W. Griffin	Dept.	1	2	26	20	0	0	6	0	3	0	8	4	4	0	4	....	1,036	6,000
348	Putnam	.....do	Hoyt A. Moore	Dept.	3	3	50	65	0	0	8	10	12	5	8	7	2	4	4	....	350	20,000
349	Rockville	.....do	Isaac M. Agard	Dept.	3	7	79	120	0	0	....	....	....	....	13	27	3	3	4	....	1,500	50,000
350	Salisbury	Academy	Albert M. Tibbetts	Dept.	1	0	11	16	5	4	1	0	....	....	....	....	....	....	3	....	95	5,000
351	Saybrook	High School	Frederick A. Curtiss	Dept.	1	1	14	19	0	0	....	....	....	....	2	3	2	0	3	....	300	1,300
352	Seymour	.....do.*	Edwin C. Broome, A. M.	Dept.	1	1	24	37	0	0	2	0	2	0	2	5	2	0	4	....	400	50,000
353	Sharon	.....do	Walter S. Newell	Dept.	1	1	6	39	0	0	3	1	....	....	0	1	....	....	3	....	50	3,500
354	Shelton	.....do	Alton W. Peirce	Dept.	1	2	29	36	0	0	5	3	2	0	1	7	1	0	4	....	350	60,000
355	Somers	.....do	Miss Martha E. Hersey	Dept.	0	1	2	13	4	8	....	....	....	....	0	5	....	....	3	....	90	1,200
356	Southington	Lewis High School	E. L. Meritt	Dept.	1	5	31	62	0	0	1	2	2	5	5	13	2	6	4	....	750	30,000
357	South Manchester	High School	Fred. A. Verplanck	Dept.	3	3	54	59	0	0	13	1	2	0	6	6	1	1	4	....	....	.....
358	South Norwalk	.....do	W. C. Foote	Dept.	0	3	34	37	0	0	....	....	2	0	3	4	2	0	3	....	100	.....
359	South Windsor	.....do	E. M. F. Perrin	Dept.	1	0	9	17	0	0	....	....	....	....	2	0	....	....	4	....	200	.....
360	Stafford Springs	Stafford High School	Ernest A. Maynard	Dept.	1	3	14	28	0	0	0	3	....	....	1	4	....	....	4	....	600	25,000
361	Stamford	High School	Wilmot R. Jones	Dept.	7	6	83	141	0	0	9	18	4	0	9	20	6	0	4	....	1,086	110,000
362	Stonington	High School (dist. No. 9).	Chas. T. Eaton	Dept.	1	2	20	37	0	0	....	....	....	....	2	3	....	....	4	....	345	33,500
363	.....do	Pawcatuck High School (dist. No. 18).	E. W. Clarke	Dept.	1	2	19	23	0	0	1	2	....	....	1	4	....	....	4	....	1,438	.....
364	Stratford	High School	L. Bennett	Dept.	0	2	11	28	0	0	....	....	4	8	0	3	....	....	3	....	500	.....
365	Terryville	.....do	W. Arthur Turner	Dept.	1	0	13	20	0	0	....	....	....	....	1	3	....	....	3	....	150	6,500
366	Thomaston	.....do	George T. Cookingham	Dept.	1	2	31	26	0	0	3	0	1	0	2	6	....	....	4	....	150	30,000
367	Thompsonville	Enfield High School*	Edgar H. Parkman	Dept.	2	3	50	70	0	0	10	4	8	0	3	10	2	1	4	....	1,800	40,000
368	Torrington	High School*	Edwin H. Forbes, Ph. D.	Dept.	5	6	102	112	0	0	1	4	15	0	5	13	1	2	4	....	3,000	.....
369	Unionville	.....do	R. L. Zink	Dept.	1	2	28	44	0	0	17	8	15	0	9	2	6	1	4	....	250	.....
370	Wallingford	.....do	Charles D. Platt	Dept.	2	5	37	69	0	0	2	2	1	0	4	9	3	2	4	....	450	.....
371	Waterbury	.....do	Stephen W. Wilby	Dept.	7	11	240	260	0	0	60	12	30	0	19	15	11	3	4	....	500	150,000
372	Watertown	Center High School	F. J. Werking	Dept.	1	1	29	16	0	0	....	....	1	0	4	4	....	....	3	....	1,106	18,000
373	Westchester	Day High School	Miss Nellie B. Avery	Ind.	0	1	5	2	0	0	....	....	....	....	....	....	....	....	....	....	....	.....
374	West Hartford	High School	John Hyde Peck	Dept.	2	0	14	37	0	0	2	5	3	4	0	5	0	2	4	....	200	15,000
375	Westville	.....do	Miss Hannah W. Kelsey	Dept.	0	2	12	8	0	0	....	....	....	....	12	8	....	....	1	....	900	.....
376	Willimantic	Windham High School	A. E. Peterson	Dept.	2	4	75	88	0	0	19	8	1	0	8	11	....	....	4	....	800	48,000
377	Windsor	High School*	H. S. Lovejoy	Dept.	1	1	25	17	0	0	....	....	....	....	4	4	....	....	4	....	220	25,000
378	Woodbury	.....do	Edwin H. Johnson	Dept.	1	3	16	28	0	0	3	4	3	0	1	0	1	0	4	....	100	.....
	DELAWARE.																					
379	Delaware City	High School	Norris W. Wilkinson	Dept.	1	0	8	18	0	0	....	....	....	....	1	7	....	....	2	....	60	7,000
380	Dover	.....do	Joseph B. Turner	Dept.	1	1	14	14	0	0	5	1	....	....	9	5	5	0	2	....	30	.....
381	Felton	.....do	H. V. Holloway	Dept.	1	0	7	8	50	48	....	....	2	1	....	....	....	....	3	....	100	4,000
382	Georgetown	.....do	Roman Tammany	Dept.	1	1	14	16	0	0	2	1	....	....	2	1	2	1	4	....	.....	9,000
383	Laurel	.....do	H. E. Slagenhaup	Dept.	1	1	15	20	0	0	2	0	1	0	4	6	3	1	3	....	.....	5,000
384	Lewes	Union School	George W. Mitchell, A. M.	Dept.	1	0	7	18	0	0	1	2	....	....	0	1	....	....	3	....	50	14,000
385	Middletown	High School	Calvin L. Grimm	Dept.	1	0	14	15	0	0	....	....	....	....	6	5	....	....	2	....	.....	10,000
386	Milford	.....do	E. L. Cross	Dept.	1	2	20	25	0	0	....	....	....	....	0	1	....	....	4	....	400	5,000
387	Milton	.....do.*	John A. Collins	Dept.	1	0	4	15	0	0	1	0	....	....	....	....	....	....	....	....	.....	7,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	DELAWARE—cont'd.																					
388	Newark	High School *	A. Lee Ellis	Dept.	1	1	30	40	10	10	....	....	5	0	4	9	3	0	3	....	100	$40,000
389	Newcastle	do	William Richardson	Dept.	1	1	26	27	0	0	1	1	....	....	2	3	1	1	4	....	25	50,000
390	Seaford	do	Addison C. Brower	Dept.	1	2	40	60	0	0	12	20	8	5	2	7	1	3	4	....	50	10,000
391	Smyrna	do	F. R. Place	Dept.	2	0	14	31	0	0	....	....	....	....	1	4	....	....	3	....	60	19,600
392	Wilmington	do	A. H. Berlin	Dept.	5	16	253	378	0	0	5	3	....	....	27	56	....	....	3	....	300	256,019
	DISTRICT OF COLUMBIA.																					
393	Washington	Business High School	Allan Davis	Dept.	6	16	310	437	0	0	....	....	....	....	35	73	....	....	2	70	730	.....
394	do	Central High School	P. M. Hughes	Dept.	17	32	433	587	0	0	73	40	81	19	39	53	28	5	4	191	6,000	.....
395	do	Eastern High School	M. F. F. Swartzell	Dept.	10	12	153	312	0	0	27	13	4	1	13	42	8	7	4	90	2,110	.....
396	do	High School (colored)	Robert H. Terrell	Dept.	19	11	205	535	0	0	12	1	2	0	23	58	2	1	4	129	1,600	136,300
397	do	Western High School	Miss Edith C. Wescott	Dept.	5	15	154	225	0	0	22	14	22	6	25	23	10	4	4	53	982	.....
	FLORIDA.																					
398	Arcadia	De Soto County High School.	P. W. Carr	Ind.	1	1	22	42	0	0	....	....	....	....	....	....	....	....	4	....	.....	.....
399	Aucilla	High School	C. P. Hunter	Dept.	1	0	3	4	25	30	1	1	1	1	....	....	....	....	....	....	.....	500
400	Bartow	Summerlin Institute	Arthur Williams, M. A.	Dept.	3	1	30	50	0	0	....	....	2	4	2	8	2	4	4	....	300	22,000
401	Braidentown	Manatee County High School.	J. M. Stuart	Ind.	1	3	29	54	59	53	0	2	2	0	3	3	2	2	2	....	150	3,300
402	Bronson	High School *	Robt. M. Ray	Dept.	1	0	1	7	33	33	0	3	0	1	1	7	....	....	3	....	60	3,000

403	Brooksville	Hernando County High School.	Edward F. Wilson	Ind...	2	1	20	19	0	0	5	5	5	5	3	2	3	2	4	....	200	5,500
404	Crawfordsville	Wakulla Graded School	Geo. W. Camp	Dept..	1	1	8	16	44	26	....	....	....	....	....	....	....	....	4	....	.....	1,200
405	Crystal River	High School	Mrs. L. A. Bennett	Dept..	0	1	2	8	26	17	1	0	0	1	....	....	....	....	4	....	.....	2,000
406	Dade City	Pasco County High School.*	N. McCullough	Ind...	1	0	12	15	48	40	....	....	....	....	....	....	....	....	4	....	.....	5,000
407	Daytona	High School	C. E. Richards	Dept..	1	1	8	24	0	0	1	1	0	2	....	....	....	....	3	....	30	10,000
408	Deland	Graded School (colored)	I. S. Hankins	Ind...	1	0	1	6	85	94	....	....	....	....	....	....	....	....	2	....	200	3,500
409	.....do	High School	John B. Parkinson	Dept..	1	1	5	5	0	0	2	3	....	....	....	....	....	....	4	....	.....	8,825
410	Eustis	.....do	Mrs. Jesse C. Perkins	Dept..	0	1	8	13	17	23	....	....	....	....	....	....	....	....	2	....	.....	.....
411	Fernandina	High School (colored) District No. 1.	W. H. Peck	Dept..	1	0	5	8	10	17	....	....	....	....	....	....	....	....	....	....	.....	.....
412	Fort Meade	High School	J. W. McKinnon	Ind...	1	0	6	6	29	35	....	....	3	2	....	....	....	....	....	....	.....	1,000
413	Gainesville	East Florida Seminary	Frederick Pasco	Dept..	4	1	70	51	0	0	....	....	....	....	4	5	....	....	5	67	.....	.....
414	.....do	Union Academy (colored)	J. H. Smith	Ind...	2	0	6	5	0	0	6	5	....	....	6	5	....	....	3	....	20	5,000
415	Greencove Springs	Green Cove High School	Mrs. J. L. Bradley	Ind...	0	1	3	7	40	60	....	....	....	....	....	....	....	....	3	....	.....	.....
416	Inverness	Citrus County High School	W. H. Kresge	Ind...	1	0	5	4	15	5	....	....	....	....	....	....	....	....	2	....	.....	1,720
417	Jacksonville	Duval County High School.*	W. E. Kinbloe	Ind...	3	3	55	152	0	0	9	8	5	2	3	21	0	3	4	....	390	15,000
418	Key West	Sears School	B. C. Nichols	Dept..	1	2	18	34	0	0	....	....	....	....	....	....	....	....	3	....	100	6,000
419	Kissimmee	Osceola High School	A. A. Simpson	Dept..	2	0	20	25	0	0	5	9	2	0	2	5	2	1	3	....	150	6,000
420	Lake City	Peabody High School	J. T. Ferguson	Dept..	1	1	30	24	0	0	....	....	....	....	3	4	....	....	4	....	.....	7,500
421	Lakeland	High School	J. H. Selden	Dept..	1	2	26	28	0	0	2	0	....	....	....	....	....	....	4	....	.....	1,500
422	Leesburg	Lake County High School.	Henry J. Rodgers	Ind...	1	1	15	19	0	0	....	....	5	7	0	1	....	....	4	....	150	6,000
423	Liveoak	Suwance High School	L. B. Edwards	Dept..	1	2	8	25	0	0	....	....	3	7	1	5	1	3	4	....	100	5,000
424	Marianna	Jackson County High School.	W. J. Wynn, A. B., L. I	Ind...	1	0	10	12	0	0	2	0	1	0	....	....	....	....	3	....	12	1,800
425	Monticello	Jefferson Collegiate Institute.	J. H. Fulks	Dept..	1	1	13	27	39	50	....	....	....	....	....	....	....	....	4	....	.....	4,000
426	Myers	Fort Myers High School	J. A. Allison	Dept..	1	1	20	21	0	0	....	....	....	....	....	....	....	....	3	....	100	1,800
427	Ocala	High School	Josiah Varn	Dept..	2	1	32	40	0	0	....	....	....	....	....	....	....	....	4	....	38	12,000
428	Orlando	.....do	J. L. Boone	Dept..	1	3	20	30	0	0	....	....	....	....	1	6	0	5	4	....	.....	6,000
429	Palatka	Putnam County High School.	I. I. Himes	Ind...	1	2	9	16	0	0	....	....	1	3	....	....	....	....	4	....	.....	4,500
430	Pensacola	High School*	C. H. Dye	Dept..	1	2	10	40	0	0	2	4	....	....	5	13	....	....	2	....	450	.....
431	Plant City	Graded and High School	Robert M. Ray	Dept..	1	0	19	35	0	0	....	....	....	....	....	....	....	....	4	....	250	7,650
432	St. Augustine	High School	Oliver P. Steves, A. M., Ph. D.	Dept..	2	1	12	17	0	0	2	4	....	....	0	2	0	2	4	....	300	10,000
433	Sanford	.....do	G. V. Anderson	Ind...	1	1	13	13	0	0	2	4	....	....	....	....	....	....	4	....	.....	2,500
434	Starke	Bradford County High School.	B. M. Callaway, jr., A. M.	Ind...	1	0	12	18	23	27	1	1	....	....	0	3	0	1	3	....	.....	3,000
435	Tampa	Hillsboro County High School.	J. W. McClung	Ind...	2	4	55	95	0	0	....	....	....	....	....	....	....	....	4	....	200	13,000
436	Waukeenah	High School	W. D. G. Wine	Dept..	1	0	4	10	22	26	1	2	....	....	....	....	....	....	4	....	.....	500
	GEORGIA.																					
437	Adairsville	High School	W. A. Thompson	Dept..	1	1	18	20	0	0	5	6	....	....	....	....	....	....	4	....	.....	5,000
438	Adel	Institute*	Rufus L. Dodd	Ind...	1	0	20	8	29	30	7	5	....	....	....	....	....	....	3	....	20	1,000
439	Albany	Academy	S. R. de Jarnette	Dept..	2	0	20	33	0	0	1	3	1	0	3	7	2	3	4	....	.....	7,000
440	Algernon	County Line Academy*	H. T. Flanigan	Dept..	1	0	4	6	79	59	1	2	....	....	....	....	....	....	3	....	.....	350

* Statistics of 1899-1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	GEORGIA—cont'd.																					
441	Alpharetta	High School	R. W. McCulloch, jr	Dept.	1	0	8	7	54	31												
442	Americus	Furlow High School	Aug. G. Miller	Dept.	2	1	45	83	0	0	2	4			3	13	0	4	4		500	$25,000
443	Athens	High School*	F. M. Harper	Dept.	2	3	63	89	0	0					12	15	12	15	3		4,854	40,000
444	do	West Broad High School (colored).*	J. A. Bray, A. B	Dept.	1	1	7	34	0	0					1	6	1	6	3		300	4,000
445	Atlanta	Girls' High School	Miss Nettie C. Sergeant	Dept.	0	15	0	520	0	0					0	63			4		5,324	
446	Augusta	Tubman High School	John Neely	Dept.	1	6	0	186	0	0	9	6			0	26	0	6	4		400	7,500
447	Austell	High School	J. J. Greer	Dept.	1	0	9	12	0	0	2	3	2	3	0	2	0	2	4		600	2,550
448	Bainbridge	Georgia Southern Military College.	James E. Dunn	Dept.	3	1	20	44	0	0	5	4							4	20	400	10,000
449	Baldwinville	High School	Miss Rosa V. Caldwell	Dept.	1	0	2	6	16	14			0	1					2			
450	Bellville	do	J. Bry Prenatt	Dept.	1	0	5	2	60	30	5	2			3	2			4		200	1,500
451	Bethlehem	do	N. A. Moss	Dept.	1	0	8	4	65	46	3	3							3			1,000
452	Blakely	Military Institute*	James E. Dunn	Dept.	3	0	12	18	0	0	4	5			2	4	0	1	4	12	100	8,000
453	Brooks Station	High School*	J. G. Collins, A. B	Dept.	1	0	5	10	42	38	2	2							4			500
454	Brunswick	Glynn High School	J. W. Griffith	Dept.	1	3	35	65	0	0					4	19	2	3	4		500	15,000
455	Buford	High School	W. N. Nunn and H. D. Meriwether.	Ind.	2	0	19	18	0	0									3		150	
456	Byron	do	C. C. Gilbert	Ind.	1	1	10	25	13	17	1	3										1,500
457	Carrollton	do	J. L. Caldwell and Mrs. T. B. Slade.	Dept.	1	3	94	97	0	0	7	10	3	0	4	7			4		600	20,000
458	Cartersville	do	Miss Lena Ford	Dept.	1	2	27	42	0	0					3	7			3		150	10,000
459	Cedartown	do	Henry L. Sewell	Dept.	2	0	25	40	0	0	6	10			2	7			4			
460	Coleman	do	Wm. S. Childs	Dept.	1	0	9	15	15	39	2	1							4		100	1,500

461	Columbus	....do	Marshall Morton	Dept.	4	0	42	76	0	0	....	....	....	....	5	14	3	6	3	....	.....	30,000
462	Concord	Middle Georgia Institute.	W. G. Brown	Ind.	1	1	38	36	35	40	7	5	....	....	4	6	4	6	2	....	.....	1,500
463	Cordele	High School*	James T. Saunders	Dept.	2	0	12	21	0	0	2	5	2	5	....	....	....	....	3	....	.....	8,000
464	Culloden	Institute	D. R. Power	Dept.	1	1	13	18	31	39	2	3	2	3	....	....	....	....	3	....	.....	3,000
465	Culverton	Academy*	Professor Glass	Dept.	1	1	4	4	0	0	....	....	....	....	....	....	....	....	....	....	20	.....
466	Dallas	Institute*	Julius L. Eskew	Dept.	1	0	15	12	0	0	....	....	....	....	....	....	....	....	3	....	.....	1,500
467	Dawson	High School	J. R. Hankins	Dept.	3	0	34	51	0	0	3	8	2	0	0	6	0	4	4	....	400	10,000
468	Douglasville	College	Marion Letcher	Dept.	2	1	51	38	0	0	2	0	....	....	4	7	....	....	4	38	350	5,000
469	Duluth	Academy	W. C. Latimer	Ind.	1	1	12	17	39	53	....	....	....	....	....	....	....	....	3	....	.....	800
470	Dunn	Pleasant Valley High School.	W. A. Hall	Ind.	1	0	7	3	61	67	....	....	....	....	....	....	....	....	2	....	.....	2,000
471	Eatonton	High School	O. B. Nisbet	Dept.	2	0	24	25	0	0	10	13	5	0	3	5	2	3	3	....	500	12,000
472	Fairburn	Institute*	John E. Pendergrast	Dept.	2	0	30	19	0	0	3	8	....	....	0	5	0	5	3	....	.....	4,000
473	Fitzgerald	High School	S. O. Swafford	Dept.	2	1	26	26	0	0	....	....	....	....	2	1	....	....	4	....	184	.....
474	Flovilla	....do	Chas. C. King	Dept.	1	0	6	8	28	31	1	0	....	....	....	....	....	....	....	....	85	.....
475	Flowery Branch	....do	W. N. Henderson	Ind.	1	0	7	12	61	41	2	4	....	....	0	1	0	1	3	....	.....	600
476	Fort Gaines	Academy*	W. T. Keese	Ind.	1	0	17	18	33	47	0	3	....	....	0	3	0	3	3	....	100	3,000
477	Fort Valley	Grady Institute	Richard F. Powell, jr.	Dept.	1	1	22	35	0	0	1	4	....	....	1	11	1	4	2	....	300	.....
478	Franklin	Institute*	G. O. Mudge	Dept.	1	0	3	4	25	24	0	2	....	....	....	....	....	....	3	....	.....	.....
479	Girard	High School*	R. L. Oliver, A. B	Dept.	1	0	5	8	43	50	2	1	....	....	....	....	....	....	....	....	.....	.....
480	Grantville	....do.*	John H. Melson	Ind.	1	1	36	42	34	20	4	6	2	1	6	4	6	4	3	....	60	500
481	Guyton	....do.*	S. D. Leekinger	Dept.	1	0	15	15	37	37	....	....	....	....	....	....	....	....	3	....	50	2,500
482	Hamilton	West Georgia Agricultural and Mechanical College.	E. C. Brittain	Ind.	1	0	7	4	21	13	2	0	2	0	....	....	....	....	4	....	.....	5,000
483	Hampton	High School*	H. H. Ezzard	Ind.	1	1	16	17	34	37	4	5	3	1	4	1	4	1	3	....	.....	2,000
484	Harmony Grove	Academy*	Morgan L. Parker, A. M.	Ind.	1	2	40	50	0	0	15	25	....	....	1	4	0	2	4	....	400	10,000
485	Hawkinsville	High School	N. E. Ware	Dept.	1	2	15	35	0	0	10	30	....	....	4	10	4	10	3	....	1,200	15,000
486	Hephzibah	....do	Jordan H. Sanford	Dept.	1	0	33	25	44	42	....	....	....	....	6	4	6	4	3	....	.....	10,000
487	Higgston	....do	—— Blount	Dept.	1	1	9	8	46	32	5	3	....	....	....	....	....	....	3	....	.....	800
488	Hillsboro	Ben Hill Academy	J. C. V. Worthy, A. M	Ind.	1	0	5	4	19	19	....	....	2	1	....	....	....	....	3	....	.....	600
489	Hoschton	High School*	J. W. Glenn and S. P. Orr.	Ind.	2	1	25	35	25	25	4	1	4	1	....	....	....	....	3	....	.....	1,000
490	Jesup	....do	Minton H. Johnson	Dept.	2	0	21	35	0	0	....	....	....	....	....	....	....	....	3	....	.....	10,000
491	Jonesboro	Middle Georgia College*.	Mrs. C. D. Crawley	Ind.	0	3	30	40	51	88	2	2	....	....	4	10	4	10	4	20	50	.....
492	Knoxville	High School	A. S. Dix	Dept.	1	0	5	12	25	48	....	....	....	....	....	....	....	....	....	....	.....	.....
493	Lafayette	Academy	C. C. Childs	Dept.	1	1	25	16	0	0	2	4	3	0	3	3	3	3	4	....	75	5,000
494	Lakepark	....do.*	M. L. Strong	Dept.	1	0	5	1	35	60	2	1	2	1	....	....	....	....	4	....	.....	600
495	Lawrenceville	High School	C. R. Ware	Dept.	1	2	57	43	0	0	31	20	....	....	23	9	13	4	4	....	1,000	20,000
496	Leesburg	....do	W. T. Martin	Dept.	1	0	4	3	45	24	....	....	....	....	....	....	....	....	....	....	.....	400
497	Lincolnton	....do	J. C. Mays	Dept.	1	0	15	15	35	35	7	8	....	....	....	....	....	....	3	....	.....	2,000
498	Lithonia	Institute	T. G. Callaway	Dept.	1	2	32	29	0	0	4	3	....	....	....	....	....	....	4	....	.....	5,000
499	Lizella	Warrior High School	W. B. Redding	Dept.	1	0	6	8	26	29	....	....	....	....	....	....	....	....	3	....	36	1,000
500	Mableton	High School	Josiah L. Strozier	Ind.	1	0	5	1	49	31	....	....	....	....	....	....	....	....	....	....	.....	700
501	McDonough	....do	O. E. Ham	Dept.	1	1	24	22	40	45	2	6	2	2	....	....	....	....	4	24	.....	1,800
502	Macon	Gresham High School	C. B. Chapman	Dept.	1	11	150	210	0	0	....	....	....	....	22	40	....	....	3	....	350	.....
503	....do	Union High School	Miss Mary Lightfoot	Dept.	0	1	0	6	41	33	0	1	....	....	0	2	0	1	3	....	.....	.....
504	Madison	Academy (colored)*	H. S. Flemister	Dept.	1	0	0	12	0	0	....	....	....	....	....	....	....	....	3	....	30	3,200
505	....do	High School	M. F. Ramsey	Dept.	1	1	10	44	0	0	2	8	1	0	0	5	0	4	3	....	.....	25,000
506	Malden Branch	Bryan Institute*	W. H. Turner	Dept.	1	0	8	11	20	19	1	6	....	....	1	2	....	....	3	....	.....	300
507	Mansfield	High School*	Eugene W. Carroll	Dept.	1	1	5	4	32	35	6	4	3	0	....	....	....	....	4	....	100	1,200

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	GEORGIA—cont'd.																					
508	Marietta	High School*	George Nolan	Dept.	3	0	26	32	0	0	...	...	...	...	5	7	3	5	3	...	...	$15,000
509	Marshallville	....do	J. W. Frederick	Dept.	1	1	30	25	25	20	6	4	...	...	3	4	1	2	3	....	150	4,000
510	Milledgeville	Middle Georgia Military and Agricultural College.*	Wm. E. Reynolds	Dept.	5	3	90	70	0	0	2	0	...	...	4	7	2	0	4	90	1,000	75,000
511	Milner	High School	C. B. Cauthen	Dept.	1	1	20	10	35	25	...	...	...	...	...	...	...	...	...	....	35	3,000
512	Mineralbluff	....do	Miss Hattie Moore	Dept.	0	1	22	18	18	22	...	...	...	...	...	...	...	...	4	....	...	1,000
513	Montezuma	Institute	Roland B. Daniel	Dept.	1	1	24	27	0	0	5	6	1	0	6	7	3	1	3	....	300	9,000
514	Note	Central Academy	C. M. Lewis	Dept.	1	0	3	7	25	23	...	...	...	...	...	...	...	...	3	....	40	600
515	Palmetto	Institute	J. A. Richardson	Dept.	1	1	29	43	30	25	1	2	1	0	1	0	...	...	...	...	...	...
516	Perry	High School*	E. H. Holland	Dept.	1	1	12	19	49	66	0	3	...	...	0	4	0	3	3	....	...	2,500
517	Phoenix	Academy	Miss Mattie B. Waller	Ind.	0	1	5	10	23	26	0	4	...	...	0	1	...	...	2	....	52	500
518	Powder Springs	High School*	W. A. Parham	Dept.	1	1	6	8	59	44	...	...	...	...	...	...	...	...	4	....	...	500
519	Quitman	Graded School*	E. J. Robeson	Dept.	1	2	25	40	0	0	...	...	...	...	2	6	...	...	3	....	...	...
520	Rockville	Academy*	F. G. Branch	Ind.	1	0	8	8	32	28	0	2	1	0	0	2	0	1	3	....	160	1,000
521	Rome	High School	E. M. Gammon	Dept.	2	2	40	100	0	0	10	20	...	...	6	18	3	12	3	....	60	5,000
522	....do	High School (colored)	L. S. Ingraham	Dept.	1	1	3	14	0	0	2	2	...	...	2	2	2	0	2	....	...	2,000
523	Roswell	High School*	M. B. Smith	Dept.	2	2	30	40	0	0	...	...	...	...	...	...	...	...	4	....	...	...
524	Rutledge	....do	A. J. Burruss	Ind.	1	0	20	10	45	40	...	...	...	...	...	...	...	...	1	....	25	1,000
525	Sandersville	....do.*	C. Whitehurst	Dept.	1	1	16	47	0	0	2	6	...	...	0	12	...	...	4	....	300	15,000
526	....do	High School (colored)	T. J. Elder	Dept.	1	0	10	20	0	0	...	...	...	...	...	...	...	...	3	....	...	1,200
527	Sargent	Farmers' High School*	W. T. W. Morris	Ind.	1	0	15	15	25	25	...	...	...	...	...	...	...	...	...	....	...	1,000
528	Savannah	High School	H. F. Train	Dept.	6	3	94	169	0	0	4	15	...	...	12	53	6	20	3	....	...	150,000
529	Senoia	Institute*	W. J. McKemie	Dept.	1	0	9	16	42	53	2	8	...	...	...	...	...	...	4	....	50	3,000

530	Sharpsburg	High School	R. J. Coats	Dept.	1	0	14	19	31	35	3	1										600
531	Shellman	Institute	B. F. Mann	Dept.	1	0	20	20	35	36	8	6			1	2	1	2	4		500	7,000
532	Siloam	High School	Talfourd Smith	Ind.	1	0	6	9	36	50					1	2	1	0	4			
533	Smithville	do.*	J. H. Purks	Dept.	1	0	9	6	38	45	1	2	2	0					3		100	2,000
534	Social Circle	Male and Female Institute.	Robert L. Paine	Ind.	1	2	40	40	35	46					5	2	5	2	4		50	5,600
535	Sparta	High School	W. T. Dumas	Dept.	2	0	23	24	0	0					2	2	0	1	3		400	20,000
536	Stone Mountain	Academy	F. A. Chesnut	Ind.	2	0	4	12	61	58	0	4										1,500
537	Sumach	Seminary	W. A. Ramsey	Ind.	1	0	10	6	58	44									4			
538	Summerville	Academy*	T. C. Hoyl	Dept.	1	0	5	12	37	26	0	3	1	0					3			2,000
539	Sylvania	High School	Ronald Johnston	Dept.	1	0	9	11	46	34												
540	Thomaston	R. E. Lee Institute*	R. G. Smith	Dept.	2	0	20	30	0	0					0	7			4		1,000	15,000
541	Tunnelhill	High School	J. M. McClure	Dept.	1	1	15	15	35	30									4			1,000
542	Turin	do	R. F. Hodnett	Dept.	1	0	30	17	31	13	1	5							3			1,200
543	Union Point	do	L. A. McLaughlin	Dept.	1	0	13	20	0	0	2	4							4		100	1,500
544	Valdosta	Institute	J. L. McGhee	Dept.	2	1	40	48	0	0					2	8	1	5	3		1,000	15,000
545	Villa Rica	High School	Vachel D. Whatley, A.M.	Dept.	1	3	31	36	0	0	15	10	7	0	1	4			4		1,300	8,000
546	Waco	do.*	R. Z. Powell	Dept.	1	0	6	4	32	20												500
547	Walden	do	C. W. Kilpatrick	Dept.	1	0	7	10	33	28					0	1			3			1,500
548	Walnutgrove	do	R. E. Carroll	Dept.	1	0	5	10	35	40	2	0							2			1,500
549	Walthourville	Academy	John L. Harden	Ind.	1	0	5	4	25	26											15	
550	Warthen	High School*	A. M. Duggan	Ind.	1	0	20	10	50	46												
551	Washington	do.*	T. E. Hollingsworth	Dept.	2	2	18	33	15	8	8	9	1	1	0	5	0	3	4			25,000
552	Waycross	do.*	E. A. Pound	Dept.	1	1	28	20	0	0					1	4			3		500	
553	do	High School (colored)	Floyd S. Nelson	Dept.	1	0	3	7	35	19									2		300	4,000
554	Westpoint	do.*	J. E. Purks	Dept.	2	0	12	29	0	0	3	18			4	8	4	6	3		250	1,200
555	Whigham	Conuell Academy	C. E. Duggar	Ind.	1	0	10	15	15	15	6	3	2	1								500
556	Willard	Salem Academy*	A. J. Little	Ind.	1	0	6	2	12	12	2	2	1	0					3		12	600
557	Winder	High School	Henry R. Hunt	Dept.	1	1	10	14	0	0	3	10	3	10	0	5	0	3	4		256	5,000
558	Winterville	Academy	T. R. Edwards	Dept.	1	1	9	10	52	43	2	0	7	6	2	0	2	0	3			
559	Woodbury	High School	L. T. F. Arnall	Dept.	1	1	13	21	0	0									2		100	4,000
560	Woodville	do	W. L. Wootten	Dept.	1	0	11	15	21	31	2	5							3		200	1,000
	IDAHO.																					
561	Boise	High School	Oliver O. Haga	Dept.	3	1	39	72	0	0	3	6	4	3	5	16	0	3	4	32	400	55,000
562	Genesee	do	Hartzell Cobbs	Dept.	1	1	20	21	0	0	3	5			0	2			4		100	6,000
563	Hailey	do	A. P. West	Ind.	1	1	17	18	20	35	1	1	1	1	1	1	1	1	4		1,000	20,000
564	Kendrick	do	Ben C. Camp	Dept.	1	0	19	20	0	0			1	2					2		1,000	5,000
565	Lewiston	do	R. N. Wright	Dept.	2	0	24	16	0	0	12	6			1	1	1	1	3		750	35,000
566	Moscow	do	J. C. Muerman	Dept.	1	2	40	62	0	0	1	1	1	0	4	7	4	7	3		500	
567	Pocatello	do	Miss Emma Rosger	Dept.	1	2	25	28	0	0	5	6			2	2			3		350	
	ILLINOIS.																					
568	Abingdon	North High School	Geo. Bloomer	Dept.	1	1	31	37	0	0									4		300	20,000
569	Albion	High School	J. G. Eimers	Dept.	2	0	20	36	0	0					6	7			3		375	8,000
570	Aledo	do	J. W. Collins	Dept.	2	3	77	87	0	0	25	20	20	10	7	6	6	3	4		1,150	16,000
571	Alexis	do	W. W. Hardin	Dept.	1	0	15	22	0	0					0	5	0	2	3		100	5,000
572	Altamont	do	J. A. Reed	Dept.	1	0	27	25	0	0					4	5			3		150	
573	Alton	do	J. E. Turner	Dept.	3	3	65	123	0	0	4	7	14	10	9	17	5	2	4		600	50,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.										College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.							
											Classical course.		Scientific course.									
					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
	ILLINOIS—cont'd.																					
574	Altona	High school	C. C. Miller	Dept.	0	1	12	18	0	0	....	....	....	....	2	0	....	....	3	....	150	$6,000
575	Amboy	....do.*	F. W. Dunlap	Dept.	2	0	29	37	0	0	....	....	5	10	4	5	2	2	4	....	250	15,000
576	Anna	....do	J. Oscar Marberry	Dept.	2	1	25	35	0	0	....	....	....	....	5	5	2	1	4	....	1,300	30,000
577	Apple River	....do	H. W. Sutton	Dept.	1	1	4	20	40	40	....	....	....	....	....	....	....	....	2	....	50	2,500
578	Arcola	....do	Miss Anna E. Rogers	Dept.	1	2	32	60	0	0	12	20	....	....	2	6	2	4	4	....	600	10,000
579	Arenzville	....do	Richard Linder	Dept.	1	0	21	13	45	40	....	....	....	....	2	2	....	....	3	....	200	8,000
580	Arthur	....do	Thomas H. Greaves	Dept.	1	0	18	22	0	0	....	....	....	....	....	....	....	....	4	....	100	16,000
581	Ashland	....do.*	Morgan Le Masters	Dept.	1	1	15	25	0	0	....	....	....	....	4	4	2	2	3	....	350	16,000
582	Ashley	....do	J. G. Land	Dept.	2	0	14	19	0	0	....	....	1	0	0	5	....	....	4	....	150	5,000
583	Ashton	....do	M. L. Lyon	Dept.	1	0	9	10	0	0	....	....	....	....	1	3	1	0	4	....	65	.....
584	Assumption	....do.*	Robert Brown	Dept.	1	1	20	25	0	0	....	....	....	....	1	7	....	....	3	....	150	10,000
585	Astoria	....do	U. S. Collins	Dept.	1	2	19	34	23	27	2	3	1	0	4	9	1	2	4	....	500	10,500
586	Athens	....do	J. Ed. Taylor	Dept.	1	1	11	18	0	0	....	....	....	....	0	3	....	....	3	....	250	.....
587	Atlanta	....do	Henry H. Edmunds	Dept.	1	2	42	45	0	0	4	3	5	2	3	2	2	2	4	....	200	35,000
588	Atwood	....do	Charles Gott	Dept.	1	0	12	21	0	0	0	1	7	8	2	3	2	2	3	....	225	8,000
589	Augusta	....do	John A. Mead	Dept.	2	0	20	26	0	0	0	4	6	10	2	10	....	....	4	....	300	10,000
590	Aurora	East Aurora High School*.	W. C. Hazzard	Dept.	4	8	136	176	0	0	....	....	....	....	14	26	9	11	4	....	1,500	51,000
591	....do	West Aurora High School.	Miss Katharine Reynolds	Dept.	3	4	87	124	0	0	56	60	....	....	18	14	14	9	4	....	350	.....
592	Avon	High School	J. R. Rowland	Dept.	2	1	23	42	0	0	....	....	....	....	4	8	....	....	4	....	750	.....
593	Barry	....do.*	C. W. Hogg	Ind.	2	0	30	40	0	0	3	1	3	0	3	3	3	3	4	....	200	12,000
594	Batavia	East High School	L. F. Wentzel	Dept.	1	2	23	40	0	0	....	....	4	10	3	16	2	10	4	....	100	25,150
595	....do	West High School	H. P. Kirtley	Dept.	2	0	13	21	0	0	2	4	2	0	0	3	0	1	4	....	735	.....
596	Beardstown	High School	Paul Yates	Dept.	1	4	70	83	0	0	....	....	....	....	13	25	4	6	4	....	1,500	50,000
597	Beecher City	....do	A. R. Riechel	Dept.	1	0	2	8	38	52	2	2	....	....	....	....	....	....	3	....	75	2,000

598	Belleville	do	H. W. Brua	Dept.	6	0	76	104	0	0	3	2	8	2	20	27	2	2	3	....	113	.....
599	Belvidere	North High School	Miss Flora Fellows	Dept.	1	3	37	68	0	0	.....	.....	6	9	5	13	3	4	4	....	270	.....
600	do	South High School	Miss Carrie Lindley	Dept.	1	5	72	108	0	0	4	10	12	5	7	20	4	10	4	....	309	60,000
601	Bement	High School	C. H. Andrews	Dept.	2	0	18	36	0	0	1	2	.....	.....	6	9	1	2	4	....	301	33,000
602	Biggsville	do	J. A. Strong	Ind.	2	2	38	29	0	0	.....	.....	4	0	4	4	2	1	4	....	700	6,800
603	Blandinsville	do	B. E. Decker	Dept.	1	1	26	36	0	0	.....	.....	.....	.....	4	9	.....	.....	3	....	120	5,200
604	Bloomington	do	Edwin L. Boyer	Dept.	5	7	168	268	0	0	3	6	25	60	17	23	8	5	4	....	1,200	95,000
605	Blue Island	North Township High School.*	J. E. Lemon	Ind.	3	2	69	41	0	0	.....	.....	.....	.....	5	12	4	9	4	....	180	.....
606	Bradford	High School	W. H. Roach	Dept.	1	1	3	22	16	15	1	0	.....	.....	2	9	.....	.....	2	....	200	20,000
607	Bradley	do		Dept.	1	1	12	25	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	....	206	.....
608	Brighton	do	R. F. Glosup	Dept.	1	0	16	14	0	0	1	2	1	0	3	7	1	2	3	....	168	3,500
609	Brimfield	do	J. G. Spiker	Dept.	1	0	15	17	0	0	.....	.....	.....	.....	2	7	.....	.....	3	....	178	15,000
610	Bunkerhill	do.*	P. F. Weber	Dept.	2	0	25	30	0	0	.....	.....	.....	.....	2	8	.....	.....	3	....	100	15,000
611	Bushnell	do	W. H. H. Miller	Dept.	1	2	21	25	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	....	850	25,000
612	Cairo	do	John Snyder	Dept.	1	5	66	124	0	0	6	7	4	2	5	19	2	5	4	....	1,001	40,800
613	do	Sumner High School (colored).	J. C. Lewis	Dept.	1	1	20	47	0	0	.....	.....	.....	.....	2	5	.....	.....	4	....	233	3,000
614	Cambridge	High School	A. J. Magee	Dept.	2	1	40	48	0	0	1	2	1	1	8	11	1	2	4	....	75	6,000
615	Camppoint	Maplewood High School.	W. W. Wirt	Ind.	1	1	27	28	49	42	.....	.....	.....	.....	1	6	.....	.....	4	....	275	16,000
616	Canton	High School	Chas. S. Aldrich	Dept.	2	8	94	150	0	0	.....	.....	.....	.....	7	8	3	2	3	....	600	.....
617	Carlinville	do	J. E. Wooters	Dept.	1	2	29	50	0	0	.....	.....	.....	.....	6	14	3	10	3	....	700	10,000
618	Carlyle	do	W. H. Poyle	Dept.	2	1	29	40	0	0	.....	.....	.....	.....	3	4	.....	.....	4	....	630	3,500
619	Carmi	do	D. L. Boyd	Dept.	2	1	24	40	0	0	1	3	1	2	3	7	1	3	4	....	600	30,000
620	Carrollton	do	E. A. Thornhill	Dept.	3	1	48	77	0	0	0	2	3	0	5	5	3	2	4	....	1,000	30,000
621	Carthage	do.*	W. K. Hill	Dept.	1	4	35	58	0	0	.....	.....	5	12	4	7	1	1	4	....	150	.....
622	Cascy	do	H. L. Smith	Dept.	2	0	15	28	0	0	1	0	.....	.....	2	1	1	0	4	....	.....	18,000
623	Centralia	do	S. H. Bohn	Dept.	1	4	72	96	0	0	6	12	6	2	4	9	4	2	4	....	500	30,000
624	Cerrogordo	do	E. Q. Snider	Dept.	2	0	24	27	0	0	2	1	.....	.....	.....	.....	.....	.....	4	....	300	20,000
625	Chadwick	do	W. J. Woy	Dept.	1	1	22	17	0	0	1	3	1	0	2	4	1	1	3	....	511	4,500
626	Champaign	do	Miss Lottie Switzer	Dept.	5	6	112	142	0	0	.....	.....	.....	.....	10	22	.....	.....	4	....	250	40,000
627	Chandlerville	do	J. C. Walters	Dept.	2	0	20	28	0	0	.....	.....	.....	.....	1	8	.....	.....	3	....	350	10,000
628	Chatsworth	do	C. F. Van Doren	Dept.	2	0	15	14	0	0	.....	.....	.....	.....	4	3	.....	.....	3	....	300	2,000
629	Chebanse	do	E. A. Morgan	Dept.	1	0	10	18	49	58	7	6	3	0	2	3	.....	.....	3	....	570	5,000
630	Chenoa	do	Jas. H. Browning	Dept.	1	2	18	32	0	0	2	4	7	7	0	2	0	2	4	....	750	20,000
631	Cherry Valley	do	C. W. Bartine	Dept.	1	0	10	15	30	45	.....	.....	.....	.....	1	3	1	3	3	....	230	.....
632	Chester	do.*	James M. Dickson	Dept.	1	1	30	40	0	0	.....	.....	.....	.....	7	5	.....	.....	3	....	350	20,000
633	Chicago (Austin Station).	Austin High School	Geo. H. Rockwood	Dept.	6	13	161	261	2	0	1	6	.....	.....	11	26	11	26	4	....	1,425	.....
634	Chicago (Auburn Park).	Calumet High School	A. S. Hall	Dept.	8	9	121	191	0	0	.....	.....	.....	.....	13	27	3	5	4	....	1,072	145,000
635	Chicago (Station O)	Englewood High School	James E. Armstrong	Dept.	16	17	368	831	0	0	.....	.....	.....	.....	31	74	.....	.....	4	....	3,000	140,000
636	Chicago	English High and Manual Training School.	Albert R. Robinson	Dept.	25	0	644	0	0	0	.....	.....	30	0	100	0	10	0	3	....	900	.....
637	Chicago (Hyde Park).	Hyde Park High School	C. W. French	Dept.	25	35	566	1,176	0	0	200	400	75	0	46	142	35	45	4	....	3,000	130,000
638	Chicago (Irving Park).	Jefferson High School	Charles A. Cook	Dept.	9	4	106	209	0	0	21	12	15	18	11	23	7	4	4	....	896	50,000
639	Chicago	John Marshall High School.	Louis J. Block	Dept.	10	13	184	575	0	0	1	1	7	6	18	86	.....	.....	4	....	2,000	.....
640	do	Lake High School	Edward F. Stearns	Dept.	7	7	78	216	0	0	.....	.....	4	6	.....	.....	.....	.....	4	....	600	.....

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	ILLINOIS—cont'd.																					
641	Chicago (Station X)	Lakeview High School	Benjamin F. Buck	Dept.	17	25	361	844	0	0	67	78	....	....	23	78	13	15	4	....	3,191	.....
642	Chicago	Medill High School	Edward C. Rosseter	Dept.	10	11	187	282	0	0	....	....	....	....	27	35	12	8	4	....	1,600	.....
643	.....do	Northwest Division High School.	Franklin P. Fisk	Dept.	18	7	263	601	0	0	....	....	....	....	21	67	....	....	4	....	1,500	.....
644	.....do	Robert A. Waller High School.	Oliver S. Westcott	Dept.	11	14	227	440	0	0	....	....	....	....	16	53	2	3	4	....	600	.....
645	.....do	South Chicago High School.	Charles I. Parker	Dept.	6	11	145	280	0	0	1	1	8	5	14	51	9	6	4	....	753	$75,000
646	.....do	South Division High School.	Spencer R. Smith	Dept.	9	21	320	682	0	0	....	....	....	....	26	97	10	11	4	....	.....	.....
647	.....do	West Division High School.	Geo. M. Clayberg	Dept.	20	16	288	824	0	0	10	11	....	....	31	121	....	....	4	....	1,200	200,000
648	Chicago Heights	Bloom Township High School.	F. W. Schacht	Ind.	2	1	30	40	0	0	2	15	8	2	0	7	0	2	4	....	250	40,000
649	Chillicothe	High School*	Geo. Winchester	Dept.	2	2	26	46	0	0	0	2	2	0	4	10	2	2	4	....	300	30,000
650	Chrisman	.....do	J. C. Arnold	Dept.	2	0	11	22	0	0	....	....	....	....	1	2	1	2	4	....	.....	.....
651	Clayton	.....do	S. H. Trego	Dept.	2	0	22	24	0	0	5	5	3	5	3	5	2	2	4	....	400	15,000
652	Clinton	.....do	Miss Jennie N. Good	Dept.	1	3	56	83	0	0	....	....	....	....	3	10	2	3	4	....	600	60,000
653	Clyde	Township High School	Harry V. Church	Dept.	1	5	37	44	0	0	5	5	6	6	3	5	3	3	4	....	500	20,000
654	Cobden	High School	J. H. Jenkins	Dept.	1	1	18	41	0	0	....	....	....	....	2	4	....	....	4	....	.....	.....
655	Coffeen	.....do	H. H. Bailey	Dept.	1	0	22	23	0	0	2	3	....	....	....	....	....	....	3	....	16	3,000
656	Colchester	.....do	W. E. Downey	Dept.	1	0	15	20	0	0	....	....	5	3	3	6	2	2	3	....	300	16,000
657	Colfax	.....do	F. C. Prowdley	Dept.	1	1	20	27	0	0	....	....	4	5	1	4	1	1	4	....	215	25,000
658	Collinsville	.....do	Miss Carolyn Green	Dept.	1	2	14	26	0	0	....	....	2	6	1	3	0	1	4	....	500	.....

659	Coulterville	do.*	R. V. Blaek	Dept.	1	0	7	20	0	0					4	4	4	4	4		500	2,500
660	Creston	do.*	E. C. Thomas	Dept.	1	0	2	12	43	38					0	1	0	1	3			8,000
661	Cuba	do	U. H. Skinner	Dept.	1	1	30	44	0	0	5	4			2	7	1	2	4		200	13,000
662	Dallas City	do	A. S. Anderson	Dept.	1	1	22	23	0	0					1	2	1	3	4		150	20,000
663	Danvers	do.*	Jaeob Brown	Dept.	1	0	11	8	65	50					3	3	3	3	4		100	5,000
664	Davis	do	S. A. Diehl	Dept.	1	0	20	10	0	0					6	3			3		300	4,500
665	Decatur	do	Frank Hamsher	Dept.	6	13	230	350	0	0					32	60			4			25,000
666	Dekalb	do	Chas. E. Skinner	Dept.	3	5	79	95	0	0			7	3	6	11	6	3	4		500	
667	Deland	do	Arthur Verner	Dept.	1	0	11	15	63	28	4	2			4	2	4	2	3		247	7,000
668	Delavan	do	Miss Stella I. Hoghton	Dept.	1	2	45	50	0	0	3	4	3	4	4	5			4		1,200	32,000
669	Dixon	do	B. F. Bullard	Dept.	3	2	40	79	0	0	0	1	8	8	4	8	3	3	4		490	19,500
670	Downers Grove	do	O. M. Searles	Dept.	1	3	21	36	0	0	0	3	2	0	4	6	2	1	4		800	42,000
671	Dundee	do	Miss J. M. Gay	Dept.	0	4	32	45	0	0					3	4	3	0	4		700	40,000
672	Duquoin	do	C. W. Houk	Dept.	3	1	50	59	0	0	2	1			7	8	2	1	4		500	40,000
673	Durand	do	Herbert Dyar	Dept.	1	0	16	24	0	0			4	6	2	8	1	2	3		250	8,000
674	Dwight	do	Miss Leila Britt	Dept.	2	2	28	35	0	0					4	5	4	5	4		600	40,000
675	Earlville	do	G. V. Clum	Dept.	2	0	21	35	0	0			2	0	2	5	1	0	4		265	19,300
676	East Dubuque	East Dubuque School*	O. E. Taylor	Dept.	1	1	6	17	0	0	1	1							3		100	20,000
677	East St. Louis	High School	Chas. L. Manners	Dept.	3	5	57	141	0	0			4	3	5	11	5	11	4		180	55,300
678	do	Lincoln High School (colored).	B. F. Bowles	Dept.	1	1	5	8	0	0									4		20	20,000
679	Edinburg	Township High School	Chas. D. Coley	Dept.	2	0	19	23	0	0	1	0			3	4			4		75	
680	Effingham	High School	S. W. Kineaid	Dept.	2	0	29	42	0	0	15	18	6	8	8	7	8	7	3		220	22,750
681	Elgin	do	E. J. Kelsey	Dept.	6	9	212	295	0	0					23	42			4		1,000	62,250
682	Elizabeth	do	O. S. Meyer	Dept.	1	0	7	28	0	0					1	5			3		620	13,000
683	Elkhart	do	B. A. Wood	Dept.	1	0	6	3	66	49					1	1			2		25	
684	Elmhurst	do	R. O. Stoops	Dept.	1	1	3	6	120	130			2	4					3		1,100	7,000
685	Elmwood	do	L. E. Flanegin	Dept.	1	2	38	38	0	0					8	5			4		1,000	35,000
686	Elpaso	East Side High School	J. L. Pricer	Dept.	1	1	21	22	0	0	5	2	2	3	2	3	1	2	4		350	12,000
687	do	Jefferson Park High School	H. E. Waits	Dept.	2	1	20	40	0	0			1	2	3	6	3	1	4		540	1,800
688	Eureka	High School	Carl Johann, A. M., LL. D	Dept.	1	1	25	27	0	0	4	3	3	4	5	9	4	4	4		400	15,000
689	Evanston	Township High School	Henry L. Boltwood	Dept.	7	15	256	311	0	0	19	21	92	65	29	40	15	24	4		1,500	145,000
690	Fairbury	High School	H. S. Currier	Dept.	2	1	22	48	0	0					1	7	1	1	4		1,000	12,000
691	Fairfield	do.*	A. E. Gilpin	Dept.	3	2	50	65	0	0	10	20	20	30	1	8	1	8	4		1,000	20,000
692	Fairmount	do	O. P. Hayworth	Dept.	1	0	20	10	59	56	8	2			3	7	2	3	3		200	10,000
693	Farmer City	do	C. C. Covey	Dept.	3	2	60	40	0	0	5	10	20	0	2	8	2	6	4		500	15,000
694	Flora	do	H. C. Chaffin	Dept.	2	1	37	48	0	0					6	5	4	3	4		1,635	25,000
695	Forrest	do	E. H. Miller	Dept.	1	1	24	28	0	0	8	12	4	9	1	4	1	3	4		600	15,000
696	Forreston	do	I. D. Phillips	Dept.	1	1	13	22	0	0					1	6			4		200	10,000
697	Franklin	do	A. H. Glasgow	Dept.	2	0	12	30	0	0			1	0	4	2	1	0	3		350	8,000
698	Freeport	do	S. E. Raines	Dept.	3	7	84	176	0	0	1	10	2	0	7	32	3	10	4		1,000	41,800
699	Fulton	do	Miss Stella M. Case	Dept.	1	2	18	36	0	0	9	20			0	2	0	2	4		200	
700	Galena	do	P. H. Clark	Dept.	3	1	45	75	0	0			1	2	1	13	1	3	4			
701	Galesburg	do	Frank D. Thomson	Dept.	7	8	208	309	0	0					48	76	30	37	3		931	73,000
702	Galva	do	Miss Hedwig M. Maul	Dept.	2	3	39	54	0	0					6	9	1	3	4		1,415	41,000
703	Gardner	do.*	T. M. Burgess	Dept.	2	1	25	25	0	0					2	6			4		200	5,000
704	Geneseo	do	G. A. Ketcham	Dept.	2	3	52	73	0	0					5	9	1	3	4		207	90,000
705	Geneva	do	John E. Nelson	Dept.	1	2	19	18	0	0	3	9							4		50	
706	Genoa	do	S. S. Gabriel	Dept.	1	1	20	22	0	0	3	4			2	4	1	1	4		450	5,000
707	Georgetown	do	G. W. Sutton	Dept.	2	0	19	23	0	0			5	7	3	3	2	0	4		209	7,850

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	ILLINOIS—cont'd.																					
708	Gibson City	High School	A. P. Johnson	Dept.	3	1	47	51	0	0	20	30	10	5	0	9	0	5	4	....	315	$25,000
709	Gilman	do	L. W. Haviland	Dept.	1	2	10	22	0	0	3	7	1	1	1	2	1	1	4	....	604	20,000
710	Glenellyn	do.*	W. S. Pieree	Dept.	1	0	3	7	0	0	....	....	....	....	....	....	....	....	....	....	50	14,000
711	Goleonda	do.*	J. H. Whitten	Dept.	2	0	20	24	0	0	....	....	....	....	0	5	....	....	3	....	300	2,500
712	Goodhope	do.*	Geo. R. Fentern	Dept.	1	0	10	20	30	38	1	2	....	....	2	3	1	2	2	....	300	7,000
713	Grayville	do.*	Geo. C. Butler	Dept.	2	0	19	31	0	0	....	....	....	....	2	1	....	....	4	....	250	.....
714	Greenfield	do	H. G. Russell	Dept.	1	2	47	35	0	0	4	2	....	....	6	10	2	0	4	....	450	12,000
715	Greenup	do	H. C. Breese	Dept.	1	0	9	19	0	0	0	5	1	0	2	9	1	4	3	....	50	12,000
716	Greenview	do	Robt. C. Hiett	Dept.	1	1	16	28	0	0	2	5	2	0	2	5	1	0	4	....	403	10,000
717	Greenville	do.*	R. E. Holmes	Dept.	3	1	30	50	20	25	....	....	....	....	2	3	2	3	4	....	520	15,000
718	Gridley	do	L. L. McCreight	Dept.	1	0	7	26	0	0	....	....	1	8	3	1	....	....	3	....	75	4,000
719	Griggsville	do	H. C. McCarrel	Dept.	1	1	15	32	0	0	....	....	3	7	1	3	1	1	4	....	200	20,500
720	Hamilton	do.*	Geo. C. Baker	Dept.	2	1	23	52	0	0	....	....	....	....	5	10	....	....	4	....	165	10,000
721	Hampshire	do	M. M. Alden	Dept.	1	1	3	22	0	0	....	....	....	....	2	9	1	0	3	....	300	13,000
722	Harvard	do	Miss Margaret J. Calvin	Dept.	1	2	28	50	0	0	....	....	....	....	2	7	1	2	4	....	1,365	45,000
723	Harvey	Thornton Township High School.	J. Elmer Cable	Ind.	2	4	56	86	0	0	2	8	10	15	5	15	5	10	4	....	625	75,000
724	Havana	High School	Mrs. S. E. Pierce	Dept.	2	1	26	44	0	0	....	....	6	10	3	7	3	7	4	....	500	10,000
725	Hebron	do	C. R. Cross	Dept.	1	1	30	30	0	0	....	....	....	....	7	7	....	....	4	....	500	6,000
726	Heyworth	do	O. J. Condon	Dept.	1	0	18	16	0	0	....	....	....	....	2	1	....	....	4	....	18	.....
727	Highland	do	C. L. Dietz	Dept.	1	1	16	23	0	0	....	....	....	....	0	3	....	....	3	....	575	.....
728	Highland Park	Township High School	W. A. Wilson	Dept.	3	4	48	51	0	0	....	....	....	....	3	3	1	0	4	....	450	50,000
729	Hillsboro	High School	Wm. S. Harris	Dept.	2	2	45	60	0	0	....	....	....	....	2	5	....	....	4	....	600	25,000
730	Hinsdale	do	Miss Mary Macnair	Dept.	2	4	31	46	0	0	....	....	....	....	2	3	2	1	4	....	300	.....

731	Hoopeston	do	Chas. F. Briscoe	Dept.	2	2	40	64	0	0	1	0	2	0	9	1	3	0	4		417	16,000
732	Huntley	do	J. A. Sheldon	Dept.	1	0	7	17	58	51									3		200	10,000
733	Illiopolis	do	L. C. Webb	Dept.	1	0	12	20	0	0									3		459	12,000
734	Ipava	do	W. H. D. Meier	Dept.	1	0	26	17	0	0					8	3			3		500	
735	Jacksonville	do	Hugh S. Weston	Dept.	3	5	110	170							5	27	5	5	4		300	75,000
736	Jerseyville	do. *	Edward B. Snafer	Dept.	4	1	81	87	0	0					12	13			4		500	55,000
737	Joliet	Township High School	Jas. Stanley Brown	Dept.	8	9	250	350	0	0	8	10	22	4	24	30	8	6	4		600	260,000
738	Jonesboro	High School	Wm. L. Toler	Dept.	1	1	7	25	0	0	0	3	2	0	0	5	0	3	4		225	
739	Kankakee	do	Isaac E. Neff	Dept.	2	4	74	98	0	0	4	6	8	6	8	18	3	5	4		800	
740	Kansas	do	Harry Askin	Dept.	1	1	22	14	0	0			2	0	6	3	2	0	4		200	10,000
741	Kewanee	do	A. C. Reorick	Dept.	3	4	76	117	0	0					5	10	1	2	4		1,200	15,000
742	Kingston	do. *	A. L. Thorp	Dept.	1	0	5	15	0	0	0	1			0	5			3		50	8,000
743	Kinmundy	do	F. D. McKitrock	Dept.	2	0	15	25	0	0					3	1			3		267	4,000
744	Kirkwood	do	T. E. Savage	Dept.	1	0	15	17	0	0					2	4			3			10,000
745	Knoxville	do	W. Franklin Jones	Dept.	1	2	36	57	0	0	20	24	10	6	10	10			4		450	50,000
746	Lacon	Union High School	D. B. Burrows	Dept.	1	2	26	34	0	0	2	0			3	3	2	0	4		800	
747	Lagrange	Lyons Township High School.*	E. G. Cooley	Dept.	5	4	82	100	0	0									4		1,500	
748	Lake Forest	High School	Edward M. Greene	Dept.	1	1	5	24	0	0	2	6							3		40	
749	Lanark	do		Dept.	1	2	24	40	0	0	2	2	3	2	2	13	2	2	4		600	25,000
750	Lasalle	Peru Township High School.	Charles A. Farnam	Ind.	6	5	103	142	0	0	20	28			11	18	4	6	4		1,200	70,000
751	Leaf River	High School	W. T. Tuttle	Dept.	1	0	7	5	6	13	6	1			7	1	6	1	2		90	
752	Lena	do	Miss Lottie M. Culler	Dept.	1	1	32	28	0	0	1	1			4	2	1	0	4		370	20,350
753	Leroy	do	Miss Flora M. Grady	Dept.	1	2	31	35	0	0	0	4	2	0	3	7	2	1	4		185	
754	Lewistown	do	B. C. Moore	Dept.	1	2	38	49	0	0					5	7	4	1	4		325	20,000
755	Lexington	do	R. G. Jones	Dept.	1	2	25	50	0	0	5	8	2	4	1	11	0	3	4		400	35,000
756	Lincoln	do	Miss Jennie Kidd	Dept.	1	3	47	85	0	0	7	19	7	3	8	12	7	10	4		656	30,260
757	Litchfield	do	C. E. Richmond	Dept.	3	2	51	91	0	0					5	5	1	0	4		200	30,000
758	Lockport	do	J. E. Hooton	Dept.	2	1	40	45	0	0			10	12	7	2	3	0	4		600	
759	London Mills	do	George McCormick	Dept.	1	0	9	15	0	0									3		175	800
760	Macomb	do	R. C. Rennick	Dept.	2	3	57	105	0	0					5	16			4		300	15,000
761	Mahomet	do	H. A. Davis	Dept.	1	0	7	13	62	78			1	0	1	4	1	0	3		200	6,000
762	Mansfield	do	James M. Markel	Dept.	1	0	8	13	0	0			1	4	2	2	1	1	3		150	9,000
763	Manteno	do	H. C. Drayer	Dept.	1	1	9	14	0	0			1	1	3	3			3		300	8,000
764	Marengo	do	Miss Lillian Wherry	Dept.	1	2	30	40	0	0	5	10			6	6	2	2	4		350	15,000
765	Marora	do	William S. Fry	Dept.	1	1	28	27	0	0	4	3	2	1	2	4	1	2	4		600	12,500
766	Marseilles	do	J. W. Maybee	Dept.	2	1	30	38	0	0	2	4			5	11			4		450	16,400
767	Marshall	do	L. A. Wallace	Dept.	1	2	40	52	0	0			3	3	8	9	8	9	4		300	
768	Martinsville	do	J. H. Brewer	Dept.	2	0	15	23	0	0	5	6							4		350	15,000
769	Mascoutah	do	Otto P. Klopsch, A. B.	Dept.	2	1	26	19	0	0	2	3	3	0	4	4	1	1	3		700	
770	Mason City	do	Mrs. E. A. Naylor	Dept.	2	1	36	46	0	0	9	3			8	4			4		200	
771	Mattoon	do	Will. A. Marlow	Dept.	2	5	84	124	0	0					9	14			4		1,500	20,000
772	Mazon	do	W. R. Blackwelder	Dept.	1	0	12	20	0	0	0	1			1	9			3		50	
773	Medora	do	W. J. Chapman	Dept.	1	0	9	15	0	0									3		200	
774	Mendon	do	W. H. Adams	Dept.	1	1	22	27	32	61	2	3							4		200	20,000
775	Mendota	Blackstone High School (West Side).	George C. Griswold	Dept.	3	3	31	26	0	0			6	6	4	8	4	6	4	31	400	20,000
776	do	East Side High School	Miss Evangeline Chowning.	Dept.	2	2	20	32	0	0	1	2	3	2	2	9	1	3	3		450	35,000
777	Meredosia	High School	Heywood Coffield	Dept.	1	0	15	25	0	0					1	10			3		250	10,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	ILLINOIS—cont'd.																					
778	Metamora	High School	Arthur Colvin	Dept.	1	0	15	15	0	0	....	....	....	....	0	1	....	....	4	....	134	$7,000
779	Metropolis City	....do	Clarence Bonnell	Dept.	2	2	29	70	0	0	....	....	....	....	3	11	....	....	4	....	120	.....
780	Milford	....do	A. Leachman	Dept.	1	1	18	23	0	0	2	2	....	....	....	....	....	....	3	....	40	4,000
781	Milledgeville	....do	W. C. Perry	Dept.	1	1	11	28	0	0	....	....	....	....	3	6	....	....	3	....	500	.....
782	Minier	....do	C. T. Law	Dept.	1	0	12	18	15	20	....	....	....	....	4	6	....	....	3	....	300	10,000
783	Minonk	....do	Miss Clara Muller	Dept.	1	2	26	34	0	0	....	....	....	....	1	5	1	0	4	....	540	35,000
784	Minooka	....do	T. B. Wortman	Dept.	1	0	8	16	43	48	3	4	1	0	2	2	....	....	3	....	250	3,500
785	Moline	....do	John H. Heil	Dept.	6	7	145	181	0	0	0	3	4	3	14	25	13	22	4	....	2,010	80,000
786	Momence	....do	W. H. Bonn	Dept.	2	1	30	40	0	0	8	12	14	18	2	10	2	6	4	....	500	8,000
787	Monmouth	....do	Edmond R. Sturtevant	Dept.	2	5	102	172	11	11	25	35	5	0	8	30	....	....	4	....	200	.....
788	Monticello	....do	Harry Pierson	Dept.	2	1	35	33	12	16	....	....	....	....	1	2	....	....	4	....	50	26,000
789	Morris	....do	Miss Edith Post	Dept.	1	4	50	100	0	0	....	....	10	25	3	16	2	5	4	....	2,000	40,000
790	Morrison	....do	Mrs. P. F. Burtch	Dept.	1	3	37	48	0	0	....	....	....	....	4	6	....	....	4	....	250	40,700
791	Morrisonville	....do	John E. Van Cleve	Dept.	1	0	11	23	0	0	....	....	....	....	....	....	....	....	2	....	250	20,000
792	Mount Carmel	....do	Miss Kate Marsh	Dept.	1	2	27	53	0	0	....	....	....	....	1	8	....	....	4	....	25	.....
793	Mount Carroll	....do	Miss Lillian H. Deming	Dept.	0	3	22	31	0	0	3	0	....	....	5	2	....	....	4	....	.....	.....
794	Mount Morris	....do	Geo. A. Jacobs	Dept.	1	1	10	16	0	0	....	....	8	10	1	2	1	2	3	....	250	*15,000
795	Mount Olive	....do.*	J. U. Uzzell	Dept.	2	0	8	17	0	0	....	....	....	....	....	....	....	....	2	....	200	7,000
796	Mount Pulaski	....do	Clyde Capron, A. B	Dept.	2	1	27	41	0	0	4	1	1	0	4	3	2	1	4	....	189	18,000
797	Mount Sterling	....do	Miss Blanche Germond	Dept.	1	2	40	50	0	0	....	....	....	....	4	3	....	....	4	....	625	45,000
798	Mount Vernon	....do	Miss Inez I. Green	Dept.	2	2	55	65	0	0	....	....	....	....	3	6	....	....	4	....	500	10,000
799	Moweaqua	....do	R. U. Carruthers	Dept.	2	0	16	34	0	0	5	4	....	....	2	6	2	2	4	....	225	20,000
800	Murphysboro	Township High School	Edward J. Klemme	Dept.	3	2	71	108	0	0	0	1	....	....	3	3	....	....	4	....	620	14,000
801	Naperville	Ellsworth High School	F. A. Kendall	Dept.	1	1	10	25	0	0	....	....	....	....	1	4	....	....	3	....	450	.....

802	....do	Graded School	R. F. Bunnel	Dept..	1	0	2	22	0	0	....	....	0	2	....	....	....	....	3	....	1,100	10,000
803	Nashville	High School	Herbert G. Larsh	Dept..	3	0	38	48	0	0	....	....	....	....	3	5	....	....	4	....	575	30,000
804	Nauvoo	....do	S. D. Weiser	Dept..	1	0	21	16	0	0	1	2	8	4	3	0	1	0	3	....	283	.....
805	Neoga	....do	Chas. H. Hittson, A. B	Dept..	1	0	15	19	0	0	2	3	....	....	2	3	2	2	4	....	30	50,000
806	Newman	....do	J. T. Gale	Dept..	1	1	25	32	0	0	7	9	3	2	5	5	3	2	4	....	250	.....
807	Newton	....do.*	E. B. Brooks	Dept..	2	1	22	20	0	0	....	....	....	....	3	4	3	4	4	....	350	700
808	Nokomis	....do	Harry C. Miller	Dept..	1	1	25	30	0	0	2	2	....	....	1	2	1	0	4	....	150	20,000
809	Normal	....do	Charles Rice	Dept..	3	3	80	94	0	0	10	12	9	8	9	9	7	8	4	....	1,500	35,000
810	Nunda	Nunda and Crystal Lake Union School.	W. C. Smith	Dept..	1	1	8	20	0	0	1	1	1	4	1	3	1	1	3	....	800	30,000
811	Oakland	High School	O. L. Minter	Dept..	1	1	7	33	0	0	....	....	4	10	0	9	0	4	4	....	400	7,000
812	Oakpark	Oakpark and River Forest High School.	John C. Hanna	Dept..	7	8	139	198	0	0	....	....	....	....	3	10	....	....	4	50	1,500	.....
813	Oblong	High School	M. S. Vance	Dept..	2	0	13	17	0	0	....	....	....	....	0	8	....	....	3	....	163	5,000
814	Odell	....do	L. T. Earnheart	Dept..	1	1	18	13	0	0	....	....	4	2	1	0	1	0	4	....	600	10,000
815	Olney	....do	J. P. Gilbert	Dept..	2	2	60	95	0	0	4	5	5	3	4	14	3	1	4	....	200	55,000
816	Omaha	....do	A. M. Reedy	Dept..	1	0	3	5	70	90	....	....	1	0	3	3	....	....	2	....	30	6,000
817	Onarga	....do	G. E. Marker	Dept..	1	2	29	32	0	0	2	4	3	0	5	4	3	1	4	....	.....	.....
818	Oneida	....do	R. V. Field	Dept..	2	0	21	28	0	0	0	1	3	2	3	6	1	2	3	....	350	.....
819	Oregon	....do	W. J. Sutherland	Dept..	1	3	46	46	0	0	....	....	....	....	14	11	2	2	4	....	400	30,000
820	Orion	....do	J. A. Warrick	Dept..	1	0	16	23	0	0	....	....	....	....	1	3	....	....	3	....	300	5,000
821	Oswego	....do	C. H. Newman	Ind....	1	0	11	22	0	0	....	....	1	2	1	5	1	1	3	....	150	12,100
822	Ottawa	Township High School...	J. O. Leslie	Ind....	7	5	108	182	0	0	20	30	....	....	8	29	5	4	4	....	1,524	40,000
823	Palmyra	High School*	R. C. Moore	Dept..	1	0	18	24	0	0	....	....	....	....	3	9	....	....	2	....	60	2,000
824	Pana	....do	A. E. Paine	Dept..	2	2	33	46	0	0	....	....	....	....	1	2	1	0	4	....	350	800
825	Paris	....do	J. D. Shoop	Dept..	2	3	70	119	0	0	12	34	18	0	10	17	8	5	4	35	370	4,500
826	Patterson	Village School*	Lucian K. Jones	Dept..	1	0	5	6	49	50	....	....	....	....	....	....	....	....	2	....	50	2,100
827	Pawpaw	High School	F. S. Deibler	Dept..	2	0	25	26	0	0	2	3	....	....	2	4	....	....	4	....	400	15,000
828	Paxton	....do	J. E. McKown	Dept..	2	2	41	47	0	0	10	15	5	10	6	9	3	5	4	....	1,400	5,000
829	Payson	....do	George Gabrill	Dept..	1	2	25	20	0	0	4	2	....	....	5	0	2	0	4	....	500	5,000
830	Pecatonica	....do	C. H. Ferguson	Dept..	1	1	20	36	0	0	....	....	3	2	6	12	6	12	3	....	550	30,000
831	Pekin	....do	Miss Elizabeth K. Chapman.	Dept..	2	4	30	85	0	0	....	....	4	8	4	15	2	4	4	....	760	127,550
832	Peoria	....do	A. W. Beasley	Dept..	6	14	167	354	0	0	14	6	45	92	16	34	10	14	4	....	1,500	75,000
833	Perry	....do	Josiah Main	Dept..	1	0	16	20	0	0	....	....	....	....	4	3	....	....	4	....	10	.....
834	Petersburg	....do	L. A. Fulwider	Dept..	2	1	27	53	0	0	5	3	4	0	8	7	0	1	4	....	568	.....
835	Pinckneyville	....do	R. B. Templeton	Dept..	2	0	16	29	0	0	....	....	2	2	1	4	1	2	3	....	1,028	16,000
836	Piper City	....do	Miss Marie E. Hotsenpiller.	Dept..	1	2	25	28	0	0	....	....	7	11	....	....	....	....	4	....	300	20,000
837	Pittsfield	....do.*	Miss Angie F. Wood	Dept..	1	3	40	49	0	0	2	3	1	0	4	10	3	3	4	....	100	.....
838	Plainfield	....do	J. P. Browne	Dept..	1	1	18	26	0	0	....	....	....	....	3	6	....	....	3	....	200	4,000
839	Plano	....do	J. R. Freebern	Dept..	1	2	23	45	0	0	10	20	....	....	2	5	1	4	4	....	250	30,000
840	Pleasantplains	....do	H. A. Leathers	Dept..	1	0	2	3	58	67	1	0	....	....	2	3	....	....	3	....	150	3,000
841	Polo	....do.*	Miss Julia M. Gay	Dept..	2	2	44	46	0	0	....	....	....	....	7	5	....	....	4	....	400	43,500
842	Prairie City	....do	J. R. Kenneday	Dept..	1	0	16	19	0	0	....	....	....	....	1	2	....	....	3	....	360	.....
843	Princeton	....do	D. O. Barto	Dept..	4	6	70	124	17	31	0	2	....	....	2	14	....	....	4	....	2,600	50,000
844	Prophetstown	....do	W. S. Ellison	Dept..	1	1	10	20	0	0	....	....	1	2	2	6	1	2	4	....	250	.....
845	Quincy	....do	Wm. F. Geiger	Dept..	4	5	110	146	0	0	11	10	20	25	7	15	5	8	4	....	700	50,000
846	Ramsey	....do.*	Edward D. Hart	Dept..	2	0	22	20	0	0	....	....	8	4	....	....	....	....	....	....	23	2,500
847	Rankin	....do.*	W. E Davis	Dept..	1	0	11	20	0	0	....	....	....	....	....	....	....	....	3	....	500	2,500
848	Rantoul	....do	E. H. Miller	Dept..	1	1	29	34	0	0	10	16	....	....	0	4	0	1	4	....	200	20,000

*Statistics of 1899-1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	ILLINOIS—cont'd.																					
849	Raymond	High School*	W. R. Duncan	Dept.	2	0	23	27	0	0	10	15	10	15	7	10	4	5	3	....	395	$25,000
850	Redbud	do	S. F. Frazier	Dept.	1	0	7	4	0	0	2	0	1	0	6	4	....	....	1	....	200	15,000
851	Richmond	do	G. W. Conn, jr	Dept.	1	1	16	16	30	38	....	....	....	....	3	2	....	....	3	....	100	.....
852	Ridgefarm	do	A. L. Starr	Dept.	1	0	16	13	0	0	1	2	....	....	5	7	1	2	3	....	50	15,000
853	Riverside	do	Joel A. Harley	Dept.	2	2	24	24	0	0	1	3	5	7	1	4	1	1	4	21	400	1,200
854	Robinson	do.*	O. R. Hedden	Dept.	2	1	37	51	0	0	1	0	2	0	8	2	4	0	3	....	300	30,000
855	Rochelle	do	Miss Margaret H. J. Lampe.	Dept.	1	2	26	40	0	0	....	....	6	12	1	0	1	0	4	....	700	40,000
856	Rockfalls	do	B. F. Hendricks, supt.	Dept.	1	2	26	44	0	0	....	....	....	....	6	11	....	....	4	....	256	.....
857	Rockford	do	B. D. Parker	Dept.	7	9	173	368	0	0	3	6	....	....	16	32	6	9	4	....	1,594	93,150
858	Rock Island	do	J. F. Darby	Dept.	6	5	120	201	0	0	....	....	....	....	15	28	4	6	4	....	1,000	7,500
859	Rockton	do	D. Frank Fawcett	Dept.	1	0	8	15	0	0	....	....	....	....	1	2	....	....	4	....	251	6,150
860	Roodhouse	Washington High School.	O. C. Bolman	Dept.	2	1	40	43	0	0	1	2	1	0	2	9	2	2	4	....	636	.....
861	Roseville	Township High School	W. N. Brown	Dept.	2	1	22	35	0	0	6	10	2	0	0	2	0	2	4	....	140	.....
862	Rossville	High School	Frank McAnally	Dept.	2	1	25	29	0	0	....	....	....	....	2	4	....	....	4	....	870	.....
863	Rushville	do	Nathan T. Veatch	Dept.	2	3	57	56	0	0	1	3	9	4	6	3	6	1	4	....	350	30,000
864	St. Charles	do	Miss Gertrude Webster	Dept.	2	1	37	44	0	0	....	....	....	....	5	7	2	3	4	....	400	.....
865	Salem	do	Miss Laura E. Myers	Dept.	1	2	22	33	0	0	0	1	....	....	1	4	....	....	4	....	250	20,000
866	Sandoval	do	W. P. Thacker	Dept.	1	0	10	18	0	0	....	....	....	....	....	....	....	....	3	....	100	.....
867	Sandwich	do	Miss Lillian A. Purkhiser	Dept.	2	1	25	44	0	0	....	....	....	....	0	8	0	3	4	....	600	9,000
868	San Jose	do	J. S. Baker	Dept.	1	0	12	16	0	0	....	....	4	5	3	4	....	....	3	....	300	8,000
869	Savanna	do	Oscar F. Smith	Dept.	2	2	44	71	0	0	....	....	1	0	5	5	....	....	4	....	300	40,000
870	Saybrook	do	J. R. Simer	Dept.	1	0	22	15	10	15	....	....	....	....	1	4	....	....	3	....	25	20,000
871	Scales Mound	do	Miss Marguerite Lawler.	Dept.	0	1	2	11	38	49	....	....	....	....	....	....	....	....	3	....	150	.....

872	Seneca	do	J. H. Grigg	Dept.	1	0	8	12	0	0	4	2	1	2	0	3			3		187	16,010
873	Shabbona	do	L. J. Haley	Dept.	1	0	15	14	0	0					3	8			3		250	7,000
874	Shannon	do	W. J. Cook	Dept.	1	0	12	19	0	0					3	6			3		439	4,176
875	Shawneetown	do	M. T. Van Cleve	Dept.	1	1	5	25	0	0			0	6	0	4	0	4	3		150	15,025
876	Shelbyville	do.*	Richard J. Roberts	Dept.	2	3	48	76	0	0					5	9			4		760	
877	Sheldon	do	J. J. Ferguson	Dept.	2	1	45	37	0	0									4		350	25,000
878	Sibley	do	Edgar L. Pancake	Dept.	1	0	13	11	0	0			0	1	0	1			3		560	2,500
879	Sidell	do.*	C. F. Gaumer	Dept.	1	0	6	14	15	19	2	2	1	2					3		54	4,750
880	Somonauk	do	Warren Hubbard	Dept.	1	0	18	27	0	0					2	5			3		250	12,000
881	Sorento	do	Jesse T. McDavid	Dept.	1	0	7	7	0	0					3	2	3	2	3		150	2,000
882	Sparland	do	J. R. Bouton	Dept.	1	0	15	17	0	0			4	2	6	5	4	2	3		300	1,600
883	Sparta	do	L. J. Sexton	Dept.	2	2	43	48	30	30	1	2	3	3	6	8	3	1	4		1,180	16,000
884	Springfield	do.*	Lucius M. Castle	Dept.	7	8	218	287	0	0					16	51			4		500	110,000
885	Spring Valley	do	R. V. De Groff	Dept.	1	1	7	18	0	0	0	2	2	0	0	4			3		200	30,000
886	Stanford	do	Frank L. Horn	Dept.	1	0	8	19	0	0	2	4			2	2	0	1	3		250	7,275
887	Sterling	Township High School	O. L. Miller	Dept.	4	6	75	154	0	0			25	19	14	23	10	11	4		526	47,300
888	Stockton	High School	B. F. Kepner	Dept.	1	0	10	20	0	0					2	3			2		150	4,000
889	Streator	Township High School	S. B. Hursh	Ind.	3	7	96	144	0	0	1	5	7	2	10	15	4	2	4		1,700	40,000
890	Sugargrove	High School	E. M. Harris	Dept.	1	2	44	20	16	22	1	0	3	1	6	5	3	1	4	18	200	5,000
891	Sullivan	do	E. Allen Cross	Dept.	3	2	45	56	0	0					8	5	5	0	4		200	25,000
892	Sumner	do	C. M. Petty	Dept.	3	0	18	26	0	0					4	3			3		175	8,000
893	Sycamore	do	Miss S. E. Robinson	Dept.	2	2	32	63	0	0					3	5	2	2	4		1,012	40,000
894	Tablegrove	do	C. W. Chapman	Dept.	1	0	21	29	0	0	0	3			1	4	0	3	3		280	8,000
895	Tallula	do	Miss Martha Hunt	Dept.	0	1	5	9	62	68	0	3							3		177	7,000
896	Taylorville	Township High School	William E. Andrews, A. M., Ph. D.	Ind.	3	2	74	85	0	0					8	4			4		500	37,000
897	Thomson	High School*	W. H. Plymire	Dept.	1	0	16	14	48	55					2	2	1	2	3		168	
898	Toledo	do	Thos. S. Hewerdine	Dept.	2	0	18	29	0	0			2	1	1	3	1	0	3		206	10,000
899	Tolono	do	C. E. Jeffers	Dept.	1	2	14	20	0	0			3	0	3	5	3	0	3		900	11,000
900	Toulon	do	L. H. Darling	Dept.	1	2	25	37	0	0	0	1	1	1	1	3	1	1	3		400	23,000
901	Tremont	do	A. B. Hiett	Dept.	1	0	17	12	0	0			1	1	2	2	1	1	3		370	10,000
902	Tuscola	Union District High School.	W. D. Higdon	Dept.	2	3	36	48	0	0	0	2	3	2	4	5	3	3	4		50	40,600
903	Union	High School*	R. P. Andrus	Dept.	1	0	10	9	42	38			3	2	1	1	1	1	3		120	
904	Upper Alton	do	Miss Helen Taggart	Dept.	1	2	15	42	0	0	1	2	0	1	1	8	1	3	4		104	25,000
905	Urbana	Thornburn High School	J. W. Hays	Dept.	5	5	94	119	0	0					6	11	4	3	4		500	23,500
906	Utica	High School*	Dalton McDonald	Dept.	1	0	10	15	50	57					1	1			1		200	9,000
907	Vandalia	do	J. M. Hutchinson	Dept.	3	0	27	46	0	0	4	3			2	6			4		2,000	25,000
908	Vermilion	do	Fred Rhoads	Dept.	1	0	10	10	40	30	1	0	0	1					4			500
909	Vermont	North High School	W. T. Hunn	Dept.	1	0	8	12	0	0					0	1			3		200	5,000
910	Vienna	High School	M. N. McCartney	Dept.	2	1	39	32	0	0	10	6	4	0	4	5	3	2	4		300	21,500
911	Virden	do	Milo J. Loveless	Dept.	2	1	37	41	0	0					1	8	1	4	4		100	18,000
912	Virginia	do	Miss Kate H. Bellersheim	Dept.	2	1	42	44	0	0					8	15			4		100	
913	Warren	do.*	B. F. Baker	Dept.	1	2	19	21	0	0	8	10	4	5	3	6	3	6	3			12,580
914	Warsaw	do	Miss Gertrude Brewrink	Dept.	2	1	14	36	0	0					0	8			4			2,000
915	Washington	do.*	Miss Abby L. Ross	Dept.	2	1	16	44	0	0					1	13			4		600	10,000
916	Waterloo	do	J. W. Jackson	Dept.	1	1	28	12	0	0	1	1			3	0	1	0	3		300	20,000
917	Watseka	do	Miss Mayme Goodale	Dept.	1	2	55	40	0	0	4	7	5	0	6	4	3	0	4		400	30,000
918	Waukegan	do	W. J. Stebbins	Dept.	2	5	93	162	0	0			8	12	12	20	3	5	4		1,199	
919	Waverly	do	S. S. Simpson	Dept.	2	1	26	44	0	0	1	0	1	0	4	2	1	0	4		245	30,000
920	Wellington	do	J. J. Eckman	Dept.	1	1	10	15	40	60			3	0					2		300	

*Statistics of 1899-1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	ILLINOIS—cont'd.																					
921	Wenona	High School	Miss Ida M. Wright	Dept.	1	1	14	34	0	0	.....	.....	.....	.....	0	6	.....	.....	4	.....	600	.....
922	West Chicago	....do	Marcellus Madison	Dept.	1	0	4	10	0	0	.....	.....	.....	.....	2	4	.....	.....	2	.....	150	.....
923	Westfield	....do.*	Norman Bennett	Dept.	1	0	15	17	0	0	.....	.....	.....	.....	0	5	0	4	3	.....	150	$5,000
924	West Salem	....do	L. T. Shaw	Dept.	2	0	8	4	0	0	.....	.....	.....	.....	1	3	0	1	2	.....	.....	.....
925	Wheaton	....do	J. B. Russell	Dept.	1	3	34	67	0	0	0	4	10	26	1	12	1	9	4	.....	800	40,100
926	Whitehall	....do	Charles E. Joiner	Dept.	2	2	36	60	0	0	2	0	.....	.....	6	5	2	0	4	.....	1,228	25,000
927	Wilmington	....do	F. M. Crosby	Dept.	1	1	32	45	0	0	2	2	1	0	3	10	3	2	4	.....	600	20,000
928	Winchester	....do	H. D. Willard	Dept.	1	2	35	51	0	0	5	8	7	4	2	6	2	4	4	.....	600	30,000
929	Windsor	....do	Chas. B. Guin	Dept.	1	0	6	13	0	0	.....	.....	4	6	2	2	1	0	2	.....	15	1,500
930	Winnebago	....do	P. M. Adams	Dept.	1	1	13	14	42	50	.....	.....	1	2	1	2	0	1	4	.....	177	7,000
931	Winnetka	New Trier Township High School.	Frank L. Smart	Dept.	3	4	36	40	0	0	.....	.....	.....	.....	1	1	.....	.....	4	.....	300	.....
932	Woodhull	High School	Wm. S. Bowers	Dept.	1	1	20	25	0	0	.....	.....	.....	.....	6	8	2	2	3	.....	200	20,000
933	Woodstock	....do	C. W. Hart	Dept.	1	2	21	66	0	0	3	2	.....	.....	3	8	3	2	4	.....	300	50,000
934	Wyoming	....do.*	W. R. Saudham	Dept.	2	1	19	34	0	0	.....	.....	.....	.....	4	8	4	8	4	.....	525	.....
935	Yates City	....do	W. F. Boyes	Dept.	2	0	31	29	0	0	.....	.....	.....	.....	2	3	.....	.....	3	.....	2,240	.....
936	Yorkville	....do	O. R. Zoll	Dept.	1	1	23	30	0	0	0	2	1	0	3	5	1	2	4	.....	200	17,000
	INDIANA.																					
937	Abington	Township High School*	W. D. Cook	Dept.	1	0	4	3	23	40	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	45	1,200
938	Albany	High School	W. L. Cory	Dept.	2	1	22	19	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....
939	Albion	....do	Robt. W. Pattengill	Dept.	2	0	36	46	0	0	3	11	9	17	4	5	4	3	4	.....	1,028	12,000
940	Alexandria	....do	Jacob G. Collicott	Dept.	2	3	23	44	0	0	.....	.....	.....	.....	1	5	1	5	4	.....	346	45,000

941	Alquina	Jennings Township High School.*	Wm. I. Hill	Dept.	1	0	7	11	28	34									3		60	2,000
942	Alton	High School	Emmett Taylor	Dept.	1	0	10	12	30	48					3	5			3		230	1,000
943	Ambia	do	Ethelbert Woodburn	Dept.	1	0	8	11	0	0					1	2			3		100	10,000
944	Amboy	do	P. M. Hoke	Dept.	2	0	31	33	0	0					5	4			4		70	10,000
945	Anderson	do	J. B. Pearcy	Dept.	7	8	166	271	0	0					21	40			4		2,000	50,000
946	Andrews	do	William Eisenmann	Dept.	1	1	12	19	0	0					0	4	0	4	4		300	8,000
947	Angola	do	C. J. Sharp	Dept.	3	1	32	58	0	0	2	8	2	0	3	7	1	3	4		400	25,000
948	Arcadia	do	N. C. Randall	Dept.	3	0	35	25	0	0					8	2			4			
949	Argos	do	D. E. Vanvactor	Dept.	2	0	26	23	0	0	9	3			7	3			3		456	18,100
950	Ashley	do.*	J. Walter Johnson	Dept.	2	0	15	13	0	0	4	2	1	0	1	1	1	1	3		226	10,000
951	Atlanta	do	Geo. Teter	Dept.	1	1	8	17	0	0					1	3			3		33	10,000
952	Attica	do	Wm. F. Mullinnix	Dept.	4	3	49	53	0	0					6	4	4	1	4		7,000	50,000
953	Auburn	do	H. G. Brown	Dept.	2	1	25	43	0	0					3	8	2	5	4		1,041	51,500
954	Aurora	do	Miss Anna Suter	Dept.	2	3	30	49	0	0	6	8	3	3	2	9	1	3	4		421	31,200
955	Avilla	do	W. E. Harsh	Dept.	2	0	13	7	0	0	3	0	2	0	6	2			3		300	3,000
956	Batesville	do	William D. Robinson	Dept.	1	0	5	9	0	0	1	0			1	5	1	0	2		500	12,000
957	Battleground	Tippecanoe Township High School.	F. L. Cowgar	Dept.	1	2	7	8	60	60					1	5			3		53	25,000
958	Ben Davis	Wayne Township High School.	A. E. Martin	Dept.	2	0	22	18	0	0	2	1			5	5			4		657	6,000
959	Bentonville	Posey Township High School.	J. M. Bailey	Dept.	1	0	9	9	33	31									3		71	2,000
960	Berne	High School	B. A. Winans	Dept.	2	0	6	16	0	0					0	2			3		650	10,000
961	Bicknell	do.*	Chas. A. Phillippi	Dept.	1	1	25	20	0	0					18	8			4		150	
962	Bippus	Warren Township High School.	J. H. Shock	Dept.	1	0	10	11	25	39									4		225	10,000
963	Birdseye	High School	W. J. Hawkins	Dept.	1	0	6	8	24	12	1	0	0	2	1	2			4		100	5,000
964	Bloomfield	do	E. R. Mason	Dept.	2	0	24	30	0	0			7	8	3	3	3	1	4		800	20,000
965	Bloomington	do	James K. Beck	Dept.	4	3	106	138	0	0					20	20	20	20	4		2,000	15,000
966	Bluffton	do	F. C. Whitcomb	Dept.	3	2	46	82	14	10	5	8	12	18	5	9			4		3,500	20,000
967	Boonville	do	M. W. Rothert	Dept.	2	1	23	39	0	0	3	1			6	3	2	0	4		650	
968	Boswell	do	Chas. F. Miller	Dept.	2	1	21	29	0	0			3	4	0	3			4		300	8,000
969	Bourbon	do	Louis E. Steinebach	Dept.	2	0	21	24	0	0	0	1	2	0	3	11			4		350	
970	Boxley	do	S. A. Hinshaw	Dept.	3	0	26	19	59	41	10	3			6	3	5	2	4		350	6,000
971	Brazil	do	T. N. James	Dept.	3	1	41	68	0	0					6	10	5	10	4		375	12,300
972	Bremen	do	Milo F. Hale	Dept.	3	1	19	22	0	0	0	3	2	0	4	2	2	0	4		750	
973	Bristol	do	Charles F. Blue	Dept.	2	0	14	24	54	28	8	11	2	4	3	5	2	2	3		54	2,500
974	Broad Ripple	do	E. A. Cunningham	Ind.	3	0	28	20	0	0	1	0			7	1	1	0	4		500	9,000
975	Brook	do	Miss Katharine Pfrimmer.	Dept.	0	1	8	8	0	0									2		100	6,000
976	Brookston	do	Wm. Smith	Dept.	1	1	25	30	0	0	2	0			4	9	2	0	4		350	10,000
977	Brownsburg	do	W. J. Bowden	Dept.	1	0	4	3	75	80									3		300	10,000
978	Brownstown	do	Miss Florence Knife	Dept.	1	2	18	32	0	0					3	3			4		300	23,000
979	Bruceville	do	Roscoe C. Hill	Dept.	1	1	12	16	58	42			3	4	5	4			3		350	
980	Bunkerhill	do	C. L. Stubbs	Dept.	1	0	12	13	0	0	0	3	2	0	1	4			4		40	8,000
981	Burnetts Creek	Burnettsville High School.*	C. M. Plank	Dept.	2	0	16	12	12	10	4	3	4	3					2		126	2,000
982	Butler	High School	C. W. Kimmel, supt	Dept.	1	3	23	24	0	0					0	2			4		300	5,000
983	Butlerville	do.*	Elmer M. Hughes	Dept.	1	0	8	21	37	40	1	1			1	1	1	0	4		371	1,000
984	Cadiz	do	N. Guy Jones	Dept.	1	0	10	2	0	0	5	1			0	1			4			15,000

* Statistics of 1899-1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.									
											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		
	INDIANA—cont'd.																							
985	Cambridge City	High School	Miss Martha Shoemaker.	Dept..	2	2	27	47	0	0	....	....	....	....	1	5	....	....	4	....	1,200	$25,000		
986	Campbellsburg	do	J. S. Slabaugh	Dept..	1	0	2	5	2	16	....	....	....	....	....	....	....	....	4	....	.....	1,800		
987	Cannelburg	do	Miss Ella Shanahan	Dept..	1	0	13	8	0	0	....	....	....	....	....	....	....	....	4	....	16	5,500		
988	Cannelton	do	Abel Powell	Dept..	3	0	12	16	0	0	....	....	3	3	....	....	....	....	4	....	1,000	20,000		
989	Carlisle	do	E. Conradi	Dept..	1	0	18	13	0	0	....	....	....	....	2	7	2	2	3	....	100	.....		
990	Carthage	do	J. F. Evans	Dept..	2	2	22	33	0	0	4	5	2	1	2	8	2	3	4	....	60	25,000		
991	Cayuga	do	A. W. Nolan	Dept..	2	1	25	35	0	0	20	18	5	0	0	2	....	....	4	....	350	25,000		
992	Centerville	do	J. W. Newbern	Dept..	2	0	14	23	0	0	2	1	1	0	4	2	....	....	4	....	297	9,000		
993	Charlestown	do	W. A. Collings	Dept..	1	2	10	22	0	0	....	....	1	1	2	1	1	0	4	....	150	15,000		
994	Chesterton	do	T. R. Farnam	Dept..	2	0	11	28	0	0	1	0	1	0	2	3	2	0	4	....	376	6,000		
995	Churubusco	do	H. L. Chapman	Dept..	2	0	18	12	0	0	3	0	....	....	1	1	1	0	3	....	50	10,000		
996	Cicero	do	Wm. M. McCoy	Dept..	2	1	18	30	0	0	0	4	7	13	4	1	3	1	4	....	1,000	25,000		
997	Clarksburg	do.*	H. C. Doles	Ind...	1	1	13	15	37	55	....	....	5	9	5	1	5	1	2	....	500	4,000		
998	Clay City	do	Martin R. Goshorn	Dept..	1	0	11	10	0	0	6	7	3	0	....	....	....	....	4	....	250	6,000		
999	Claypool	do	H. F. Aduddell	Dept..	1	0	9	13	51	62	....	....	....	....	2	1	....	....	3	....	25	5,000		
1000	Clinton	do	Wm. F. Clarke	Dept..	3	0	21	39	0	0	....	....	....	....	....	....	....	....	4	....	400	5,000		
1001	Cloverdale	do.*	W. R. Allee	Dept..	1	0	14	16	36	57	2	2	....	....	2	2	2	2	3	....	200	5,000		
1002	Colburn	do	C. E. Leffler	Dept..	1	0	17	11	13	16	3	2	2	1	3	3	....	....	3	....	.....	.....		
1003	Colfax	do	Miss Maude Plunkett	Dept..	1	1	16	17	0	0	....	....	3	2	2	2	1	1	4	....	124	10,000		
1004	Collins	do	J. C. Sanders	Dept..	1	0	8	5	41	40	3	2	....	....	6	4	....	....	2	....	100	5,000		
1005	Columbia	Township High School*	Oscar Chance	Dept..	1	0	4	12	8	14	....	....	....	....	0	3	....	....	2	....	155	1,910		
1006	Columbia City	High School	Wm. A. Beane	Dept..	2	2	22	45	0	0	0	1	1	0	4	4	1	1	4	....	5,282	.....		
1007	Columbus	do	Samuel Wertz	Dept..	3	3	78	125	0	0	....	....	....	....	13	19	....	....	4	....	700	10,000		
1008	Connersville	do.*	W. R. Houghton	Dept..	5	0	32	64	0	0	4	4	6	0	3	8	1	2	4	....	200	25,000		

1009	Converse	do	C. C. Marshall	Dept.	3	0	22	27	0	0	....	....	....	....	2	2	2	1	4	....	300	6,000
1010	Cortland	do.*	Robt. S. Charles	Ind.	1	0	16	14	32	30	2	3	....	....	0	1	0	1	3	....	.....	.....
1011	Corydon	do	Jesse W. Riddle	Dept.	2	1	19	25	0	0	7	2	2	0	4	5	3	1	4	....	800	12,000
1012	Covington	do	James F. Millis	Dept.	3	4	59	63	0	0	....	....	28	33	8	4	8	3	4	....	633	30,950
1013	Crawfordsville	do	Miss Anna Willson	Dept.	2	6	61	98	0	0	....	....	....	....	7	11	....	....	4	....	.....	15,000
1014	Crothersville	do	C. C. Hodges	Dept.	1	1	11	10	0	0	1	0	....	....	1	2	....	....	4	....	.....	10,000
1015	Crownpoint	do	Miss Mattie Matheny	Dept.	1	4	40	47	0	0	....	....	3	2	4	5	2	0	4	....	1,000	20,000
1016	Culver	do	I. S. Hahn	Dept.	1	1	9	15	0	0	....	....	....	....	4	3	3	1	3	....	280	2,000
1017	Cynthiana	do	Edw. R. Millett	Dept.	2	0	16	20	0	0	....	....	....	....	3	3	....	....	3	....	100	12,000
1018	Dana	do	Elmer M. Hughes	Dept.	2	0	30	45	0	0	....	....	....	....	4	3	3	1	4	....	105	.....
1019	Danville	do.*	Theodore W. Garrison	Dept.	2	1	16	39	0	0	....	....	....	....	5	5	4	0	4	....	50	2,000
1020	Darlington	do	W. S. King	Dept.	2	0	20	35	0	0	....	....	3	1	5	7	3	1	4	....	100	10,000
1021	Decatur	do.*	Miss Lell M. Segur	Dept.	2	4	30	40	0	0	....	....	25	35	3	9	1	4	4	....	1,862	.....
1022	Delphi	do	S. W. Convoy	Dept.	4	1	46	54	0	0	....	....	....	....	10	10	....	....	4	....	2,000	31,800
1023	Dillsboro	do	C. B. Wilson	Dept.	1	0	7	9	0	0	....	....	....	....	....	....	....	....	3	....	80	7,000
1024	Dublin	do.*	Paul Coughlin	Dept.	1	1	13	28	0	0	2	3	....	....	2	4	....	....	4	....	1,500	.....
1025	Dunkirk	do	Frank C. Schofield	Dept.	2	1	13	27	0	0	2	1	....	....	2	3	....	....	4	....	450	25,000
1026	Earlpark	do	Jas. H. Gray	Dept.	1	0	6	11	0	0	....	....	....	....	....	....	....	....	3	....	140	.....
1027	East Chicago	do	A. G. Sloeomb	Dept.	1	3	17	28	0	0	....	....	....	....	2	4	1	0	4	....	200	2,500
1028	Eaton	do	S. D. Morris	Dept.	2	0	15	25	0	0	2	3	....	....	1	8	1	3	3	....	200	5,000
1029	Edinburg	do.*	Chas. F. Patterson	Dept.	1	1	25	35	0	0	15	20	....	....	5	5	3	2	4	....	500	15,000
1030	Edwardsport	do	Frank Carroon	Dept.	2	0	12	20	0	0	1	4	....	....	4	5	1	4	3	....	250	.....
1031	Elizabethtown	do.*	Geo. W. Thompson	Dept.	1	0	7	15	0	0	....	....	....	....	....	....	....	....	2	....	150	2,000
1032	Elkhart	do	S. B. McCracken	Dept.	3	7	97	159	0	0	....	....	....	....	9	19	....	....	4	....	5,000	40,000
1033	Ellettsville	do.*	F. M. McConnell	Dept.	1	0	8	16	0	0	....	....	....	....	1	3	....	....	3	....	150	8,000
1034	Elnora	do	F. B. Williams	Dept.	1	0	14	13	0	0	6	7	3	5	4	3	....	....	4	....	.....	.....
1035	Elwood	do	L. D. Owens	Dept.	4	4	69	117	0	0	....	....	....	....	12	7	4	7	4	....	700	50,000
1036	English	do	Thomas B. Sonner	Dept.	1	0	12	13	0	0	2	0	....	....	....	....	....	....	3	....	100	6,000
1037	Evansville	Clark High School (colored).*	Jno. R. Blackburn, sr.	Dept.	3	1	37	43	0	0	....	....	....	....	4	4	....	....	4	....	.....	.....
1038	do	Seventh Street High School.	Robert Spear	Dept.	10	14	282	422	0	0	67	41	17	2	22	46	9	6	4	....	3,422	.....
1039	Everton	Jackson Township High School.	E. C. Mahle	Dept.	1	0	2	3	22	19	1	0	....	....	2	3	....	....	2	....	76	.....
1040	Fairmount	High School	J. C. Castleman	Dept.	4	1	44	70	0	0	....	....	....	....	5	6	5	6	4	....	300	10,000
1041	Falmouth	Fairview High School	Alfred E. Martin	Dept.	1	0	5	10	50	50	....	....	....	....	0	1	....	....	3	....	160	3,000
1042	Farmersburg	High School	A. E. Bond	Dept.	1	0	10	10	0	0	....	....	....	....	2	3	1	2	2	....	60	2,000
1043	Farmland	do	J. F. Bobbitt	Dept.	1	0	8	12	0	0	0	2	3	0	3	1	2	0	3	....	850	3,000
1044	Fishers Switch	Fisher's High School	E. J. Llewelyn	Dept.	1	0	8	12	0	0	2	1	7	0	....	....	....	....	3	....	168	5,000
1045	Flora	High School	Charles Brooks	Dept.	2	1	27	25	0	0	2	1	....	....	4	5	....	....	4	....	544	10,525
1046	Fort Branch	do	W. C. Welborn	Dept.	1	0	10	13	0	0	....	....	....	....	2	2	....	....	3	....	300	8,000
1047	Fortville	do	H. W. Wolfe	Dept.	2	0	26	44	0	0	4	3	2	0	8	6	4	2	4	....	700	7,000
1048	Fort Wayne	do	Chester T. Lane	Dept.	6	6	144	244	0	0	3	6	42	0	14	18	8	2	4	....	3,000	50,000
1049	Fountain City	do	C. A. Thornburgh	Dept.	1	1	15	15	0	0	....	....	....	....	2	9	1	2	4	....	300	30,000
1050	Fowler	do	John A. Linebarger	Dept.	3	0	32	53	0	0	8	6	3	4	2	8	....	....	4	....	600	20,000
1051	Francisco	do	John G. Berger	Dept.	1	0	14	12	46	40	....	....	....	....	....	....	....	....	3	....	150	2,000
1052	Frankfort	do	John J. Mitchell	Dept.	4	3	130	131	0	0	....	....	....	....	20	18	15	10	4	....	.....	.....
1053	Franklin	do	Alva Otis Neal	Dept.	2	3	60	110	0	0	....	....	....	....	2	8	2	5	4	40	600	20,000
1054	do	Hopewell High School	Chas. M. Carson	Dept.	1	0	6	14	45	30	0	1	2	0	....	....	....	....	4	....	200	.....
1055	Frankton	High School	Miss Blanche Merry	Dept.	2	1	26	26	0	0	....	....	2	0	1	4	1	2	4	....	300	10,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
1056	Freedom	Franklin Township Graded School.*	F. B. Williams	Dept.	1	0	5	6	0	0	....	....	....	....	2	4	....	....	1	....	59	$3,000
1057	Fremont	High School	S. M. Dudley	Dept.	2	0	13	27	0	0	6	4	....	....	2	4	2	3	3	....	165	.....
1058	Galveston	....do	Ottis Sperlin	Dept.	1	1	16	20	0	0	1	1	....	....	1	2	1	1	4	....	623	10,200
1059	Garrett	....do	Ezra E. Lollar	Dept.	4	0	34	52	0	0	....	....	15	5	2	11	2	3	4	....	475	25,000
1060	Gas City	....do	Mrs. Annabel Sherer	Dept.	1	2	14	21	7	5	2	5	4	1	1	0	1	0	4	....	500	3,750
1061	Geneva	....do	Robert Poer	Dept.	2	0	12	30	0	0	8	20	5	12	1	3	....	....	4	....	500	10,000
1062	Goodland	....do	H. C. Deist	Dept.	2	1	25	35	0	0	....	....	....	....	5	7	....	....	4	....	400	13,500
1063	Goshen	....do.*	Miss Lillian Michael	Dept.	2	6	105	134	0	0	....	....	40	45	6	15	6	12	4	....	2,000	30,000
1064	Gosport	....do	Miss Edith L. Martin	Dept.	2	2	26	26	0	0	4	1	....	....	4	1	4	1	4	....	400	2,000
1065	Grandview	....do	W. T. Adams	Dept.	1	1	14	14	0	0	....	....	8	10	....	....	....	....	3	....	52	4,000
1066	Greencastle	....do	Miss Martha J. Ridpath	Dept.	1	4	49	76	0	0	....	....	0	7	4	17	0	7	4	49	.....	33,000
1067	Greenfield	....do	Elwood Morris	Dept.	3	3	63	92	0	0	....	....	10	8	13	16	5	7	4	....	2,430	80,000
1068	Greensboro	....do	Pliny H. Wolfard	Dept.	1	0	2	9	53	61	1	0	1	2	0	4	0	2	4	....	200	.....
1069	Greensburg	....do.*	Edgar Mendenhall	Dept.	3	1	76	96	0	0	....	....	....	....	....	....	....	....	4	....	500	20,000
1070	Greens Fork	Graded School*	F. L. Torrence	Dept.	1	1	6	12	65	57	....	....	1	6	3	5	1	2	3	....	150	3,000
1071	Greentown	High School	H. B. Dickey	Dept.	2	0	28	23	0	0	2	8	2	0	....	....	....	....	4	....	225	1,500
1072	Greenwood	....do	M. C. Jensen	Dept.	2	1	20	30	0	0	5	10	....	....	3	3	2	0	4	....	833	15,000
1073	Hagerstown	....do	E. E. Oldaker	Dept.	2	0	25	27	0	0	....	....	....	....	4	7	....	....	4	....	700	.....
1074	Hammond	....do	J. W. Hubbard	Dept.	1	4	36	72	0	0	0	6	4	0	2	14	....	....	4	....	1,000	70,000
1075	Hanna	....do.*	E. G. Bunnell	Dept.	1	0	8	12	2	5	0	1	1	0	0	3	....	....	3	....	400	3,000
1076	Hardinsburg	....do	Arthur M. Banta	Dept.	1	0	6	10	15	19	....	....	....	....	....	....	....	....	4	....	.....	.....
1077	Harlan	Maysville High School*.	S. W. Ward	Dept.	1	0	5	7	11	13	....	....	....	....	0	2	....	....	3	....	125	6,000
1078	Hartford City	High School	W. P. Modlin	Dept.	3	1	32	54	0	0	10	15	3	0	4	0	....	....	4	....	1,500	15,000

1079	Hartsville	do	C. C. Morrison	Dept.	1	0	6	4	37	53					4	3			2		21	
1080	Haubstadt	do	M. R. Epperson	Dept.	1	0	11	7	45	22	0	1			1	1	0	1	3		200	7,000
1081	Hayden	do.*	Clarence W. Miller	Dept.	2	0	10	20	0	0	1	2	2	0	2	2			4		60	
1082	Hazleton	do	Sanford Trippet	Ind.	1	0	13	5	0	0	1	0			4	1			3		35	10,000
1083	Hebron	do	S. N. Geary	Dept.	2	0	15	24	0	0	1	1			3	3	1	1	4		400	
1084	Hobart	Township High School	G. H. Thompson	Dept.	3	0	25	35	0	0					3	4			4		500	25,000
1085	Hope	High School	C. C. Kagey	Dept.	1	0	6	10	0	0					1	2			2		250	5,000
1086	Hudson	do	Walter S. Lee	Dept.	1	0	1	13	56	61									3		75	4,000
1087	Huntingburg	do	John Owens	Dept.	3	0	28	33	0	0			2	0	2	10	2	0	4		460	20,000
1088	Huntington	Clear Creek Township High School.	W. A. Shock	Dept.	1	1	16	14	17	16					2	1			4		325	12,000
1089	do	High School	Miss Evangeline E. Lewis	Dept.	3	5	79	127	0	0					2	13			4		800	45,000
1090	do	Union Township High School.	J. B. De Armitt	Ind.	1	0	16	22	16	25			6	10	1	2			4		150	5,000
1091	Indianapolis	Irvington High School	E. T. Forsyth	Dept.	2	1	20	35	0	0					4	3	4	1	4		250	40,000
1092	do	Manual Training High School.	Charles E. Emmerich	Dept.	22	16	656	633	0	0	47	36	108	5	52	50	6	4	4		3,000	240,000
1093	do	Shortridge High School	Geo. W. Hufford	Dept.	14	17	448	921	0	0					32	93	14	20	4		6,500	
1094	Jamestown	Graded School	E. M. Servies	Dept.	1	0	12	8	0	0			2	0	0	3			3		30	5,000
1095	Jasper	High School	Miss Maggie A. Wilson	Dept.	1	1	17	10	0	0	4	0	0	1					4		150	5,000
1096	Jeffersonville	do	C. M. Marble	Dept.	3	3	60	98	0	0					4	11			4		1,200	
1097	do	High School (colored)	R. F. Taylor	Dept.	2	0	7	20	0	0	0	2	1	0	1	3	1	1	4		25	14,000
1098	Jonesboro	High School	A. B. Mavity	Dept.	3	1	20	50	0	0	0	6	3	0	3	6	3	4	4		300	30,000
1099	Kendallville	do	Edwin E. Kling	Dept.	3	1	32	31	0	0					7	5	6	4	4			
1100	Kennard	do	D. W. Tucker	Dept.	1	0	6	9	0	0					1	1			3		142	3,500
1101	Kentland	do.*	Miss Minnie B. Ellis	Dept.	1	1	13	48	0	0	3	20			3	7	3	7	4		200	6,000
1102	Kewanna	do.*	J. B. Lemasters	Dept.	2	0	39	25	0	0					5	0			4		100	4,500
1103	Kirklin	do	Miss Kate Smiley	Dept.	1	1	19	21	0	0			2	2	2	2	2	4	4		100	10,000
1104	Knightstown	do	Homer H. Cooper	Dept.	3	1	37	49	0	0	2	4	2	1	1	6	1	3	4		725	
1105	Knightsville	do.*	J. A. Rawley	Dept.	1	0	7	13	0	0									3		700	4,000
1106	Knox	do	Miss Sophie H. Luzadder	Dept.	2	1	33	42	0	0			6	4	4	1	2	1	4		400	15,000
1107	Kokomo	do	J. Z. A. McCaughan	Dept.	6	4	145	212	0	0	6	3	31	50	12	21	10	16	4		435	145,376
1108	Kouts	do	W. M. Vaughn	Dept.	1	1	7	3	0	0					1	0			2			
1109	Laconia	do	John A. Reising	Dept.	1	0	19	5	22	37	4	1	1	0	3	3	1	0	3		100	
1110	Ladoga	do	J. F. Warfel	Dept.	2	1	36	54	0	0	3	5	6	6	6	6	2	4	4		326	
1111	Lafayette	do	Russell K. Bedgood	Dept.	6	4	132	221	0	0	6	6	10	10	10	26			4			60,000
1112	do	Oakwood High School	Chas. L. Woodfield	Dept.	3	2	59	61	0	0					6	10			4		100	
1113	Lagrange	High School*	Miss Etta H. De Lay	Dept.	2	2	54	70	0	0					8	20			4		400	25,000
1114	Lagro	do	O. D. Tyner	Dept.	2	0	16	25	0	0	4	4			3	6	0	2	4			5,000
1115	Laketon	Pleasant Township High School.	Wm. M. Heiney	Dept.	3	0	18	16	0	0					2	4	2	4	4		850	12,000
1116	Lapel	High School	Edwin L. Holton	Dept.	2	0	14	16	0	0					1	2	1	2	4		300	20,000
1117	Laporte	do	I. N. Warren	Dept.	6	3	89	117	0	0	25	25	30	20	18	10	14	10	4		2,000	50,000
1118	Larwill	do	S. W. Byall	Dept.	1	0	11	11	54	69					0	4			3		500	
1119	Laurel	do	N. V. Patterson	Dept.	2	0	11	13	0	0	0	1			2	4	0	1	3		180	
1120	Lawrenceburg	do	Geo. C. Cole	Dept.	3	1	17	50	0	0					2	7			4		1,500	10,000
1121	Leavenworth	do	Chas. W. Dodson	Dept.	1	0	17	15	0	0	2	1	2	1	2	1	2	0	3		100	1,560
1122	Lebanon	do	Charles A. Peterson	Dept.	3	2	93	110	0	0			8	10	7	13	4	6	4		1,000	
1123	Leesburg	do.*	J. H. Armington	Dept.	1	0	18	16	52	45					0	1			3		234	5,000
1124	Leo	Cedar Creek Township Graded School.	Calvin H. Brown	Dept.	1	0	4	3	51	61											200	1,500

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
1125	Lewisville	Rich Square High School.	M. L. Johnson	Dept.	2	0	10	16	20	20	4	6	....	....	1	3	0	2	3	....	150	$2,000
1126	Lexington	Township Graded School.	J. M. Matheny	Dept.	1	0	5	10	52	58	....	....	2	1	....	....	....	....	2	....	250	4,000
1127	Liberty	High School	P. B. Nyc	Dept.	5	0	30	51	0	0	....	....	....	....	7	14	....	....	4	....	725	16,000
1128	Ligonier	do.*	Miss Minnie C. Flinn	Dept.	1	2	40	42	0	0	....	....	....	....	8	4	....	....	4	....	525	.....
1129	Lima	do.*	F. D. Smeltzly	Dept.	2	2	25	23	0	0	1	1	1	0	7	3	2	1	4	....	300	3,000
1130	Lincolnville	do	Will Courson	Dept.	1	0	3	7	0	0	....	....	....	....	....	....	....	....	2	....	165	2,000
1131	Linden	do.*	Curtis Merriman	Dept.	1	0	15	18	0	0	....	....	1	0	4	2	1	0	3	....	448	.....
1132	Linton	do	Miss Laura M. Moore	Dept.	1	2	30	25	0	0	3	3	1	0	5	6	4	5	4	....	126	20,000
1133	Little York	do	W. S. Griffith	Dept.	1	0	2	4	0	0	....	....	....	....	....	....	....	....	4	....	.....	.....
1134	Livonia	do	J. H. Couder	Dept.	1	0	10	6	11	6	....	....	....	....	....	....	....	....	2	....	10	.....
1135	Logansport	do.*	John M. Ashby	Dept.	4	5	110	208	0	0	....	....	....	....	13	18	5	0	4	....	.....	.....
1136	London	do	Edwin H. Pritchard	Dept.	1	0	9	1	2	12	....	....	....	....	2	0	....	....	3	....	15	.....
1137	Lowell	do	D. A. Norris	Dept.	2	1	23	49	0	0	1	1	....	....	2	8	....	....	4	....	325	20,000
1138	Lynn	do.*	F. E. Addleman	Dept.	1	0	16	5	0	0	....	....	....	....	....	....	....	....	3	....	300	5,000
1139	McCordsville	do	O. L. Morrow	Ind.	1	1	20	16	0	0	2	1	2	0	1	0	....	....	4	....	150	8,000
1140	McCutchanville	Center Township High School.	Levi Erskine, jr	Dept.	1	0	4	7	0	0	....	....	....	....	....	....	....	....	3	....	20	.....
1141	Macy	High School	E. L. Powell, B. S.	Dept.	2	0	5	7	35	40	....	....	....	....	1	0	....	....	3	....	.....	1,000
1142	Madison	Broadway High School (colored).	A. W. Bailey	Dept.	2	0	6	10	0	0	....	....	....	....	1	1	....	....	4	....	206	.....
1143	do	High School	M. J. Bowman, jr	Dept.	2	4	33	48	0	0	2	1	2	0	6	9	4	1	4	....	375	.....
1144	Marengo	do.*	Geo. B. De Jar	Dept.	1	0	10	10	0	0	....	....	....	....	....	....	....	....	3	....	40	800
1145	Marion	do	Virgil R. McKnight	Dept.	6	5	150	200	0	0	20	20	40	0	17	21	....	....	4	....	300	.....
1146	Markle	do	John Reber	Dept.	2	0	11	19	0	0	....	....	....	....	2	0	....	....	4	....	750	6,500

1147	Medaryville	do	P. H. Teeter	Dept.	1	0	15	11	0	0	2	0							3		24	4,000	
1148	Mentone	do	W. H. Davis	Dept.	1	0	12	12	0	0	1	3			0	1			3		175	10,000	
1149	Michigan City	do	George Merrill Bemis	Dept.	3	3	43	73	0	0			9	3	9	8	7	1	4	43		69,000	
1150	Michigantown	do	L. D. McElroy	Dept.	1	0	8	5	9	12					2	0			2		66	5,000	
1151	Middlebury	do	C. S. Harmon	Dept.	1	0	18	23	0	0			1	1	2	3			4		207	7,200	
1152	Middletown	do	R. S. Tice	Dept.	3	0	15	27	0	0	4	3			4	6	4	3	4		1,100	20,000	
1153	Millersburg	do	H. Newton McCann	Dept.	1	0	8	12	56	64			3	4	2	1			2		75	4,000	
1154	Milroy	do	J. L. Shauck	Dept.	1	0	7	28	0	0	4	3			6	5	3	4	3		250	5,000	
1155	Milton	do	Paul D. Miller	Dept.	2	0	15	16	0	0					2	3			4		430	9,300	
1156	Mishawaka	do	Miss Mary D. Welch	Dept.	0	4	22	54	0	0			6	5	0	12			4		1,700		
1157	Mitchell	do	F. J. Wolfe, jr	Dept.	3	0	20	30	0	0	3	1	1	0	4	4	1	0	4		50	8,000	
1158	Monon	do.*	Miss Frederica Tucker	Dept.	1	1	31	35	0	0	8	15			1	5	1	2	4		150	2,500	
1159	Monroe City	do	L. J. Driver	Dept.	1	0	7	7	0	0	3	2							2		50	3,000	
1160	Monroeville	do	W. W. Mershon	Dept.	1	1	15	17	0	0	3	1			3	1	3	1	4		200	1,000	
1161	Monterey	do	C. R. Bader	Dept.	1	0	2	3	0	0	1	1	1	1					3				
1162	Montgomery	do	J. S. Westhafer	Dept.	1	0	8	5	58	44									4			5,000	
1163	Monticello	do	Lewis E. Wheeler	Dept.	2	3	61	63	0	0	0	2	2	0	9	6	2	2	4	60	600	25,000	
1164	Montpelier	do	W. S. Bull	Dept.	3	0	17	37	0	0	2	5	3	1	1	4	1	1	4		300	14,800	
1165	Monument City	do.*	J. E. First	Dept.	1	1	21	15	0	0	0	1	1	0	3	0	1	0	4		126		
1166	Moorefield	do.*	John W. Farrell	Dept.	1	0	9	11	31	49	5	2			1	2			3		100	2,600	
1167	Mooreland	do	Chas. Mauck	Dept.	1	0	9	8	38	43	2	1			0	2	0	1	3		150	1,000	
1168	Mooresville	do	Miss Carrie Scott	Dept.	2	1	26	30	0	0					3	4			4		650	10,000	
1169	Morristown	do	V. E. Lewark	Dept.	1	0	9	15	0	0	2	1			3	4			2		370	6,000	
1170	Mount Etna	do	James A. Moody	Dept.	1	0	7	10	23	30					0	1			4		42	1,500	
1171	Mount Sterling	do	John M. Scott	Dept.	1	1	9	8	6	5									3			2,500	
1172	Mount Vernon	do	Edward G. Bauman	Dept.	2	2	55	68	0	0	4	7	2	0	7	6	2	4	4		500	25,000	
1173	Mulberry	do	George E. Long	Dept.	2	0	17	17	0	0	6	3			1	6	1	3	4		200	1,000	
1174	Muncie	do	Walter E. Ervin	Dept.	8	5	143	218	0	0					17	18	7	8	4	50	150		
1175	Nappanee	do	Otto Basye	Dept.	3	0	34	20	0	0			2	0	0	3			4		260	30,000	
1176	New Albany	do	Joseph P. Funk	Dept.	3	3	89	129	0	0					11	20			4		498		
1177	do	Scribner High School (colored).	W. O. Vance	Dept.	1	0	15	22	21	27					0	3			4		450	1,500	
1178	New Augusta	High School	F. C. Senour	Ind.	2	0	13	12	0	0			2	0	3	1			4		150		
1179	Newburg	do	S. D. Purdue	Dept.	1	0	9	12	0	0	1	1	1	0					3		150	6,000	
1180	New Carlisle	do	D. A. Sharpe	Dept.	1	1	20	25	0	0	2	2	2	0					3		50	4,500	
1181	Newcastle	do	Miss Rosa R. Mikels	Dept.	3	2	63	71	0	0					5	9			4		1,300	70,000	
1182	New Harmony	do	Miss Alice E. Blanchard	Dept.	1	2	20	36	0	0	8	12	3	0	3	3	2	2	4				
1183	New London	do.*	V. E. Baldwin	Ind.	1	1	28	34	0	0	7	5			5	5	4	2	4		400	7,000	
1184	New Middletown	do	Claude P. Zenor	Dept.	1	0	4	6	36	43					1	3					100	1,500	
1185	New Palestine	do	Geo. J. Richman	Dept.	1	0	16	17	0	0	1	0			2	1	1	0	3		200		
1186	Newport	do	Miss Mary K. Birch	Dept.	1	1	8	10	66	56					0	1	0	1	4		100		
1187	Nineveh	do	M. J. Searle	Dept.	1	1	14	18	51	52	4	5	4	1	1	3	1	2	4		300	4,000	
1188	Noah	Marion Township High School.	Scott Meiks	Dept.	1	0	6	3	14	18									3			800	
1189	Noblesville	High School	H. H. Thompson	Dept.	5	2	108	104	0	0	10	15	2	0	11	11	3	1	4			35,000	
1190	North Judson	do	H. M. Melton	Dept.	2	0	25	36	0	0	0	6	0	3					4		300	12,000	
1191	North Liberty	do	O. O. Whitenack	Dept.	2	0	18	15	0	0			1	1	5	2			3		100	6,000	
1192	North Manchester	do	J. Howard Wagner	Dept.	2	4	40	75	0	0	20	20			6	8	6	8	4		400		
1193	North Vernon	do	C. E. McClintock	Dept.	2	1	22	37	0	0					3	6			4		250	8,000	
1194	Oakland City	do	J. A. Divine	Dept.	2	0	26	20	0	0			10	8	9	3	4	2	4		235	40,000	
1195	Oaktown	do.*	J. L. Burlingmier	Dept.	1	0	4	8	0	0	2	2							2		80		

*Statistics of 1899–1900.

TABLE 48.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
1196	Odon	High School	E. W. Bennett	Dept.	2	0	11	18	0	0	....	....	....	....	0	2	0	1	4	....	100	.....
1197	Onward	Graded School*	Percival Berry	Dept.	1	0	4	4	43	49	....	....	....	....	1	2	....	....	4	....	50	$4,000
1198	Orange	Township High School (dist. No. 2).	W. J. Paxton	Dept.	1	0	2	5	35	31	....	....	....	....	1	1	....	....	2	....	324	.....
1199	Orestes	High School	Chas. F. Plackard	Dept.	1	0	1	5	69	95	....	....	....	....	....	....	....	....	1	....	100	5,000
1200	Orland	.....do	C. E. Sickley	Dept.	1	0	11	18	35	50	....	....	0	2	0	5	0	2	4	....	679	10,000
1201	Orleans	.....do.*	C. E. Spaulding	Dept.	3	0	25	30	0	0	4	6	....	....	6	5	2	3	4	....	50	8,000
1202	Osgood	.....do	Rudolph Acher	Dept.	1	0	10	5	0	0	2	2	....	....	2	1	1	1	2	....	150	10,000
1203	Ossian	.....do	J. F. Myers	Dept.	2	0	16	24	0	0	....	....	....	....	1	7	....	....	3	....	500	10,000
1204	Otis	.....do	W. H. Hillman	Dept.	1	0	4	6	22	20	2	0	....	....	2	1	2	0	3	....	244	.....
1205	Owensville	.....do.*	K. W. Harris	Dept.	2	0	23	27	0	0	....	....	....	....	1	1	1	0	4	....	300	17,000
1206	Oxford	.....do	M. F. Orear	Dept.	2	1	39	44	0	0	1	1	14	1	6	9	1	2	4	....	225	7,000
1207	Paoli	.....do.*	John J. Copeland	Dept.	2	0	20	25	0	0	....	....	....	....	1	5	1	5	4	....	700	25,000
1208	Paragon	.....do	R. B. Duff	Dept.	2	0	15	20	0	0	....	....	....	....	1	1	1	0	4	....	30	13,000
1209	Parker	.....do	W. G. Moulton	Dept.	1	0	7	13	0	0	....	....	1	1	2	2	1	1	3	....	100	3,000
1210	Patoka	.....do	R. M. Chappelle	Dept.	1	0	15	17	0	0	....	....	2	1	0	1	0	1	3	....	150	6,000
1211	Patriot	.....do.*	O. A. Rowe	Dept.	1	1	9	9	59	53	....	....	....	....	2	1	....	....	4	....	250	25,000
1212	Pendleton	.....do	H. F. Hunt	Dept.	3	0	48	53	0	0	....	....	....	....	12	9	....	....	4	....	500	18,000
1213	Pennville	.....do	W. T. Knox	Dept.	3	0	25	29	0	0	1	2	2	0	2	6	2	2	4	....	1,250	8,500
1214	Peru	.....do	Hal. L. Hall	Dept.	4	3	87	154	0	0	0	2	10	6	14	14	7	6	4	....	500	.....
1215	Petersburg	.....do	J. H. Risley	Dept.	4	0	40	45	0	0	....	....	12	6	6	10	3	5	4	....	500	15,000
1216	Pierceton	.....do.*	C. W. Egner	Dept.	1	1	15	15	0	0	....	....	....	....	0	1	....	....	4	....	200	8,000
1217	Pine Village	.....do	C. G. Beckett	Dept.	1	0	14	12	39	40	10	5	2	5	1	2	....	....	3	....	200	.....

1218	Pittsboro	Middle Township High School.	A. L. H. Miller	Dept.	1	0	18	17	0	0	5	2	10	14	5	2	5	2	3	....	100	.....
1219	Pleasant Lake	High School	Chas. F. Kettering	Dept.	1	0	12	20	0	0	1	1	0	2	1	6	1	3	3	....	850	3,500
1220	Plymouth	....do.*	R. A. Chase	Dept.	2	1	22	31	0	0	.....	.....	.....	.....	6	13	.....	.....	3	....	.....	.....
1221	Portland	....do.*	E. W. Griffiths	Dept.	3	1	67	100	0	0	.....	.....	.....	.....	10	12	5	6	4	....	400	47,490
1222	Poseyville	....do	W. A. Oliphant	Dept.	1	0	8	12	0	0	.....	.....	2	0	4	3	2	2	3	....	40	800
1223	Princeton	....do	Will F. Book	Dept.	3	3	57	101	0	0	1	21	0	2	2	5	0	3	4	....	150	12,500
1224	Providence	....do	W. B. Owens	Dept.	1	1	7	7	21	11	.....	.....	.....	.....	1	1	.....	.....	4	....	75	2,000
1225	Pulaski	....do	C. A. King	Dept.	1	0	11	12	21	34	4	1	.....	.....	8	6	.....	.....	3	....	.....	4,500
1226	Raleigh	Washington Township High School.	Arie M. Taylor	Dept.	1	0	14	15	42	43	0	1	.....	.....	2	3	2	3	2	....	250	3,000
1227	Redkey	High School	H. W. Bortner	Dept.	2	0	16	21	0	0	.....	.....	.....	.....	2	5	.....	.....	4	....	500	30,000
1228	Reelsville	Noncommissioned High School.*	P. B. Hutcheson	Dept.	1	0	1	7	25	29	.....	.....	1	4	.....	.....	.....	.....	3	....	.....	2,000
1229	Remington	High School	Martin R. Marshall	Dept.	3	0	14	37	0	0	4	10	.....	.....	1	8	0	1	4	....	300	15,000
1230	Rensselaer	....do	W. O. Hiatt	Dept.	3	3	51	65	0	0	.....	.....	.....	.....	6	19	4	12	4	....	1,100	36,600
1231	Reynolds	....do	Elmer L. Kemp	Dept.	2	0	8	6	62	44	.....	.....	8	6	.....	.....	.....	.....	3	....	300	3,000
1232	Richland	....do.*	A. T. Davis	Dept.	1	0	6	6	28	26	.....	.....	.....	.....	2	3	.....	.....	2	....	.....	.....
1233	Richmond	....do	D. R. Ellabarger	Dept.	5	8	169	208	0	0	.....	.....	.....	.....	12	28	1	10	4	....	1,000	45,000
1234	Risingsun	....do	E. B. Gibbs	Dept.	3	0	29	38	0	0	.....	.....	.....	.....	7	6	.....	.....	4	....	2,500	20,000
1235	Roachdale	....do	Edwin C. Dodson	Dept.	1	0	6	19	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	....	100	10,000
1236	Roann	....do	John D. De Huff	Dept.	2	0	32	22	0	0	1	0	.....	.....	1	4	1	0	4	....	150	.....
1237	Roanoke	Jackson Township High School.	Will Lambert	Dept.	1	0	5	18	0	0	.....	.....	.....	.....	2	1	2	1	4	....	145	2,500
1238	Rochester	High School	D. T. Powers	Dept.	2	2	36	43	0	0	2	9	7	2	2	4	1	2	4	....	.....	.....
1239	Rockport	....do	Geo. P. Weedman	Dept.	2	2	31	54	0	0	.....	.....	12	8	1	10	1	3	4	....	800	20,000
1240	Rockville	....do	J. F. Thornton, supt.	Dept.	2	2	50	37	0	0	4	3	.....	.....	3	9	3	1	4	....	1,500	25,000
1241	Rolling Prairie	....do	J. W. Rittinger	Dept.	1	0	15	13	27	36	3	2	.....	.....	2	5	1	1	3	....	670	5,000
1242	Rome City	Orange Township High School.	E. Broughton	Dept.	2	0	3	6	73	73	.....	.....	.....	.....	1	1	.....	.....	3	....	100	5,000
1243	Rossville	High School	J. L. Clauser	Dept.	1	0	18	17	0	0	5	4	4	5	1	3	1	3	3	....	400	3,000
1244	Royal Center	....do	E. E. Rogers	Dept.	1	0	3	10	16	34	.....	.....	.....	.....	.....	.....	.....	.....	4	....	.....	6,000
1245	Rushville	....do	H. B. Wilson	Dept.	3	1	62	69	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	....	.....	.....
1246	Russellville	....do	O. B. Hultz	Dept.	1	0	6	4	42	35	.....	.....	.....	.....	.....	.....	.....	.....	3	....	120	3,960
1247	Russiaville	....do	R. B. Scherer	Dept.	1	0	11	10	0	0	1	1	1	0	5	1	2	0	4	....	50	4,000
1248	St. Joe Station	....do.*	J. H. Stahl	Dept.	1	0	13	10	0	0	.....	.....	.....	.....	1	3	.....	.....	3	....	100	.....
1249	St. Paul	....do	John W. Rhodes	Dept.	1	0	14	18	0	0	1	0	.....	.....	2	3	1	0	3	....	100	3,000
1250	Salem	....do	Lotus D. Coffman	Dept.	3	1	43	50	0	0	.....	.....	.....	.....	11	11	6	2	4	....	319	3,000
1251	Sandborn	....do	Daniel McCarver	Dept.	1	0	13	19	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	....	200	12,000
1252	Scipio	....do	Perry Canfield	Dept.	1	0	11	16	0	0	.....	.....	.....	.....	3	1	.....	.....	3	....	200	2,500
1253	Scottsburg	....do	Miss Agnes E. Wilson	Dept.	2	1	30	32	0	0	4	6	.....	.....	1	2	1	2	3	....	200	15,000
1254	Sellersburg	....do	A. E. Knowles	Dept.	1	1	3	19	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	....	225	.....
1255	Servia	....do	A. L. Ulrey	Dept.	1	0	8	4	40	46	.....	.....	.....	.....	3	2	.....	.....	2	....	350	3,000
1256	Seymour	Shields High School	H. C. Montgomery	Dept.	2	3	70	100	0	0	.....	.....	.....	.....	8	12	2	3	4	....	.....	.....
1257	Shelbyville	High School*	D. O. Coote	Dept.	2	3	75	90	0	0	.....	.....	.....	.....	3	9	2	3	4	....	3,000	.....
1258	Sheridan	....do	John Wheeler	Dept.	4	0	35	39	0	0	.....	.....	.....	.....	6	8	4	1	4	....	1,200	.....
1259	Shipshewana	....do	H. M. Appleman	Dept.	1	1	15	16	0	0	.....	.....	.....	.....	3	2	.....	.....	4	....	500	12,000
1260	Shoals	....do.*	Miss Mabel Yenne	Dept.	1	2	11	14	0	0	2	4	.....	.....	.....	.....	.....	.....	4	....	500	4,500
1261	Silverlake	....do	S. L. Blue	Dept.	1	0	19	10	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	....	162	6,000
1262	Somerset	....do	John Minic	Dept.	2	0	9	14	30	50	.....	.....	.....	.....	0	2	.....	.....	4	....	35	2,500
1263	South Bend	....do	Dumont Lotz	Dept.	4	7	159	200	0	0	.....	.....	.....	.....	11	15	5	3	4	....	1,956	.....

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
1264	South Milford	High School	J. W. Hostetler	Dept.	1	0	7	18	0	0	2	6	1	3	2	4	0	2	2	....	300	$13,000
1265	South Whitley	....do.*	Orange H. Bowman, supt.	Dept.	2	1	27	34	0	0	3	4	....	....	3	7	3	4	4	....	330	19,350
1266	Spencer	....do.*	W. I. Early	Ind.	3	0	40	39	0	0	10	5	....	....	5	5	2	1	4	40	200	30,000
1267	Springport	....do	L. M. Conn	Dept.	1	0	9	1	37	43	....	....	....	....	1	0	....	....	3	....	140	1,500
1268	Star City	Van Buren Township High School.	B. M. Hendricks	Dept.	2	0	13	18	0	0	....	....	....	....	....	....	....	....	3	....	150	15,000
1269	Stateline	High School*	Geo. S. Porter, supt	Dept.	1	0	3	4	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
1270	Stillwell	....do	A. B. Miner	Dept.	1	0	6	5	22	30	....	....	....	....	2	4	....	....	3	....	138	.....
1271	Stinesville	....do.*	Frank L. Driskell	Dept.	1	0	12	14	38	46	....	....	....	....	....	....	....	....	....	....	70	700
1272	Straughn	....do	J. W. Shockley	Dept.	1	1	17	10	0	0	1	0	....	....	1	0	1	0	3	....	300	5,000
1273	Sullivan	....do	F. M. Price	Dept.	2	1	49	68	0	0	1	0	4	0	6	10	2	0	4	....	150	.....
1274	Summitville	Oak Grove High School	C. E. Greene	Dept.	2	0	27	18	0	0	4	2	....	....	5	4	....	....	4	....	200	20,000
1275	Swayzee	High School	O. D. Clawson	Dept.	1	0	12	15	0	0	....	....	....	....	....	....	....	....	4	....	.....	10,000
1276	Sycamore	Jackson Township High School.*	Robert Woodmansee	Dept.	1	0	11	9	0	0	....	....	....	....	....	....	....	....	2	....	150	.....
1277	Syracuse	High School	A. A. Norris	Dept.	1	0	9	19	0	0	....	....	....	....	1	4	....	....	3	....	400	10,000
1278	Terre Haute	....do	Chas. S. Meek	Dept.	8	16	245	308	0	0	3	8	20	30	10	25	....	....	4	....	1,000	140,000
1279	Tipton	....do	E. E. Hostetler	Dept.	3	2	40	55	0	0	4	10	12	14	6	9	5	4	4	20	1,000	6,000
1280	Topeka	....do	H. D. Miller	Dept.	1	0	14	21	0	0	....	....	1	3	2	4	1	3	3	....	150	12,000
1281	Trafalgar	....do.*	Geo. T. Ragsdale	Dept.	1	0	14	9	0	0	....	....	....	....	2	1	....	....	4	....	125	3,000
1282	Union City	....do	Miss Eleanora F. Deem.	Dept.	2	2	26	69	0	0	....	....	....	....	2	11	....	....	4	....	1,112	56,000
1283	....do	Ohio-Side High School	S. Wilkin	Dept.	2	0	28	37	0	0	10	12	....	....	8	2	2	4	4	....	455	10,000
1284	Union Mills	Union High School	W. Bert Siders	Dept.	1	0	7	23	0	0	0	4	....	....	4	7	....	....	3	....	800	10,000
1285	Urbana	High School	Howard Williams	Dept.	1	0	8	10	58	64	....	....	....	....	0	5	0	1	4	....	40	1,055

1286	Utica	do	Allen Harbolt	Dept..	1	0	7	5	0	0	.....	.....	.....	.....	1	1	.....	.....	3	.....	400	.....
1287	Valparaiso	do	Miss Rebecca A. Bartholomew.	Dept..	3	4	71	76	0	0	2	4	11	16	4	9	2	3	4	....	2,200	3,400
1288	Van Buren	do	A. E. Highley	Dept..	1	1	7	19	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	100	7,000
1289	Veedersburg	do	W. C. Brandenburg	Dept..	3	1	21	35	0	0	.....	.....	.....	.....	1	6	.....	.....	4	21	432	22,000
1290	Vernon	do	J. C. Faris	Dept..	1	0	11	16	0	0	2	3	2	0	0	4	.....	.....	3	.....	.....	4,000
1291	Versailles	do.*	Will E. Peters	Dept..	1	0	6	6	0	0	1	0	.....	.....	1	2	1	0	2	.....	94	.....
1292	Vevay	do	Miss Julia L. Knox	Dept..	1	4	35	40	0	0	.....	.....	.....	.....	2	12	.....	.....	4	.....	400	10,000
1293	Vincennes	do.*	A. C. Yoder	Dept..	3	2	69	92	0	0	.....	.....	.....	.....	4	9	.....	.....	4	.....	200	40,000
1294	do	High School (colored)	W. H. Langford	Dept..	1	0	2	8	47	47	0	2	.....	.....	.....	.....	.....	.....	4	.....	.....	.....
1295	Wabash	High School	Miss Adelaide S. Bayler.	Dept..	1	8	103	191	0	0	3	4	2	1	.....	.....	.....	.....	4	.....	4,008	50,000
1296	Walkerton	do	I. C. Hamilton	Dept..	2	0	11	16	0	0	0	6	.....	.....	2	5	0	3	3	.....	200	7,000
1297	Wanatah	do	John B. Gower	Dept..	1	0	20	27	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	600	4,000
1298	Warren	do	E. O. King	Dept..	2	0	28	38	0	0	.....	.....	3	2	1	5	0	1	4	.....	813	12,350
1299	Warsaw	do	Miss Tillie C. Felbaum	Dept..	2	2	57	69	0	0	0	2	1	0	5	13	1	2	4	.....	245	24,000
1300	Washington	do	Hamlet Allen	Dept..	7	0	71	107	0	0	4	1	.....	.....	11	11	4	1	4	.....	2,500	65,000
1301	Waterloo	do.*	H. H. Keep	Dept..	2	1	24	33	0	0	.....	.....	10	10	3	7	1	2	4	.....	388	15,000
1302	Waveland	do	W. V. Maugrum, supt.	Dept..	1	1	24	25	0	0	3	2	1	0	.....	.....	.....	.....	4	.....	500	3,000
1303	Wawaka	do	J. W. Earle	Dept..	1	0	12	13	0	0	0	1	0	1	2	4	1	0	3	.....	300	6,000
1304	Waynetown	do	E. E. Vanscoyoc	Dept..	1	1	19	21	0	0	.....	.....	.....	.....	3	6	.....	.....	3	.....	300	.....
1305	Webster	do	J. W. Outland	Dept..	2	0	14	16	50	50	.....	.....	.....	.....	1	2	.....	.....	4	.....	250	6,000
1306	Westfield	do	Miss Sara V. Hanna	Dept..	2	1	33	35	0	0	5	5	10	5	4	4	4	2	4	.....	400	8,000
1307	West Lebanon	do	Harry Evans	Dept..	1	0	18	17	0	0	.....	.....	.....	.....	0	2	.....	.....	3	.....	200	10,000
1308	West Newton	do	Samuel B. Plasket	Dept..	2	0	22	27	0	0	.....	.....	.....	.....	3	4	1	1	4	.....	195	3,000
1309	West Point	do	M. J. Erisman	Dept..	1	0	6	10	37	36	.....	.....	.....	.....	1	0	1	0	3	.....	110	500
1310	Westport	do	John H. Bobbitt	Dept..	1	0	4	12	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	50	5,000
1311	Westville	do	Fred K. Powers	Dept..	1	0	8	14	45	56	.....	.....	.....	.....	4	3	.....	.....	4	.....	200	9,000
1312	Wheatfield	do.*	A. C. Beeman	Dept..	1	0	3	2	62	58	.....	.....	1	0	.....	.....	.....	.....	3	.....	260	1,000
1313	Wheatland	do	John Garrigus	Dept..	1	0	7	15	0	0	.....	.....	.....	.....	0	5	.....	.....	3	.....	68	1,500
1314	Whitewater	do	A. M. Tschaen	Dept..	1	0	2	8	0	0	.....	.....	.....	.....	0	3	.....	.....	3	.....	268	6,000
1315	Whiting	do	John C. Hall	Dept..	1	0	17	16	0	0	1	1	3	0	1	2	1	0	4	.....	500	8,000
1316	Williamsburg	do	Chas. O. Williams	Dept..	1	1	11	11	0	0	1	3	.....	.....	0	4	0	2	4	.....	200	1,200
1317	Williamsport	do	Edgar Webb	Dept..	2	1	28	30	0	0	.....	.....	2	2	0	6	0	1	4	.....	425	21,000
1318	Winamac	do	J. E. Layton	Dept..	2	1	30	41	0	0	.....	.....	.....	.....	2	2	2	2	4	.....	550	30,000
1319	Winchester	do	Lee L. Driver	Dept..	3	1	64	69	0	0	.....	.....	.....	.....	9	13	9	13	4	.....	570	27,000
1320	Windfall	do	Oscar H. Williams	Dept..	1	1	24	23	0	0	4	3	.....	.....	1	1	1	1	4	.....	250	5,000
1321	Winslow	do	E. W. Rust	Dept..	1	0	6	6	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	92	.....
1322	Wolcott	do	E. B. Rizer	Dept..	1	1	14	25	0	0	.....	.....	.....	.....	0	4	.....	.....	3	.....	100	5,450
1323	Wolcottville	do	C. E. Troxel	Dept..	1	0	8	11	0	0	.....	.....	.....	.....	1	3	.....	.....	3	.....	100	8,000
1324	Worthington	do	W. B. Van Gorder	Dept..	1	2	17	43	0	0	.....	.....	.....	.....	4	9	4	9	4	.....	325	20,000
1325	Young America	do.*	C. R. Lybrook	Dept..	1	0	10	10	0	0	.....	.....	1	1	2	1	2	1	3	.....	400	5,000
1326	Zionsville	do	Miss Edna Johnson	Dept..	2	1	27	23	0	0	.....	.....	.....	.....	5	3	.....	.....	4	.....	600	10,000
	INDIAN TERRITORY.																					
1327	McAlester	High School	S. P. Morris	Dept..	2	1	14	26	0	0	0	2	0	1	.....	.....	.....	.....	4	.....	.....	.....
1328	Salina	Cherokee Orphan Asylum	E. C. Alberty	Ind...	1	1	10	7	76	74	.....	.....	.....	.....	.....	.....	.....	.....	4	10	.....	100,000
1329	Tahlequah	Cherokee National Female Seminary.	Miss Florence Wilson	Ind...	0	5	0	52	0	162	.....	.....	.....	.....	0	7	0	2	4	.....	600	75,000
1330	do	Cherokee National Male Seminary.*	L. M. Logan	Ind...	3	0	71	0	70	0	.....	.....	.....	.....	4	0	.....	.....	4	71	1,000	100,000
1331	Terral	High School	L. Hobson	Dept..	1	0	15	10	50	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
1332	Ackley	High School	O. W. Maxwell	Dept..	1	1	19	20	0	0	3	9	7	6	1	2	1	1	4	....	875	$10,000
1333	Adair	....do	C. T. Wright	Dept..	2	2	24	35	0	0	....	....	2	1	2	3	1	1	4	....	80	12,000
1334	Adel	....do.*	S. A. Potts	Dept..	1	3	31	44	0	0	....	....	....	....	6	9	3	4	4	....	250	25,000
1335	Afton	....do.*	W. O. Mullin	Dept..	1	2	43	50	0	0	....	....	....	....	1	6	1	1	4	....	.....	.....
1336	Agency	....do	—— Seidmore	Dept..	1	1	12	18	0	0	0	2	1	0	1	4	....	....	4	....	400	8,000
1337	Ainsworth	....do	T. H. Barnes	Dept..	2	0	30	20	0	0	....	....	....	....	3	2	....	....	3	....	170	5,000
1338	Akron	....do	Oscar J. Smith	Dept..	1	1	30	30	0	0	0	6	2	0	0	5	0	5	3	....	.....	.....
1339	Albia	....do	Miss Maisy Schremer	Dept..	1	3	64	73	0	0	....	....	....	....	11	9	11	9	4	....	800	.....
1340	Alden	....do	William Sparks	Dept..	2	1	35	40	0	0	....	....	....	....	5	7	....	....	4	....	.....	.....
1341	Algona	....do	Miss Minnie J. Coate	Dept..	3	1	56	52	0	0	....	....	....	....	6	5	4	3	4	....	1,500	56,000
1342	Allerton	Normal and Graded School.	J. F. Holiday	Dept..	2	1	68	78	0	0	1	2	2	3	11	12	3	5	3	....	160	23,600
1343	Alta	High School	Benj. G. Hess	Dept..	1	1	13	28	0	0	....	....	....	....	1	8	....	....	3	....	1,000	13,000
1344	Alton	....do	J. E. Vertz	Dept..	2	1	21	24	0	0	4	2	2	3	4	2	4	1	4	....	712	10,000
1345	Ames	....do	E. D. Y. Culbertson	Dept..	1	4	61	81	0	0	....	....	....	....	4	10	3	7	4	....	300	30,000
1346	Anamosa	....do	W. B. Gregg	Dept..	2	1	45	82	0	0	1	8	....	....	2	16	1	8	4	....	200	40,000
1347	Anita	....do	Will J. Cattell	Dept..	1	1	28	26	0	0	7	5	3	0	4	5	3	3	4	....	283	9,800
1348	Arcadia	....do	J. M. Dunck	Dept..	1	0	12	9	50	30	....	....	....	....	0	2	....	....	3	....	120	.....
1349	Atlantic	....do	Miss Fannie R. Wilson	Dept..	1	5	66	106	0	0	35	48	....	....	10	14	6	10	4	....	500	25,000
1350	Audubon	....do	F. P. Hocker	Dept..	1	2	41	56	0	0	....	....	....	....	6	6	3	3	4	....	590	22,000
1351	Aurelia	....do	F. W. Perkins	Dept..	1	1	7	5	0	0	....	....	....	....	1	2	....	....	2	....	200	16,000
1352	Avoca	....do	Clarence R. Aurner	Dept..	1	2	33	36	0	0	....	....	8	16	7	7	2	3	4	....	170	25,400
1353	Bancroft	....do	E. G. Bailey	Dept..	1	1	24	40	0	0	2	3	1	0	2	9	2	1	3	....	700	5,000
1354	Battlecreek	....do	Chas. H. King	Dept..	2	0	20	31	0	0	....	....	....	....	2	7	....	....	4	....	50	6,000

1355	Baxter	do	Miss Emma Crossland	Dept.	0	1	11	10	0	0			1	0	0	1			3		181	4,500
1356	Bayard	do	J. H. Stuckrath	Dept.	1	0	15	24	0	0	2	0			4	11	2	0	3		100	2,500
1357	Beacon	do	J. P. McMurray	Dept.	1	0	4	14	0	0					4	9			2		520	10,000
1358	Bedford	do	A. B. Guthrie	Dept.	2	2	56	78	0	0					3	11			4		500	10,000
1359	Belle Plaine	do	Mrs. A. B. Burgess	Dept.	1	4	60	59	0	0					5	7	3	2	4		550	50,000
1360	Bellevue	do	M. Jaynes	Dept.	1	1	15	21	0	0					2	10			3		470	15,000
1361	Belmond	do	R. M. Wyant	Dept.	1	2	25	60	0	0					6	10			4		200	15,000
1362	Birmingham	do	Jas. E. Moore	Dept.	1	1	22	33	0	0	2	1			2	10			4		150	9,500
1363	Bloomfield	do	Ed. R. Collins	Dept.	2	0	35	42	0	0			4	3	2	2	1	1	4		600	21,000
1364	Bonaparte	do	Albert G. Roberts	Dept.	2	0	39	21	0	0	1	2	2	0	3	7	2	3	3		140	15,000
1365	Boone	do	Geo. I. Miller	Dept.	1	6	101	124	0	0					7	20			4		2,000	
1366	Breda	do	J. E. Callahan	Dept.	1	1	15	15	30	15	3	2	1	0					3		52	3,000
1367	Brighton	do	Samuel Quigley	Dept.	1	1	17	31	0	0	3	10	8	9	1	2	1	2	4	17	400	12,100
1368	Britt	do	A. M. Deyoe	Dept.	1	2	31	43	0	0					6	9	2	5	4		508	20,000
1369	Brooklyn	do	Miss Jennie M. Hartwell	Dept.	2	1	42	51	0	0	0	1	7	8	7	13	5	3	4		723	13,500
1370	Burlington	do	Maurice Ricker	Dept.	7	6	108	218	0	0					10	37			4		500	25,000
1371	Calmar	do	F. C. Clark	Dept.	1	1	21	32	0	0			4	5	3	7	1	2	3		330	15,000
1372	Cambridge	do	E. S. Smith	Dept.	1	0	6	17	0	0					0	2			3		200	
1373	Carroll	do.*	Chas. E. Blodgett	Dept.	3	1	56	80	0	0	4	8			6	18	4	8	4	12	308	
1374	Carson	do	G. P. Linville	Dept.	2	1	40	53	0	0	3	8	7	8	2	7	2	5	4		162	4,460
1375	Casey	do	G. H. Matteson	Dept.	1	0	6	19	0	0					0	8			3			7,500
1376	Cedarfalls	do	Miss Grace Norton	Dept.	1	7	55	84	0	0	20	48			9	11			4		600	45,000
1377	Cedar Rapids	Washington High School.	Miss Abbie S. Abbott	Dept.	4	13	252	346	0	0					19	18	10	15	4		900	80,000
1378	Center Junction	High School*	Frank E. Fowlie	Dept.	1	0	14	16	0	0	1	2							1		80	900
1379	Centerpoint	do	W. E. Silver	Dept.	1	0	10	15	0	0					1	3			3		150	2,300
1380	Centerville	do.*	Miss Janet Wilson	Dept.	1	5	73	86	0	0					9	23			4		411	
1381	Central City	do	L. A. Jester	Dept.	2	1	31	35	0	0					3	4	3	4	4		500	7,000
1382	Chariton	do	C. F. Goltry	Dept.	1	3	63	89	0	0					6	22	2	3	4		129	
1383	Charles City	do.*	Miss Anna L. Wolfe	Dept.	4	5	97	203	0	0					16	16			4		700	50,000
1384	Cherokee	do.*	Rodney M. Aney	Dept.	2	4	38	109	0	0					3	10	3	7	4		1,575	
1385	Chillicothe	do.*	Joseph Parks	Dept.	1	0	4	15	26	35									2		200	1,000
1386	Cincinnati	do	P. B. Woods	Dept.	1	2	28	41	0	0			0	2	1	8	0	2	4		260	
1387	Clarinda	do.*	Chas. E. Arnold	Dept.	3	2	55	79	0	0					6	9			4		500	45,000
1388	Clarion	do	S. T. May	Dept.	1	2	45	45	0	0			14	22	9	6	8	5	4		253	23,000
1389	Clarksville	do	Chas. F. Severance	Dept.	1	1	20	27	0	0	2	0			4	0	2	0	3		700	6,050
1390	Clearfield	do	H. S. Ash	Dept.	2	0	20	38	0	0					8	5	3	4	4		240	8,000
1391	Clearlake	do	D. H. Campbell	Dept.	1	2	32	40	0	0					4	8			4		307	12,000
1392	Clinton	do	O. H. Brainerd	Dept.	2	8	100	150	0	0					13	39			4		3,000	60,000
1393	Coggon	do	L. W. Inman	Dept.	1	1	16	24	0	0	4	5	1	3	1	6	1	4	3		200	3,500
1394	Colfax	do	J. L. Mishler	Dept.	1	2	42	35	0	0	25	20			4	4	4	4	4			30,000
1395	Collins	do.*	Herbert Pease	Ind.	1	0	10	15	0	0	2	3			3	5	1	1	2		200	3,000
1396	Columbus Junction	do	Edward B. Clingman	Dept.	2	1	31	48	0	1	1	2			7	11			4		550	20,000
1397	Conrad	do	A. M. Gray	Dept.	1	1	20	20	0	0									4		175	10,000
1398	Coon Rapids	do	S. A. Power	Dept.	1	2	24	41	0	0	4	10			1	2			4		300	
1399	Corning	do	Miss Blanche Norton	Dept.	2	4	61	80	0	0	5	4	10	15	7	5	7	5	4		650	15,000
1400	Correctionville	do	T. B. Morris	Dept.	1	2	35	34	0	0	2	3	4	7	10	4	6	4	4		250	11,000
1401	Corwith	do	C. W. Thompson	Dept.	1	1	10	40	0	0	2	4			4	5	0	3	3		156	18,000
1402	Corydon	do	Charles Carter	Dept.	2	1	40	60	0	0	6	8	16	20	6	8			4		420	15,000
1403	Council Bluffs	do	F. C. Ensign	Dept.	4	11	198	257	0	0	10	14	18	5	13	18	5	8	4	75		65,000
1404	Cresco	do	M. Alda Tate	Dept.	1	2	26	39	0	0					4	11			4		575	30,000
1405	Creston	do	William Bell	Dept.	2	6	104	206	0	0					20	25	8	10	4		2,072	40,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
1406	Cromwell	High School*	O. W. Hunt	Dept.	1	0	5	14	31	37	0	2	1	0	1	9	1	2	2	....	52	$4,000
1407	Dallas Center	.....do	Frank W. Shultis	Dept.	1	1	19	26	0	0	....	....	....	....	2	7	2	7	4	....	200	10,000
1408	Davenport	.....do	Wm. D. Wells	Dept.	8	9	191	286	0	0	46	113	52	24	11	41	8	32	4	....	2,000	47,250
1409	Dayton	.....do	L. C. Bryan	Dept.	1	1	13	16	0	0	....	....	....	....	2	0	....	....	2	....	55	3,000
1410	Decorah	.....do	L. B. Parsons	Dept.	3	2	40	46	0	0	....	....	....	....	3	5	3	2	4	....	300	.....
1411	Deepriver	.....do	George E. Grier	Dept.	1	1	11	21	0	0	3	4	1	0	1	4	1	1	4	....	150	2,400
1412	Defiance	.....do.*	L. A. Glassburn	Dept.	1	0	18	21	0	0	3	1	1	0	3	5	3	1	3	....	275	4,000
1413	Delta	.....do.*	John E. Foster	Dept.	1	1	15	36	0	0	3	2	1	1	2	9	1	3	3	....	935	11,000
1414	Denison	.....do	W. A. Blair	Dept.	2	1	47	69	0	0	....	....	....	....	4	13	....	....	4	....	.....	.....
1415	Des Moines	Capitol Park High School.	Miss Ada Houck	Dept.	1	4	25	64	0	0	12	30	....	....	4	11	3	7	4	....	400	8,000
1416	.....do	East Side High School*	E. H. White	Dept.	4	9	100	300	0	0	....	....	....	....	20	35	10	20	4	....	.....	.....
1417	.....do	North Side High School.	Arthur W. Brett	Dept.	2	6	77	110	0	0	1	1	27	36	3	15	1	7	4	....	125	39,500
1418	.....do	Oak Park High School.	Miss Nellie L. Baldwin	Dept.	3	2	34	37	0	0	3	4	5	3	1	4	1	2	4	....	300	30,000
1419	.....do	West High and Industrial School.	Wm. O. Riddell	Dept.	7	13	238	353	0	0	....	....	....	....	18	42	....	....	4	....	1,000	200,000
1420	Desoto	High School*	Seeley W. Rowley	Dept.	2	0	8	14	52	54	....	....	3	2	2	7	2	2	3	....	80	8,000
1421	Dewitt	.....do	Miss Margaret Buchanan	Dept.	0	2	19	15	0	0	....	....	3	2	6	6	2	1	3	....	500	15,000
1422	Dow City	.....do.*	F. R. Schafer	Dept.	1	0	10	25	0	0	....	....	....	....	2	3	....	....	3	....	100	.....
1423	Dows	.....do	A. P. Hargrave	Dept.	1	1	24	39	0	0	....	....	....	....	3	6	....	....	3	....	.....	.....
1424	Dubuque	.....do	J. Scott Gochenauer	Dept.	9	5	200	286	0	0	....	....	....	....	24	22	12	5	4	....	1,500	110,000
1425	Dunlap	.....do	L. B. Stewart	Dept.	1	1	15	30	0	0	3	20	2	5	4	10	2	5	3	....	480	20,000
1426	Dysart	.....do.*	H. O. Pratt	Dept.	2	0	15	35	0	0	4	10	....	....	2	5	2	4	3	....	300	10,000
1427	Eaglegrove	.....do	J. G. Grundy	Dept.	1	3	35	67	0	0	....	....	....	....	4	25	....	....	4	....	200	30,000
1428	Earlham	Academy	William H. Monroe	Dept.	2	1	42	38	0	0	....	....	....	....	2	4	....	....	4	....	400	14,000

1429	Early	High School	L. W. Butler	Dept.	1	1	23	28	0	0	....	....	....	....	1	3	....	....	4	....	105	7,000
1430	Eddyville	do.*	F. S. Thompson	Dept.	1	1	24	38	0	0	....	....	....	....	2	8	....	....	4	....	200	8,000
1431	Eldon	do	Miss Bertha O. Tennant	Dept.	1	2	34	36	0	0	2	2	....	....	0	3	0	1	4	....	268	6,000
1432	Eldora	do	Miss Ritta Wood	Dept.	1	3	40	48	0	0	....	....	....	....	6	4	....	....	4	....	50	35,000
1433	Elgin	do	A. H. Perryman	Dept.	1	0	12	20	0	0	....	....	....	....	2	4	....	....	4	....	38	1,100
1434	Elkader	do	J. E. Webb	Dept.	3	0	21	25	0	0	....	....	2	0	1	0	1	0	4	....	400	25,250
1435	Elma	do.*	B. P. Harding	Dept.	1	2	7	20	27	20	....	....	....	....	0	2	....	....	4	....	336	5,237
1436	Emmetsburg	do	H. E. Blackmar	Dept.	2	2	46	44	0	0	16	4	....	....	12	6	8	3	4	....	1,328	40,000
1437	Essex	do	John R. McComb	Dept.	1	1	17	20	0	0	2	1	1	3	3	1	2	1	4	....	100	.....
1438	Estherville	do	Miss Sue M. Cullen	Dept.	2	2	51	62	0	0	3	3	....	....	3	6	3	4	4	....	1,000	25,000
1439	Exira	do	J. L. Conger	Dept.	1	1	19	25	0	0	1	4	1	0	....	....	....	....	3	....	.....	10,000
1440	Fairfield	do	E. G. Tingley	Dept.	2	3	61	113	0	0	....	....	8	12	14	22	....	....	4	....	400	.....
1441	Farmington	do	Arthur T. S. Owen	Dept.	1	1	38	41	0	0	....	....	6	3	10	8	4	2	4	....	400	25,000
1442	Farragut	do	J. E. Bell	Dept.	1	1	25	30	0	0	10	12	5	5	4	3	4	3	4	....	200	7,000
1443	Fayette	do	L. T. Newton	Dept.	1	2	41	61	0	0	7	11	....	....	9	9	2	3	3	....	300	14,000
1444	Floyd	do.*	E. A. Sheldon	Dept.	1	0	16	15	28	32	2	4	....	....	....	....	....	....	3	....	300	9,000
1445	Fonda	do	J. H. Kelley	Dept.	1	2	38	51	0	0	....	....	....	....	0	3	....	....	4	....	650	11,000
1446	Fontanelle	do	C. Colfax Smith	Dept.	1	1	18	19	0	0	....	....	....	....	4	3	2	2	3	....	600	10,000
1447	Forest City	do	Hiram O. Bateman	Dept.	1	2	38	43	0	0	10	13	....	....	5	2	3	2	4	....	450	20,000
1448	Fort Dodge	do	H. H. Roberts	Dept.	2	4	78	119	0	0	....	....	....	....	7	13	3	1	4	....	1,000	.....
1449	Fort Madison	do	W. L. Barrett	Dept.	2	3	41	92	0	0	6	25	10	5	6	12	2	4	4	....	50	50,000
1450	Fredericksburg	do	J. A. Eckenrod	Dept.	1	1	30	26	0	0	....	....	....	....	6	12	2	5	3	....	280	5,000
1451	Fremont	do	John J. Williams	Dept.	1	1	22	22	0	0	0	1	2	0	4	3	2	1	3	....	167	6,200
1452	Galva	do	Miss K. A. Hummer	Dept.	0	2	17	11	0	0	....	....	4	0	1	2	1	0	3	....	176	9,500
1453	Gardengrove	do	G. W. Monroe	Dept.	1	1	18	27	0	0	....	....	....	....	2	4	1	0	4	....	210	2,000
1454	Garnavillo	do	E. O. Fiske	Dept.	1	0	12	18	34	43	....	....	6	7	....	....	....	....	3	....	300	6,000
1455	Garner	do	M. F. Moine	Dept.	1	1	20	30	0	0	....	....	....	....	0	2	0	2	4	....	600	15,000
1456	George	do	B. H. Culver	Dept.	1	0	6	16	40	50	....	....	....	....	....	....	....	....	2	....	98	4,000
1457	Gilman	do	Miss Jessie L. Catlow	Dept.	0	1	13	3	0	0	....	....	....	....	0	1	....	....	3	....	300	.....
1458	Glenwood	do.*	Miss L. C. Hurlbut	Dept.	0	6	39	72	0	0	....	....	20	30	5	8	4	5	4	....	500	.....
1459	Glidden	do	J. H. Beveridge	Dept.	2	1	47	63	0	0	5	10	5	5	4	11	3	3	4	....	300	12,000
1460	Goldfield	do	I. C. Welty	Dept.	1	1	23	25	0	0	....	....	....	....	6	7	....	....	4	....	100	3,000
1461	Gowrie	do	J. F. O'Malley	Dept.	1	1	19	32	0	0	0	4	6	8	4	6	3	5	3	....	390	3,112
1462	Grand Junction	do	A. J. Oblinger	Dept.	1	1	33	25	0	0	....	....	....	....	1	5	1	2	4	....	450	10,300
1463	Greene	do.*	J. R. Jamison	Dept.	1	2	36	56	0	0	4	4	....	....	2	3	2	2	4	....	300	15,000
1464	Greenfield	do	Miss Cora Smith	Dept.	1	2	40	50	0	0	8	12	10	20	2	6	2	4	4	....	500	8,000
1465	Grinnell	do	Ernest Fellows	Dept.	4	2	86	123	0	0	....	....	....	....	10	15	8	14	4	....	2,000	36,175
1466	Griswold	do	W. R. Andrews	Dept.	2	0	25	36	0	0	....	....	5	5	5	10	5	6	3	....	200	8,000
1467	Guthrie Center	do	Homer R. Miller	Dept.	2	1	23	32	0	0	1	0	8	9	5	5	3	3	4	....	100	20,300
1468	Guttenberg	do	E. A. Schiefelbein	Dept.	2	0	14	17	0	0	2	3	1	1	4	2	1	0	3	....	150	15,000
1469	Hamburg	do.*	J. C. King	Dept.	2	2	44	67	0	0	....	....	....	....	2	8	2	6	4	....	1,110	33,650
1470	Hampton	do	Geo. A. Bateman	Dept.	1	4	47	83	0	0	....	....	16	25	4	18	4	8	4	....	605	50,000
1471	Harlan	do	J. J. Lonis	Dept.	3	3	76	80	0	0	....	....	....	....	5	11	3	2	4	....	500	.....
1472	Hawarden	Normal High School	C. H. Brake	Dept.	2	1	50	60	0	0	....	....	....	....	1	2	....	....	4	....	350	30,000
1473	Hedrick	High School	John E. Foster	Dept.	1	2	34	34	5	8	3	2	2	0	7	4	6	2	3	....	165	6,000
1474	Holstein	do	J. W. Elwood	Dept.	1	1	15	25	0	0	....	....	....	....	0	1	....	....	4	....	300	16,000
1475	Hopkinton	do	T. V. Hunt	Dept.	1	0	12	26	0	0	....	....	....	....	1	0	1	0	3	....	57	.....
1476	Hubbard	do	W. O. Reed	Dept.	1	1	20	25	0	0	3	5	....	....	3	5	2	2	4	....	310	4,500
1477	Hull	do	E. C. Miller	Dept.	2	2	15	25	0	0	7	8	3	2	2	5	2	2	4	....	400	8,000
1478	Humboldt	do	R. E. Towle	Dept.	1	2	30	45	0	0	....	....	....	....	8	3	6	2	4	....	400	20,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
1479	Humeston	High School	G. A. Axline	Dept.	2	0	20	27	0	0	....	....	2	7	1	5	0	3	3	....	400	$3,500
1480	Idagrove	do.*	E. T. Sheppard	Dept.	1	3	50	68	0	0	....	....	....	....	6	7	....	....	4	....	1,085	.....
1481	Independence	do	Miss Clara M. Travis	Dept.	1	5	64	98	0	0	0	2	3	6	4	16	....	....	4	....	320	18,000
1482	Iowa City	do.*	F. C. Ensign	Dept.	4	6	110	137	0	0	....	....	....	....	14	30	8	14	4	....	568	35,000
1483	Iowa Falls	do	Mrs. Anna L. Burdick	Ind.	1	5	47	86	0	0	....	....	....	....	4	14	....	....	4	....	500	25,000
1484	Ireton	do	W. E. Chase	Dept.	1	0	13	14	0	0	....	....	....	....	....	....	....	....	3	....	200	9,000
1485	Jefferson	do	L. B. Carlisle	Dept.	1	4	92	101	0	0	....	....	....	....	3	14	....	....	4	....	852	.....
1486	Kellogg	do	R. S. Whitley	Dept.	1	1	10	25	0	0	....	....	....	....	0	6	....	....	4	....	500	15,000
1487	Keokuk	do.*	Geo. Edw. Marshall	Dept.	3	5	90	150	0	0	10	18	....	....	....	....	....	....	4	....	1,000	.....
1488	Keosauqua	do.*	David Williams	Dept.	2	1	48	52	0	0	4	2	....	....	2	5	0	2	4	....	100	12,000
1489	Keota	do	William C. Farmer	Dept.	1	1	37	33	0	0	5	5	....	....	3	3	3	2	4	....	200	7,000
1490	Kingsley	do	C. E. Hanchett	Dept.	1	1	27	33	0	0	0	5	5	7	0	5	0	4	2	....	350	10,000
1491	Kirkville	do	C. F. Eakins	Dept.	1	0	9	21	0	0	0	3	2	0	2	9	2	2	2	....	188	3,400
1492	Knoxville	do	A. N. Orcutt	Dept.	3	1	67	75	0	0	....	....	....	....	3	13	2	5	4	....	1,300	30,000
1493	Kossuth	do	C. E. Smith	Dept.	1	1	19	23	14	14	4	6	8	6	3	1	3	1	4	....	10	6,000
1494	Lake City	do	Miss Grace Fogen	Dept.	1	3	27	51	0	0	....	....	....	....	4	11	4	9	4	....	500	.....
1495	Lake Mills	do	Orion O. Vogenitz	Dept.	1	1	16	20	0	0	....	....	....	....	6	5	....	....	3	....	317	.....
1496	Lakeview	do	L. A. Glassburn	Dept.	1	0	11	18	0	0	1	1	....	....	1	4	1	1	3	....	250	4,000
1497	Lamoni	do	Geo. N. Briggs	Dept.	1	2	25	44	0	0	3	6	2	4	6	6	4	4	4	....	200	16,950
1498	Lansing	do	H. H. Schroeder	Dept.	1	1	18	33	0	0	....	....	....	....	4	2	....	....	3	....	300	.....
1499	Laporte City	do	H. B. Lizer	Dept.	1	2	19	35	0	0	....	....	....	....	6	9	....	....	3	....	425	26,200
1500	Laurens	do	E. L. Grout	Ind.	1	1	20	21	0	0	....	....	....	....	....	....	....	....	4	....	700	7,000
1501	Lawler	do	T. E. McCarty	Dept.	1	0	7	16	57	52	....	....	....	....	2	2	1	0	3	....	256	2,200
1502	Leclaire	do	S. M. Coddington	Dept.	1	0	5	11	0	0	....	....	....	....	1	4	....	....	3	....	250	.....

1503	Legrand	do	Harry Haas	Dept.	1	0	5	10	49	50									3		200	10,000
1504	Lemars	do	Miss Anne W. Evans	Dept.	1	5	56	74	0	0	8	23	11	4	2	8	0	7	5		2,500	51,000
1505	Leon	do	J. H. Drake	Dept.	1	2	50	75	0	0	1	3	6	5	5	11	2	3	4		75	.....
1506	Letts	do	A. L. Holiday	Dept.	1	0	22	21	28	32			1	1	0	5			3		.....	8,000
1507	Lewis	do	Byron J. Read	Dept.	1	1	32	32	0	0					1	5			4		220	10,000
1508	Limespring	do	D. L. Grannis	Dept.	1	1	15	20	0	0	1	0	1	4	2	3	2	2	4		335	10,000
1509	Lineville	do	W. H. Lancelot	Dept.	1	1	5	16	16	26					1	8			3		250	11,200
1510	Lisbon	Washington High School.	B. W. Hoadley	Dept.	2	0	30	41	0	0					10	9	8	5	4		500	16,000
1511	Logan	High School	Miss Bertha Marsh	Dept.	1	2	26	40	0	0					9	5			3		.....	7,000
1512	Lohrville	do.*	J. B. Green	Dept.	1	1	11	15	0	0	2	1	2	3	6	6	4	4	2		50	4,000
1513	Lorimor	do	Jno. W. Boyle	Dept.	1	1	17	30	0	0	0	3	1	0	3	2	1	0	4		100	3,600
1514	Lowden	do.*	H. H. Petersen	Dept.	1	0	20	19	0	0			2	1	4	2	2	1	3		72	5,000
1515	Lucas	do	F. M. Hayner	Dept.	1	1	15	25	0	0			4	6	1	3	0	3	4		164	16,000
1516	Lynnville	Township High School	A. T. Gifford	Dept.	1	0	14	14	51	46	1	0			4	0	1	0	3		175	1,200
1517	Lyons	High School	A. V. Sunderlin	Dept.	2	3	40	70	0	0	10	21			4	21			4		500	50,000
1518	McGregor	do	Miss J. V. Harrisson	Dept.	1	2	22	33	0	0					2	10	2	10	4		900	21,500
1519	Magnolia	do,*	K. G. Lancelot	Dept.	1	0	10	12	45	63					4	11	2	1	3		75	1,000
1520	Malcom	do	W. C. Lyons	Dept.	1	1	15	14	33	55	3	4	0	1	3	7	3	3	3		150	3,000
1521	Malvern	do	G. L. Gillies	Dept.	1	2	41	42	0	0					6	9	2	4	4		270	27,000
1522	Manchester	do	Miss Alma LeRoy	Dept.	1	4	36	55	0	0					2	5			4		400	.....
1523	Manilla	do	P. M. Hersom	Dept.	1	1	14	18	0	0					1	2			3		75	12,500
1524	Manning	do	A. C. Fuller	Dept.	2	3	42	44	0	0					1	3	1	3	4		450	.....
1525	Manson	do	G. W. Young	Dept.	1	1	25	25	0	0			4	6					3		300	45,000
1526	Mapleton	do	W. B. Buckley	Dept.	1	2	15	37	0	0					3	2			4		500	15,000
1527	Maquoketa	do	C. H. Maxson	Dept.	1	4	48	83	0	0					6	16			4		.....	.....
1528	Marble Rock	do.*	J. D. Lyon	Dept.	1	0	10	9	0	0					6	2	1	1	3		150	5,000
1529	Mareus	do.*	R. H. Minkel	Dept.	1	0	20	15	0	0	4	3			0	1	0	1	3		485	6,000
1530	Marengo	do	C. H. Carson	Dept.	2	4	36	54	0	0					1	7			4		670	25,000
1531	Marion	do	Miss L. R. Marshall	Dept.	1	5	69	106	0	0	21	50			13	27	4	17	4		416	.....
1532	Marshalltown	do	J. S. McCowan	Dept.	3	8	78	141	0	0					6	18			3		5,570	.....
1533	Mason City	do.*	A. R. Sale	Dept.	2	7	89	140	0	0			22	72	9	20	3	7	4		400	30,000
1534	Maxwell	do	C. W. Kirk	Dept.	1	0	14	8	15	28	1	0	3	1	1	1	1	1	3		25	.....
1535	Maynard	do	H. L. Lockwood	Dept.	1	0	10	14	0	0	4	2	2	0	5	4	2	2	3		205	6.000
1536	Mechaniesville	do	C. McCracken	Dept.	1	2	25	38	0	0					0	2	0	2	4		600	8,500
1537	Menlo	do	M. P. Kenworthy	Dept.	1	0	16	16	0	0					1	7	0	2	3		200	5,000
1538	Miles	do	John F. Ogden	Dept.	1	0	15	17	39	49					3	3			4		170	.....
1539	Milton	do	D. T. Sollenbarger	Dept.	2	1	49	58	0	0					6	8	4	2	3		180	9,700
1540	Missouri Valley	do	J. E. Barret	Dept.	1	2	38	67	0	0					8	9			4		500	12,000
1541	Mitchell	do	H. E. La Rue	Dept.	1	1	5	17	0	0					1	1			3		334	2,000
1542	Mitchellville	do.*	E. Bradner	Dept.	1	1	22	46	0	0									4		186	10,000
1543	Modale	do,*	M. L. Dakin	Dept.	1	0	20	30	0	0					2	4			4		50	2,000
1544	Monroe	do	J. H. Ellison	Dept.	1	1	8	21	0	0	1	3			1	3	1	0	4		500	8,000
1545	Montezuma	do	Miss Ida J. McKee	Dept.	1	2	32	40	0	0					5	10	2	4	4		600	20,000
1546	Monticello	do.*	Miss Mary I. Jarman	Dept.	1	2	46	50	0	0					8	12			4		560	25,000
1547	Montour	do	H. B. Shoemaker	Dept	1	1	10	12	43	75	0	2	2	0	2	7	1	2	4		150	.....
1548	Montrose	do	J. P. Kennedy	Dept.	1	2	9	26	0	0					0	4			4		417	20,000
1549	Morning Sun	do	A. M. M. Dornon	Dept.	1	2	22	34	0	0					4	8			4		350	.....
1550	Moulton	do	W. L. Cochrane	Dept.	1	2	46	56	0	0	2	0			10	10	2	0	4		900	25,000
1551	Mountayr	do	Adam Pickett	Dept.	2	2	55	51	0	0	8	10	12	6	4	10	4	10	4		355	25,000
1552	Mount Pleasant	Central High School	Miss Lida A. Pittman	Dept.	1	2	35	57	0	0					4	13	4	7	3		200	10,000
1553	Mount Vernon	High School	Payson W. Peterson, jr	Dept.	1	1	25	31	0	0					2	6	2	6	3		107	12,500

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
1554	Murray	High School*	J. W. Robey	Dept.	1	1	24	45	0	0	3	6	....	....	3	6	3	6	4	....	50	$12,000
1555	Muscatine	....do	E. F. Schall	Dept.	1	5	74	112	0	0	....	....	....	....	7	18	....	....	4	....	200	40,000
1556	Mystic	....do.*	Robert M. Tait	Dept.	1	1	1	11	0	0	....	....	....	....	....	....	....	....	3	....	214	.....
1557	Nashua	....do	C. J. Trumbauer	Dept.	1	3	44	55	0	0	....	....	....	....	4	8	1	2	4	....	400	10,000
1558	Neola	....do	J. M. Rapp	Dept.	1	2	25	41	0	0	0	1	....	....	5	4	0	1	3	....	350	3,500
1559	Nevada	....do	Miss Anna C. Batman	Dept.	1	3	41	77	0	0	....	....	....	....	7	9	4	2	4	....	200	38,700
1560	New Hampton	....do	A. T. Rutledge	Dept.	2	3	60	80	0	0	3	5	2	4	5	9	3	4	4	....	400	25,000
1561	New London	....do	N. E. Johnson	Dept.	2	0	10	18	0	0	1	3	3	2	2	7	1	2	4	....	316	10,000
1562	New Sharon	....do.*	Joseph W. Graham	Dept.	2	0	29	43	0	0	5	5	5	10	4	6	4	4	4	....	300	15,000
1563	Newton	....do	E. J. H. Beard	Dept.	1	3	61	83	0	0	....	....	8	4	12	13	9	5	4	....	1,200	70,000
1564	Nora Springs	....do	W. J. Ford	Dept.	1	0	11	22	0	0	....	....	....	....	3	5	....	....	2	....	400	9,000
1565	North English	....do.*	E. H. McMillan	Dept.	2	0	25	32	0	0	....	....	1	2	2	3	....	....	4	....	700	12,000
1566	Northwood	....do	E. M. Mitchell	Dept.	2	1	20	30	0	0	1	5	....	....	5	15	0	4	4	....	256	22,000
1567	Norway	....do	C. O. Jameyson	Dept.	1	1	16	20	44	50	....	....	....	....	0	6	....	....	3	....	140	4,000
1568	Ocheyedan	....do	E. F. Green	Dept.	1	1	17	20	0	0	2	2	....	....	....	....	....	....	3	....	400	.....
1569	Odebolt	....do	Miss Mae E. Morris	Dept.	1	2	34	49	0	0	....	....	....	....	2	7	2	7	4	....	130	.....
1570	Oelwein	....do	L. B. Moffett	Dept.	1	2	41	69	0	0	1	1	5	10	3	6	1	5	4	....	500	37,000
1571	Ogden	....do	Miss Clara E. Thompson	Dept.	0	1	21	17	0	0	....	....	3	0	6	7	....	....	3	....	400	15,000
1572	Onawa	....do	A. F. Styles	Dept.	1	2	52	58	0	0	....	....	....	....	6	6	....	....	4	....	1,200	50,000
1573	Orange City	....do	Miss Sue H. Reece	Dept.	2	1	20	37	0	0	3	7	....	....	4	5	2	3	4	....	1,050	.....
1574	Osage	....do	George H. Sawyer	Dept.	2	3	55	75	0	0	....	....	....	....	10	27	....	....	4	....	250	35,000
1575	Osceola	....do	Miss Alice Dilley	Dept.	1	3	48	82	0	0	....	....	....	....	0	12	....	....	4	....	389	44,500
1576	Oskaloosa	....do	O. E. Dixon	Dept.	3	8	128	214	0	0	3	6	4	3	15	26	7	9	4	....	.....	40,000
1577	Oto	Independent High School	F. Von Esehen	Dept.	1	0	15	15	0	0	4	4	1	0	4	6	2	0	3	....	390	8,000

1578	Ottumwa	High School	Eugene C. Peiree	Dept..	2	13	131	285	0	0	....	....	25	40	15	36	5	20	4	....	1,500	90,000
1579	Oxford	....do	J. J. Sharpe	Dept..	1	0	10	20	0	0	0	1	....	....	1	6	0	1	3	....	297	10,000
1580	Oxford Junction	....do.*	Clarence J. Burrell	Dept..	1	1	21	26	0	0	1	2	....	....	1	4	1	2	4	....	.....	9,000
1581	Pacific Junction	....do	W. M. Moore	Dept..	1	0	17	25	0	0	....	....	....	....	5	5	....	....	3	....	50	7,000
1582	Panora	Guthrie Co. High School	B. E. Finley	Dept..	2	4	78	119	0	0	....	....	....	....	8	13	....	....	4	....	1,200	40,000
1583	Parkersburg	High School*	Miss Ida F. Leydig	Dept..	2	1	30	48	0	0	....	....	....	....	4	5	....	....	4	....	650	.....
1584	Patterson	....do	John Gentry	Dept..	1	0	5	8	42	57	....	....	....	....	....	....	....	....	....	....	10	.....
1585	Paullina	....do	Jno. E. Ullman	Dept..	1	1	16	24	0	0	....	....	....	....	3	4	....	....	4	....	400	18,000
1586	Pella	....do.*	Willard Lyon	Dept..	1	2	36	39	0	0	....	....	....	....	5	9	....	....	4	....	800	25,000
1587	Perry	....do	Miss Evelyn Miller	Dept..	1	4	43	111	0	0	....	....	....	....	3	19	....	....	4	....	450	.....
1588	Peterson	....do.*	F. C. Woods	Dept..	1	1	22	24	0	0	....	....	....	....	....	....	....	....	4	....	450	3,500
1589	Pleasantville	....do	W. C. Kennedy	Dept..	2	0	12	17	0	0	....	....	2	2	2	1	2	1	4	....	130	8,000
1590	Pomeroy	....do	G. W. Randlett	Dept..	1	1	23	25	0	0	....	....	....	....	....	....	....	....	3	....	417	14,000
1591	Postville	....do	R. G. Anderson	Dept..	2	1	30	40	0	0	0	2	7	12	2	6	1	3	4	....	200	10,000
1592	Prairie City	....do	S. G. Richards	Dept..	1	1	11	23	0	0	1	3	1	1	1	6	0	2	4	....	130	15,000
1593	Prescott	....do	James H. Mehaffy	Dept..	1	0	24	16	0	0	2	1	....	....	1	2	0	1	3	....	.....	5,000
1594	Preston	....do	E. W. B. Mark	Dept..	1	1	21	24	0	0	....	....	....	....	....	....	....	....	4	....	152	.....
1595	Pringhar	....do	R. B. Daniel	Dept..	1	3	21	29	0	0	1	0	....	....	4	2	1	0	4	....	500	10,000
1596	Randolph	....do	L. D. Salisbury	Dept..	1	1	20	27	50	46	4	8	....	....	5	9	3	7	3	....	280	.....
1597	Redfield	....do	J. M. Pierce	Dept..	1	1	28	29	0	0	....	....	2	2	3	5	....	....	4	....	20	6,000
1598	Redoak	....do	Ellis U. Graff	Dept..	3	3	85	142	0	0	2	3	2	0	7	18	4	2	4	....	1,000	25,000
1599	Reinbeek	....do	J. J. Moser	Dept..	1	2	37	33	0	0	....	....	....	....	2	4	....	....	4	....	171	5,000
1600	Rhodes	....do	W. H. Fort	Dept..	1	0	10	11	0	0	....	....	1	1	3	2	0	1	3	....	300	7,000
1601	Riceville	....do.*	Paul M. Ray	Dept..	1	1	19	36	0	0	....	....	....	....	3	3	2	1	3	....	75	.....
1602	Richland	....do.*	W. C. Pidgeon	Dept..	1	0	20	20	0	0	3	3	4	2	....	....	....	....	3	....	300	8,000
1603	Rippey	....do	F. L. Martin	Dept..	1	0	11	13	0	0	1	2	1	2	1	5	0	1	4	....	200	2,900
1604	Riverside	....do	H. H. Hankins	Dept..	1	0	8	16	67	45	....	....	....	....	0	4	....	....	4	....	400	3,000
1605	Riverton	....do	J. H. Tarrants	Dept..	1	0	9	15	21	22	2	4	2	0	....	....	....	....	3	....	300	6,000
1606	Rockford	....do	J. C. Sanders	Dept..	3	0	40	30	0	0	....	....	....	....	5	8	2	3	4	....	1,100	36,000
1607	Rock Rapids	....do	Miss A. J. Stober	Dept..	2	3	72	51	0	0	12	10	10	8	7	2	4	1	4	....	350	30,000
1608	Rock Valley	....do	W. H. Clark	Dept..	1	1	15	30	0	0	2	12	3	3	3	5	3	3	4	....	500	.....
1609	Rockwell City	....do.*	D. K. Bond	Dept..	2	2	43	77	0	0	1	20	20	36	4	10	1	1	4	....	110	8,200
1610	Rolfe	....do	Fred. L. Cassidy	Dept..	1	2	25	38	0	0	2	4	6	0	3	3	3	2	4	....	500	15,000
1611	Sabula	....do	John H. Grossman	Dept..	1	1	14	18	10	8	....	....	....	....	4	4	....	....	3	....	800	.....
1612	Sac City	....do	Alvan E. Clarendon	Dept..	1	1	31	38	0	0	4	3	1	0	5	6	1	0	4	....	290	30,000
1613	St. Ansgar	....do	John P. Lund	Dept..	2	0	22	18	0	0	....	....	....	....	4	1	3	1	3	....	360	10,000
1614	St. Charles	....do	J. W. Miller	Dept..	1	0	29	18	0	0	....	....	....	....	8	5	6	4	3	....	150	3,500
1615	Sanborn	....do	J. J. Billingsly	Dept..	1	2	27	35	0	0	2	4	....	....	1	6	1	3	4	....	700	18,000
1616	Schaller	....do	H. C. Coe	Dept..	1	0	9	18	0	0	3	6	....	....	7	5	2	4	4	....	125	1,500
1617	Scranton	....do	H. E. Powers	Dept..	1	1	30	53	0	0	....	....	....	....	7	9	0	4	4	....	150	15,000
1618	Seymour	....do	W. B. Thornburgh	Dept..	2	0	18	25	0	0	....	....	2	1	2	4	2	1	3	....	150	12,000
1619	Shannon City	....do	Frank M. Abbott	Dept..	1	1	15	28	49	52	2	1	5	2	....	....	....	....	4	....	113	6,000
1620	Sheldon	....do	Miss Nellie Jones	Dept..	1	4	48	68	0	0	5	13	34	41	7	12	7	11	4	....	1,000	60,000
1621	Shellsburg	....do	H. W. Heath	Dept..	1	0	9	15	53	68	....	....	....	....	3	4	....	....	2	....	150	6,500
1622	Shenandoah	....do	Miss Lizzie Marley	Dept..	1	5	56	107	0	0	....	....	....	....	6	24	1	2	4	....	500	10,000
1623	Shueyville	Jefferson Township High School.	Robt. L. Smith	Dept..	1	1	20	14	3	1	2	6	2	0	3	4	1	3	4	....	400	1,000
1624	Sibley	High School	W. P. Johnson	Dept..	1	2	36	45	0	0	5	10	20	9	1	6	0	3	4	....	975	12,000
1625	Sidney	....do	Miss Mabel Huston	Dept..	1	4	33	35	0	0	....	....	....	....	3	6	1	4	4	....	400	21,500
1626	Sigourney	....do	Miss Florence E. Marshall.	Dept..	1	3	49	83	0	0	....	....	....	....	7	16	....	....	4	....	200	25,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
1627	Sioux City	High School	Geo. Edw. Marshall	Dept.	6	9	181	302	0	0	30	40	....	....	12	31	5	8	4	....	600	.....
1628	Sioux Rapids	....do	P. L. Dorland	Dept.	1	1	16	37	0	0	....	....	....	....	1	1	....	....	4	....	385	$14,408
1629	Smithland	....do	Frank Giles	Dept.	1	0	8	9	0	0	1	2	....	....	....	....	....	....	3	....	200	4,000
1630	Spencer	....do.*	H. C. Richardson	Dept.	2	2	29	63	0	0	....	....	....	....	1	15	1	6	4	....	900	42,000
1631	Spirit Lake	....do	W. T. Davidson	Dept.	2	1	48	55	0	0	....	....	....	....	2	10	1	5	3	....	800	16,000
1632	Springdale	....do	F. W. Hicks	Dept.	1	0	21	20	0	0	....	....	....	....	2	2	2	0	3	....	340	10,000
1633	Springville	....do	J. E. Vance	Dept.	2	0	26	38	0	0	....	....	3	5	6	10	6	10	4	....	436	8,000
1634	Stanton	....do	C. G. Carlton	Dept.	1	0	7	11	0	0	....	....	....	....	0	6	....	....	3	....	30	12,050
1635	Stanwood	....do	Frank E. Fowlie	Dept.	1	1	19	19	43	56	2	1	....	....	4	4	....	....	3	....	350	5,200
1636	State Center	....do	J. E. Clayton	Dept.	1	1	30	23	0	0	....	....	....	....	3	3	3	3	3	....	600	20,000
1637	Storm Lake	....do.*	J. H. O'Donoghue	Dept.	1	3	50	70	0	0	....	....	....	....	10	2	....	....	4	....	1,800	32,060
1638	Story City	....do.*	A. R. Gardiner	Ind.	1	1	23	17	0	0	....	....	....	....	1	1	....	....	3	....	250	8,000
1639	Strawberry Point	....do.*	P. C. Arildson	Dept.	1	1	30	38	0	0	3	0	....	....	7	7	4	2	3	....	248	9,200
1640	Stuart	....do.*	G. W. Bryan	Dept.	2	2	65	81	0	0	....	....	....	....	8	14	5	10	4	....	1,000	50,000
1641	Sumner	....do	Thos. J. Durant	Dept.	2	0	35	45	0	0	....	....	....	....	4	7	1	3	3	....	400	8,000
1642	Sutherland	....do	Merton P. Fobes	Dept.	1	2	12	22	0	0	2	2	4	0	2	0	2	0	3	....	500	5,000
1643	Tabor	....do	Wm. E. Kline	Dept.	2	2	32	47	0	0	22	35	3	2	3	10	3	10	3	....	300	15,000
1644	Tama	....do	R. B. Williamson	Dept.	2	2	17	30	0	0	....	....	....	....	4	5	....	....	4	....	350	.....
1645	Tingley	....do	Chas. Murray	Dept.	1	1	23	35	0	0	....	....	....	....	4	5	0	1	3	....	75	6,000
1646	Tipton	....do	R. B. Crone	Dept.	1	3	34	42	0	0	10	10	7	12	3	4	3	1	4	....	450	40,000
1647	Toledo	....do	L. W. Soth	Dept.	2	3	49	66	0	0	....	....	....	....	6	13	....	....	4	....	1,087	26,634
1648	Traer	....do	E. C. Meredith	Dept.	1	3	43	62	0	0	15	20	3	0	6	11	3	6	4	....	630	35,000
1649	Union	....do	Wm. Sparks	Dept.	1	0	6	12	0	0	....	....	....	....	2	3	....	....	4	....	200	.....
1650	Vail	....do	S. W. Myers	Dept.	1	0	21	11	38	50	....	....	....	....	....	....	....	....	3	....	725	3,000

1651	Vanmeter	do.*	R. F. Wood	Dept..	1	3	14	20	0	0	....	....	....	....	1	5	....	....	3	....	16	5,000
1652	Vanwert	do	Frank P. Reed	Dept..	1	0	12	6	51	65	....	....	2	2	0	1	....	....	2	....	15	3,000
1653	Victor	do	W. H. Whitford	Ind...	2	0	20	40	0	0	....	....	4	6	1	5	0	2	4	....	825	8,000
1654	Villisca	do	E. E. Frisk	Dept..	2	4	71	96	0	0	....	....	....	....	13	10	....	....	4	....	200	15,000
1655	Vinton	do	D. H. Barton	Dept..	2	4	54	80	0	0	....	....	....	....	7	26	7	13	4	....	500	.....
1656	Wall Lake	do	W. H. Meek	Dept..	1	1	12	24	0	0	5	10	1	0	5	8	4	5	4	....	110	.....
1657	Walnut	do	Miss Bertha V. Wyant	Dept..	1	2	31	28	0	0	4	3	....	....	7	7	3	0	4	....	900	15,000
1658	Wapello	do	J. W. Cradler	Dept..	1	2	30	40	0	0	2	3	....	....	6	7	2	3	4	....	325	15,600
1659	Washington	do	Miss Lydia M. Thomsen	Dept..	1	3	82	106	0	0	....	....	....	....	13	20	....	....	4	....	.....	30,336
1660	Washta	do	G. W. Curlis, jr	Dept..	1	0	8	18	0	0	....	....	....	....	....	....	....	....	3	....	125	3,000
1661	Waterloo	East High School	Miss Lydia Hinman	Dept..	2	9	96	104	0	0	....	....	....	....	13	23	13	23	4	....	300	45,000
1662	do	West High School	Miss Amy Boggs	Dept..	1	6	64	101	0	0	....	....	....	....	5	10	....	....	4	....	600	47,500
1663	Waucoma	High School	Leslie J. Ayer	Dept..	1	1	30	35	0	0	....	....	2	4	3	7	2	4	3	....	.....	.....
1664	Waukon	do.*	James F. Smith	Dept..	1	2	24	49	0	0	3	4	2	4	3	10	1	2	4	....	558	28,400
1665	Waverly	do.*	Miss Kate Sullivan	Dept..	1	2	21	39	0	0	....	....	....	....	3	7	....	....	4	....	300	40,000
1666	Webster City	do	Wilbur F. Sparks	Dept..	3	3	55	109	0	0	....	....	5	10	3	18	1	8	4	....	350	50,000
1667	Weldon	do	J. L. Latta	Dept..	1	0	14	21	52	46	....	....	....	....	0	3	....	....	3	....	249	5,000
1668	Westbranch	do	Chas. Meyerholz	Dept..	1	1	28	52	0	0	3	9	6	13	4	5	2	2	4	....	600	12,000
1669	West Liberty	do	Miss Mary L. Phelps	Dept..	1	2	47	53	0	0	....	....	....	....	....	....	....	....	4	....	300	8,000
1670	West Union	do	G. E. Finch	Dept..	1	1	20	33	0	0	....	....	....	....	8	7	3	7	3	....	.....	20,000
1671	Whatcheer	do	J. E. Witmer	Dept..	1	1	35	52	0	0	....	....	....	....	5	6	2	4	4	....	300	3,000
1672	Williams	do	J. T. Bradshaw	Dept..	1	0	12	18	0	0	1	0	....	....	3	3	1	0	3	....	100	.....
1673	Williamsburg	do	Bruce Francis	Dept..	1	2	46	53	0	0	8	12	10	6	4	20	2	12	4	....	300	6,000
1674	Wilton Junction	Wilton High School	L. G. Focht	Dept..	1	1	13	30	0	0	....	....	....	....	3	4	3	4	4	....	200	7,000
1675	Winterset	High School	F. H. Stone	Dept..	2	1	32	60	0	0	2	6	1	3	4	10	1	2	3	....	200	30,000
1676	Woodburn	do	Miss Lillian Thomas	Dept..	0	1	15	18	46	42	....	....	....	....	2	2	1	0	4	....	19	3,000
1677	Wyoming	do	C. C. Gray	Dept..	1	1	34	40	0	0	2	6	....	....	2	7	2	5	4	....	558	10,800
	KANSAS.																					
1678	Abilene	High School	W. H. Wagner	Dept..	2	2	51	62	0	0	....	....	....	....	3	11	....	....	4	....	1,500	40,000
1679	Alma	do	Ross C. McCormick	Dept..	1	0	5	5	0	0	....	....	....	....	....	....	....	....	4	....	10	5,000
1680	Almena	do	J. N. Day	Dept..	1	1	3	3	18	20	....	....	....	....	....	....	....	....	2	....	354	5,000
1681	Altamont	Labette County High School.	W. M. Kyser	Ind...	3	2	38	47	30	38	2	8	3	0	15	19	4	1	3	....	485	24,000
1682	Americus	High School	A. E. Ward	Dept..	1	0	3	4	82	86	....	....	....	....	0	3	0	1	2	....	200	4,000
1683	Anthony	do.*	Theo. Fulton	Dept..	1	1	23	24	0	0	....	....	....	....	3	3	....	....	4	....	500	25,000
1684	Argentine	do	Miss Margaret Rush	Dept..	1	2	28	28	0	0	....	....	....	....	3	3	3	3	4	....	300	15,000
1685	Arkansas City	do	W. M. Fisher	Dept..	3	2	53	99	0	0	1	4	1	0	7	12	2	4	4	....	500	40,000
1686	Arlington	do	T. Frederick Kabler	Dept..	1	0	5	12	50	48	....	....	....	....	0	11	....	....	2	....	200	3,000
1687	Atchison	do	W. C. Jamieson	Dept..	1	3	34	67	0	0	....	....	....	....	2	5	1	1	4	....	1,000	35,000
1688	Attica	do	G. A. Stephens	Dept..	1	0	14	18	0	0	2	0	....	....	1	1	....	....	3	....	400	6,000
1689	Atwood	do		Dept..	1	1	8	22	0	0	....	....	....	....	....	....	....	....	4	....	.....	.....
1690	Augusta	do.*	John Findlay	Dept..	1	1	30	50	0	0	....	....	....	....	7	8	....	....	4	....	200	15,000
1691	Axtell	do	O. N. Berry	Dept..	2	0	18	21	0	0	2	3	3	1	3	3	1	0	4	....	300	3,000
1692	Baldwin	do	Geo. B. Burkholder	Dept..	1	2	42	50	0	0	15	20	12	10	11	20	6	10	3	....	240	16,000
1693	Barclay	do.*	E. M. Rogers	Dept..	1	0	23	22	40	50	5	4	....	....	4	1	4	1	3	....	200	7,000
1694	Beattie	do.*	Geo. K. Thompson	Dept..	1	0	13	13	0	0	....	....	....	....	....	....	....	....	3	....	300	6,000
1695	Belleplaine	do	C. O. Smith	Dept..	1	1	15	35	0	0	0	4	4	1	4	12	3	10	3	....	1,000	15,000
1696	Belleville	do	J. C. Wright	Dept..	2	1	20	31	13	17	....	....	3	2	5	2	5	2	4	....	.....	20,000
1697	Beloit	do	C. E. Shutt	Dept..	4	0	62	93	0	0	....	....	....	....	10	11	10	11	4	....	1,500	36,000

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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—continued.																					
1698	Blue Rapids	High School	Mrs. Louise M. Dingman	Dept.	0	2	36	51	0	0	1	3	.....	.....	2	7	1	2	3	.....	150	$16,000
1699	Brookville	.....do	Albert Evans	Dept.	1	0	10	7	0	0	1	0	1	0	.....	.....	.....	.....	3	.....	300	5,000
1700	Bunkerhill	.....do	J. R. Bickerdyke	Dept.	1	0	4	2	16	13	4	2	.....	.....	3	0	3	0	2	.....	682	5,300
1701	Burden	.....do	S. C. Cosner	Dept.	1	0	13	22	0	0	.....	.....	.....	.....	2	1	.....	.....	2	.....	300	5,000
1702	Burdett	.....do	E. Row	Dept.	1	0	12	10	30	24	1	2	1	0	1	5	1	0	3	.....	200	2,500
1703	Burlingame	.....do	W. L. Holtz	Dept.	2	1	24	60	0	0	2	6	0	5	2	11	1	8	4	.....	1,900	23,000
1704	Burlington	.....do	Miss Georgia Sheldon	Dept.	1	2	35	50	0	0	1	3	6	4	4	5	1	3	4	.....	300	20,000
1705	Burroak	.....do	G. L. Atkeson	Dept.	1	0	12	18	0	0	.....	.....	.....	.....	0	6	.....	.....	3	.....	380	10,000
1706	Burrton	.....do	N. T. Adams	Dept.	1	1	21	32	0	0	.....	.....	.....	.....	3	4	3	4	3	.....	368	10,000
1707	Caldwell	.....do	G. W. Porter	Dept.	1	2	20	40	0	0	.....	.....	3	6	4	10	4	10	3	.....	500	16,000
1708	Carbondale	.....do	J. T. Albin	Dept.	2	0	25	36	0	0	4	2	1	2	2	5	2	3	3	.....	100	12,000
1709	Cawker City	.....do.*	L. J. Hall	Dept.	1	1	35	35	0	0	.....	.....	.....	.....	3	7	.....	.....	3	.....	1,000	15,000
1710	Cedarville	.....do	J. A. Poppen	Dept.	1	0	13	17	0	0	2	3	8	4	.....	.....	.....	.....	2	.....	520	870
1711	Centralia	.....do.*	B. E. Lewis	Dept.	1	1	21	21	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	100	.....
1712	Chanute	.....do.*	C. E. Merwin	Dept.	2	1	47	61	0	0	.....	.....	.....	.....	6	9	.....	.....	3	.....	475	8,000
1713	Chapman	Dickinson County High School.	J. W. Hullinger M. S., A. M.	Ind.	4	3	75	124	0	0	.....	.....	.....	.....	8	7	6	4	4	.....	2,300	35,000
1714	Cherokee	High School	G. W. Sholl	Dept.	2	0	35	35	0	0	2	2	.....	.....	0	1	0	1	3	.....	300	15,000
1715	Cherryvale	.....do	E. J. Castillo	Dept.	2	1	30	60	0	0	.....	.....	4	12	4	12	4	12	4	.....	50	50,000
1716	Chetopa	.....do	Miss M. Nellie McGinley	Dept.	1	2	40	60	0	0	.....	.....	.....	.....	3	9	3	9	3	.....	140	25,000
1717	Cireleville	.....do	W. E. Beightel	Dept.	1	0	4	3	66	74	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	400	6,300
1718	Clay Center	.....do	E. F. Riley	Dept.	3	1	50	74	0	0	4	3	2	0	6	6	4	3	4	.....	150	.....
1719	Clifton	.....do	G. B. Buikstra	Dept.	1	1	20	33	0	0	0	1	.....	.....	2	4	0	1	4	.....	300	.....
1720	Clyde	.....do	William E. Ray, A. B.	Dept.	2	1	20	30	0	0	12	16	3	5	3	4	3	2	4	.....	400	20,000

1721	Coffeyville	do.*	L. O. Thoroman	Dept..	2	1	25	52	0	0	....	....	1	3	4	4	1	2	3	....	300	25,000
1722	Colby	Thomas County High School.*	Walter G. Riste	Ind...	1	3	60	46	0	0	....	....	....	....	2	7	2	6	4	....	150	10,000
1723	Coldwater	High School*	J. W. Rodgers	Dept..	1	2	24	22	0	0	....	....	5	6	1	0	1	0	3	....	450	10,000
1724	Columbus	do.*	E. L. Enloe	Dept..	2	0	26	42	0	0	....	....	....	....	4	14	4	14	3	....	1,650	30,000
1725	Concordia	do	W. W. Wood	Dept..	2	1	34	66	0	0	20	40	5	10	3	7	2	5	4	....	150	12,500
1726	Cottonwood Falls	do	D. F. Shirk	Dept..	2	0	18	28	0	0	....	....	....	....	1	1	1	1	4	....	850	15,000
1727	Courtland	do	C. H. Bixler	Dept..	1	0	4	14	49	26	0	1	2	5	2	2	....	....	2	....	50	4,000
1728	Delphos	do	Theo. H. Scheffer	Dept..	1	1	26	32	0	0	0	3	5	0	2	3	1	1	4	....	200	10,000
1729	Dodge City	do	E. D. Webb	Dept..	1	1	15	31	0	0	1	3	....	....	1	6	....	....	4	....	200	20,000
1730	Douglass	do	A. J. Martin	Dept..	1	0	10	14	0	0	....	....	....	....	2	6	1	1	3	....	100	12,000
1731	Downs	do	Ross H. House	Dept..	1	1	28	16	0	0	....	....	....	....	7	3	....	....	3	....	150	6,000
1732	Effingham	Atchison County High School.	John W. Wilson	Ind...	4	3	77	84	0	0	....	....	....	....	5	9	3	3	4	18	1,500	33,500
1733	Eldorado	High School	Miss Ida C. Fleming	Dept..	1	3	67	114	0	0	....	....	....	....	5	12	3	5	4	....	.....	40,000
1734	Elk City	do	B. W. Slater	Dept..	1	0	10	11	0	0	1	1	....	....	1	4	1	1	3	....	80	.....
1735	Ellinwood	do	H. J. Emerson	Dept..	1	0	5	15	0	0	1	2	1	0	....	....	....	....	3	....	30	20,000
1736	Ellis	do	C. A. Strong	Dept..	1	0	10	20	0	0	....	....	1	1	1	4	1	1	4	....	200	9,000
1737	Ellsworth	do	Miss Daisy Zeininger	Dept..	1	2	18	43	0	0	....	....	....	....	4	10	....	....	3	....	375	26,000
1738	Emporia	do	James D. Barnett	Dept..	4	2	70	102	0	0	....	....	10	20	6	11	5	11	4	....	710	.....
1739	Erie	do	E. E. Fitzsimmons	Dept..	1	0	13	23	0	0	....	....	....	....	0	1	....	....	3	....	200	.....
1740	Eudora	do	C. O. Bowman	Ind...	1	0	5	3	110	71	....	....	3	1	3	1	3	1	....	....	321	4,000
1741	Eureka	do.*	Miss Jessie Brookover	Dept..	1	2	27	56	0	0	....	....	....	....	4	5	....	....	4	....	.....	.....
1742	Everest	do	H. M. Means	Dept..	1	0	9	22	4	9	....	....	....	....	1	4	0	2	3	....	250	.....
1743	Florence	do	E. L. Rosebush	Dept..	1	1	14	16	0	0	....	....	....	....	2	6	2	6	4	....	500	12,000
1744	Fort Scott	do	W. C. Lansdon	Dept..	3	4	123	155	0	0	15	23	11	0	9	24	3	13	4	....	3,579	25,000
1745	Frankfort	do	.....	Dept..	1	2	25	30	0	0	....	....	....	....	2	8	2	2	3	....	700	.....
1746	Fredonia	do	J. R. Thierstein	Dept..	3	0	39	41	0	0	....	....	....	....	5	9	....	....	4	....	600	12,000
1747	Fulton	do	H. M. Clinesmith	Dept..	1	0	1	4	74	82	0	3	....	....	0	3	0	3	1	....	40	5,000
1748	Galena	do	F. H. Barbee	Dept..	2	0	35	51	0	0	....	....	....	....	3	6	....	....	3	....	510	15,000
1749	Galva	do	F. H. Harrin	Dept..	1	0	5	7	10	28	....	....	....	....	....	....	....	....	2	....	50	2,500
1750	Garden City	do	Miss Nettie M. Lawrence.	Dept..	1	1	34	36	0	0	....	....	1	0	4	10	1	2	4	....	.....	10,000
1751	Garnett	do	C. H. Oman	Dept..	2	1	36	66	0	0	....	....	....	....	12	20	....	....	3	....	300	20,000
1752	Gaylord	do	F. W. Simmonds	Dept..	1	0	11	21	0	0	....	....	4	5	3	3	3	3	2	....	500	2,100
1753	Girard	do	H. W. Shideler	Dept..	2	1	32	49	0	0	6	8	....	....	....	....	....	....	4	....	400	10,000
1754	Glenelder	do.*	Irvin Stanley	Dept..	1	0	17	20	0	0	3	1	0	1	4	4	....	....	2	....	500	4,000
1755	Goff	do	W. T. Anderson	Dept..	1	0	10	26	0	0	4	6	2	0	2	3	2	3	4	....	703	3,840
1756	Goodland	do	—— Gwin	Dept..	1	1	5	12	0	0	....	....	....	....	....	....	....	....	3	....	153	10,000
1757	Greatbend	do	Miss Alice Reynolds	Dept..	2	1	20	44	0	0	6	20	2	0	3	8	2	5	4	....	500	40,000
1758	Greeley	do	N. S. Welton	Dept..	1	0	7	20	42	52	2	1	....	....	2	2	....	....	2	....	50	7,000
1759	Greenleaf	do	E. H. Jackson	Dept..	1	1	19	36	0	0	0	1	1	0	3	7	1	1	3	....	400	4,000
1760	Grenola	do	M. W. Harner	Dept..	1	0	6	15	0	0	....	....	....	....	1	4	....	....	3	....	125	.....
1761	Gypsum	do	Albert Rundle	Dept..	1	0	5	13	0	0	1	2	....	....	....	....	....	....	4	....	.....	3,500
1762	Haddam	do	J. E. Magee	Dept..	1	0	6	4	0	0	1	0	....	....	2	2	....	....	2	....	.....	5,000
1763	Halstead	do	Ed. T. Barber	Dept..	2	0	32	27	0	0	....	....	....	....	4	7	4	7	4	....	500	15,000
1764	Hamlin	do	Miss Eleanor E. Arnold	Dept..	0	1	4	4	57	54	....	....	2	0	3	4	2	1	2	....	240	2,800
1765	Hanover	do	.....	Dept..	1	0	10	15	0	0	....	....	2	0	1	3	....	....	3	....	253	13,000
1766	Harper	do.*	L. L Shore	Dept..	1	1	14	21	0	0	2	3	....	....	....	....	....	....	3	....	324	15,000
1767	Hartford	do	J. Franklin Smith	Dept..	1	0	9	16	0	0	....	....	6	8	2	2	2	2	4	....	200	5,000
1768	Hays	do	J. E. Crawford	Dept..	1	1	11	24	0	0	4	6	....	....	3	6	3	5	3	....	300	15,000
1769	Herington	do	Miss Kate B. Miles	Dept..	1	2	36	44		0	5	7	....	....	....	....	....	....	4	....	500	25,000

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.									
											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		
	KANSAS—continued.																							
1770	Hiawatha	High School	A. R. Williams	Dept.	3	2	58	83	0	0	11	20	....	....	1	14	1	6	4	....	.....	$20,000		
1771	Hill City	do	W. J. Lutton	Dept.	1	1	23	38	0	0	....	....	....	....	9	11	5	7	4	....	524	6,000		
1772	Hillsboro	do	U. G. Mitchell	Dept.	1	0	4	2	0	0	1	1	....	....	3	1	1	1	1	....	250	8,500		
1773	Holton	do	E. W. Hosack	Dept.	2	1	44	59	0	0	12	22	8	0	10	12	6	8	4	....	2,875	30,000		
1774	Horton	do	J. O. Hall	Dept.	2	2	33	58	0	0	6	8	4	0	3	6	....	....	4	....	530	.....		
1775	Howard	do	J. M. Pieratt (supt.)	Dept.	2	1	31	42	0	0	....	....	....	....	2	0	2	0	4	....	750	20,000		
1776	Hoxie	do	D. F. Hancock	Dept.	1	0	1	7	57	48	0	3	....	....	0	4	....	....	2	....	50	3,000		
1777	Humboldt	do	J. L. Shellman	Dept.	2	0	20	30	0	0	....	....	....	....	6	14	2	4	4	....	450	22,000		
1778	Hutchinson	do	Mrs. E. H. Richardson	Dept.	3	2	66	86	0	0	8	16	....	....	7	18	5	10	4	....	1,800	35,000		
1779	Independence	Montgomery County High School.*	S. M. Nees	Ind.	4	2	92	140	0	0	....	....	....	....	7	15	5	9	3	....	300	33,000		
1780	Iola	High School	W. E. Royster	Dept.	2	3	67	131	0	0	....	....	....	....	6	10	3	5	4	....	200	68,000		
1781	Jewell	do	N. F. Daum	Dept.	1	1	22	22	0	0	....	....	2	2	2	10	2	2	3	....	682	.....		
1782	Junction City	do	T. P. Detamon	Dept.	2	3	75	90	0	0	5	10	6	0	6	18	1	3	4	....	950	3,000		
1783	Kanopolis	do	A. M. Woodmansee	Dept.	1	0	13	17	48	58	1	0	1	2	7	6	3	2	3	....	85	10,000		
1784	Kansas City	do	G. E. Rose	Dept.	9	10	258	436	0	0	....	....	....	....	19	37	9	12	4	....	687	115,000		
1785	Kensington	do	D. C. Miller	Dept.	1	0	7	11	55	67	....	....	1	2	2	4	....	....	2	....	260	4,500		
1786	Kingman	do	Miss Mayme K. White	Dept.	1	1	30	47	0	0	4	2	4	5	7	8	7	8	4	....	700	.....		
1787	Kinsley	do	W. M. Seaman	Dept.	1	1	11	24	0	0	....	....	1	0	1	4	1	4	3	....	300	10,000		
1788	Kiowa	Franklin High School	C. A. Kent	Dept.	1	0	15	22	0	0	2	4	1	2	3	9	....	....	3	....	500	15,000		
1789	Lacrosse	High School	W. S. Robb	Dept.	1	1	27	26	0	0	....	....	....	....	1	2	1	2	4	....	175	10,000		
1790	Lacygne	do	Geo. F. Gorow	Dept.	1	1	10	14	12	15	....	....	....	....	2	3	0	2	3	....	400	12,000		
1791	Lakin	do	W. L. Dunbar	Dept.	1	0	5	6	43	39	2	2	....	....	1	1	0	1	3	....	210	.....		
1792	Larned	do	B. F. Ader	Dept.	1	1	20	40	0	0	....	....	6	12	4	15	2	11	3	....	900	25,000		

1793	Lawrence	do	F. H. Olney	Dept.	3	8	222	320	0	0	110	180	12	3	17	41	16	33	4		530	40,000
1794	Leavenworth	do	William A. Evans	Dept.	2	5	71	122	0	0			17	30	8	16	4	4	4		2,077	
1795	Lecompton	do	W. A. Starin	Dept.	1	0	4	8	61	72			4	3	4	3	4	3	1			6,000
1796	Lenora	do	Miss Kittie M. Fisher	Dept.	0	1	4	3	63	42					0	1			2		340	
1797	Leoti	do	Miss Pearl L. Hubbard	Dept.	0	1	*4	3	29	22			3	2	3	2	3	2				
1798	Leroy	do	W. W. Jones	Dept.	1	0	11	33	0	0			8	10	1	6	1	4	3		309	9,000
1799	Lincoln	do	C. N. Poe, A. B.	Dept.	2	0	15	28	0	0					3	5			3		300	20,000
1800	Lindsborg	do	C. E. Hanson	Dept.	1	0	5	3	0	0	2	2			5	3	3	2	1		2,000	7,000
1801	Little River	do	I. C. Meyer	Dept.	1	0	5	20	0	0					0	4			2		50	3,500
1802	Logan	do	W. R. Arthur	Dept.	1	0	4	6	0	0			0	1	0	2	0	1	2		103	3,000
1803	Lyndon	do	L. A. Parke	Dept.	1	1	16	36	0	0			6	12	1	3	0	2	3		200	12,000
1804	Lyons	do	Miss Mary Schmalzried	Dept.	2	1	35	28	0	0	3	0			3	3	1	0	4		500	15,000
1805	McCune	do	W. H. Conner	Dept.	1	1	26	32	0	0	1	2	1	0	5	2	2	0	3		30	4,500
1806	McPherson	do	Miss Laura E. Humphrey	Dept.	1	2	33	70	0	0	1	2	1	0	2	5	2	2	4		600	22,000
1807	Macksville	do	Charles M. Hilleary	Dept.	1	1	7	5	33	38					5	3	5	3	2		150	2,000
1808	Manhattan	do	J. E. Edgerton	Dept.	1	1	35	41	0	0					20	30			1		2,200	
1809	Mankato	do	E. D. George	Dept.	1	1	25	50	0	0	6	3			5	4	1	3	4		250	16,000
1810	Marion	do	W. B. Hall	Dept.	1	1	20	24	0	0	3	5			1	3	1	3	4		450	20,000
1811	Marquette	do	A. E. Vestling	Dept.	1	0	10	7	10	10									2		300	
1812	Marysville	do	C. B. Myers	Dept.	2	0	33	38	0	0					4	1	4	1	4		1,200	25,000
1813	Medicine Lodge	do	E. A. Shepardson	Dept.	1	1	31	44	0	0	10	15			2	1	2	1	4		500	28,000
1814	Melvern	do	O. M. Becker	Dept.	1	0	9	12	0	0	4	3	1	2					3		375	5,000
1815	Miltonvale	do	Miss Ina J. Stilson	Dept.	0	1	1	7	17	29					1	7			1		75	1,650
1816	Minneapolis	do	Charles A. Wagner	Dept.	3	0	41	40	0	0	15	15	4	1	4	6	4	4	4		2,000	17,000
1817	Moline	do	R. V. Anderson	Dept.	2	0	5	17	22	18					0	1			4		380	7,000
1818	Moran	do	C. W. Kline	Dept.	1	1	21	21	0	0					2	6			3		200	10,000
1819	Mound City	do	S. A. Kennedy	Dept.	1	1	21	19	0	0	4	5	3	0	4	2	4	2	3		150	4,000
1820	Moundridge	do	O. D. Carper	Dept.	1	0	15	15	0	0					8	7			2		625	6,000
1821	Mound Valley	do	A. J. Lovett	Dept.	2	1	30	52	0	0	5	8	8	11	3	7	3	7	3		350	3,500
1822	Mulvane	do	Theo. C. Conklin	Dept.	2	0	15	19	0	0	3	2	4	2	5	7	2	3	3		300	7,500
1823	Neodesha	do.*	Miss Louise Stoelzing	Dept.	1	1	23	34	0	0	1	0			2	3	1	0	4		200	
1824	Neosho Falls	do	E. H. Harding	Dept.	2	0	13	36	0	0	1	4	3	3	1	4	1	3	4		300	7,500
1825	Ness City	do	Howard I. Floyd	Dept.	1	0	2	10	0	0					1	3	1	2	2		750	
1826	Netawaka	do	George Allen, jr.	Dept.	1	0	14	15	0	0					0	3			3		300	2,900
1827	New Albany	do.*	M. E. Canty	Dept.	1	0	6	7	49	35									3		160	5,000
1828	Newton	do	D. R. Krehbiel	Dept.	2	2	46	101	0	0			3	3	6	18			3		250	35,000
1829	Norton	Norton County High School.	H. M. Culter	Ind.	3	1	17	44	28	31					4	14	2	10	4		100	
1830	Nortonville	High School	H. L. Miller	Dept.	1	1	20	22	0	0	10	12	3	0	3	3	2	2	4		300	6,000
1831	Oakley	do	G. M. Brown	Dept.	1	0	11	10	32	60	3	1	1	0	1	1	1	0	2		150	5,000
1832	Olathe	do	R. J. Barnett	Dept.	4	1	48	72	0	0					11	16	8	0	3		250	
1833	Olsburg	do	J. L. Brown	Dept.	1	0	4	2	36	38	1	0	1	0	4	2			1		75	5,000
1834	Osage City	do	John Lofty	Dept.	3	0	30	55	0	0	2	2			0	1	0	1	4		1,000	
1835	Osawatomie	do	L. B. Baughman	Dept.	1	2	22	37	0	0					1	4			3			8,000
1836	Osborne	do	J. N. Banks	Dept.	1	2	41	31	0	0	2	1			5	1	2	0	4		325	20,000
1837	Oskaloosa	do	B. E. McProud	Dept.	1	1	8	20	0	0					0	4	0	1	4		400	6,000
1838	Oswego	do	F. P. Hedges	Dept.	2	1	25	50	0	0	3	7	1	2	3	10	0	1	3		476	10,000
1839	Ottawa	do	W. A. La Bar	Dept.	3	4	60	149	0	0					9	30	9	26	3		400	29,000
1840	Oxford	do	Arthur O. Holliday	Dept.	1	0	12	11	0	0	0	1							3		216	4,800
1841	Paola	do	F. A. Allin	Dept.	2	3	35	115	0	0	1	7			3	15	1	8	4			60,000
1842	Parker	do	J. M. Thoroman	Dept.	1	0	4	8	50	58									3		125	1,200

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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—continued.																					
1843	Parkerville	High School*	William Huston	Dept.	1	0	5	3	44	37	....	....	....	....	5	3	....	....	1	....	.....	$1,000
1844	Parsons	do	Miss Louise M. Schaub	Dept.	3	3	84	123	0	0	....	....	....	....	1	3	1	3	4	....	12	.....
1845	Peabody	do	A. H. Bushey	Dept.	1	2	39	69	0	0	....	....	....	....	4	12	4	12	4	....	150	40,000
1846	Phillipsburg	do.*	S. V. Mallory	Dept.	2	0	22	38	0	0	....	....	6	4	2	3	1	3	3	....	300	.....
1847	Pittsburg	Central High School	Arthur G. Chaffee	Dept.	2	5	92	185	0	0	....	....	....	....	6	19	....	....	4	....	600	20,000
1848	Plainville	High School	A. L. Harter	Dept.	1	1	5	23	0	0	0	1	2	0	....	....	....	....	2	....	150	5,000
1849	Pleasanton	do	Miss Florence Wickam, A. M.	Dept.	1	1	16	18	0	0	7	7	2	1	3	3	0	1	3	....	100	12,000
1850	Pleyna	do	Austin Jenkins	Dept.	1	0	4	6	58	49	....	....	....	....	1	4	....	....	1	....	98	2,700
1851	Pratt	do	James H. Beach	Dept.	1	1	21	21	0	0	....	....	....	....	4	0	4	0	4	....	300	12,000
1852	Prescott	do.*	L. E. Bush	Dept.	1	0	10	17	45	52	....	....	5	8	2	5	2	3	2	....	68	2,250
1853	Randall	do	O. M. Chilcott	Dept.	1	0	14	28	28	35	....	....	....	....	3	12	....	....	2	....	130	800
1854	Reading	do	C. J. Burke	Dept.	2	0	5	11	0	0	....	....	....	....	1	4	0	1	3	....	.....	.....
1855	Richmond	do	Wm. F. Rice	Dept.	1	0	4	4	46	43	2	2	....	....	....	....	....	....	3	....	263	2,700
1856	Rosedale	do	R. M. Killian	Dept.	1	1	15	35	0	0	....	....	....	....	1	7	1	2	3	....	40	25,000
1857	Russell	do	Miss Laura J. Finley	Dept.	1	1	16	31	0	0	6	10	8	12	0	8	....	....	4	....	439	.....
1858	Sabetha	do	Isaac B. Morgan	Dept.	1	2	34	53	0	0	....	....	12	15	4	11	4	5	4	....	600	25,000
1859	St. Francis	do	C. M. Kincaid	Dept.	1	0	5	11	58	63	....	....	....	....	....	....	....	....	2	....	50	8,000
1860	St. John	do	M. S. Guyer	Dept.	1	0	10	20	0	0	....	....	....	....	1	0	....	....	3	....	400	20,000
1861	St. Marys	do	A. L. Bell, Ph. B	Dept.	2	0	8	15	0	0	....	....	....	....	1	2	1	2	3	....	300	8,000
1862	Salina	do	Mrs. M. A. Ludlum	Dept.	1	3	62	120	0	0	....	....	....	....	5	15	5	15	4	....	1,000	15,000
1863	Scott	do	E. A. Wyatt	Ind.	1	0	8	12	52	48	....	....	....	....	....	....	....	....	3	....	100	7,000
1864	Scranton	do	John H. Linn	Dept.	1	0	12	33	0	0	3	10	....	....	0	10	0	4	3	....	50	5,000
1865	Sedan	do	J. A. Ferrell	Dept.	2	0	15	28	0	0	2	2	....	....	1	5	0	1	3	....	325	6,500

1866	Sedgwick	do	R. A. Hampshire, M. S.	Dept.	1	1	24	26	0	0	....	....	....	....	4	5	1	2	4	....	1,500	7,000
1867	Selden	do	E. E. Colyer	Dept.	1	0	4	3	24	22	....	....	2	0	4	3	....	....	2	....	.....	3,000
1868	Seneca	do.*	Miss Lydia Orem	Dept.	2	1	12	24	0	0	....	....	....	....	....	....	....	....	4	....	1,400	40,000
1869	Severance	do	C. R. Hewins	Dept.	1	0	21	25	47	51	....	....	....	....	....	....	....	....	2	....	232	8,000
1870	Smith Center	do	H. H. Gerardy	Dept.	2	0	29	52	0	0	1	1	4	0	1	5	1	2	3	....	200	4,000
1871	Solomon	do	Ozetta Marshall	Dept.	0	2	28	42	0	0	....	....	....	....	6	7	....	....	3	....	700	6,000
1872	Springhill	do	E. B. Meyers	Dept.	2	0	15	16	0	0	....	....	....	....	3	3	....	....	3	....	200	10,500
1873	Sterling	do	T. W. Conway	Dept.	3	0	42	67	0	0	....	....	....	....	2	2	2	2	4	....	450	30,000
1874	Stockton	do	O. M. Irelan	Dept.	2	0	28	49	0	0	6	5	....	....	4	7	2	2	4	....	300	3,500
1875	Strong	do	W. W. Austin	Dept.	1	1	5	10	0	0	....	....	....	....	0	2	....	....	3	....	250	5,000
1876	Sylvan Grove	do	H. C. Smith	Dept.	1	0	5	5	55	50	2	2	1	0	2	3	....	....	3	....	125	3,000
1877	Syracuse	do	F. E. Robinson, B. S	Dept.	1	1	0	22	0	0	....	....	....	....	....	....	....	....	3	....	400	10,000
1878	Thayer	do	Sumner Risdon	Dept.	1	0	10	30	0	0	....	....	....	....	3	3	3	3	3	....	150	10,400
1879	Topeka	do	L. D. Whittemore	Dept.	4	15	287	560	0	0	....	....	....	....	23	64	10	30	4	....	250	100,000
1880	Troy	do	J. B. McClure	Dept.	1	1	19	25	0	0	2	4	....	....	2	3	2	2	3	....	150	.....
1881	Valley Center	do	Geo. E. H. Goodner	Dept.	1	0	10	15	0	0	2	3	....	....	....	....	....	....	3	....	300	5,500
1882	Wakeeney	do	John L. Shearer	Dept.	1	2	13	13	0	0	....	....	9	5	0	3	....	....	4	....	600	8,000
1883	Walnut	do.*	W. S. Pate	Dept.	1	1	24	28	0	0	....	....	1	0	1	3	1	0	3	....	300	8,000
1884	Wamego	do	Glen O'Brien	Dept.	1	2	35	41	0	0	....	....	....	....	6	2	1	3	3	....	600	30,000
1885	Washington	do	Geo. A. Funnell	Dept.	2	0	34	49	0	0	1	5	9	0	0	3	0	3	4	....	300	15,000
1886	Waterville	do	R. E. Long	Dept.	1	1	21	16	0	0	....	....	....	....	0	4	0	2	4	....	500	3,000
1887	Wathena	Union High School*	Geo. W. Kinkead	Dept.	1	1	8	22	0	0	....	....	....	....	1	4	1	4	4	....	50	12,000
1888	Waverly	High School	E. C. Pyle	Dept.	1	1	12	25	0	0	2	3	....	....	1	5	1	2	4	....	550	8,000
1889	Weir	do.*	Miss Ada C. Baker	Dept.	1	1	7	22	11	28	0	1	1	0	1	5	1	1	2	....	266	12,000
1890	Wellington	Sumner County High School.	Thos. W. Butcher	Ind.	5	4	165	189	0	0	....	....	....	....	12	16	9	11	4	....	.....	20,000
1891	Wellsville	High School	J. E. Baker	Dept.	1	0	14	15	0	0	....	....	....	....	1	3	....	....	3	....	.....	2,500
1892	Westmoreland	do	H. Z. Ewing	Dept.	1	0	4	13	0	0	1	3	2	0	....	....	....	....	3	....	400	7,000
1893	Wetmore	do	W. H. Keller	Dept.	1	1	11	15	0	0	....	....	....	....	0	3	....	....	3	....	500	10,000
1894	White Cloud	do	C. S. Hambleton	Dept.	1	0	15	11	0	0	....	....	....	....	2	5	....	....	4	....	300	.....
1895	Wichita	do	J. N. Allen	Dept.	6	5	158	292	0	0	....	....	....	....	14	44	4	9	4	....	622	25,000
1896	Williamsburg	do	C. H. Simpson	Dept.	1	0	15	23	0	0	....	....	....	....	2	5	....	....	3	....	250	10,000
1897	Wilson	do	Nathaniel Coover	Dept.	2	0	16	22	0	0	....	....	....	....	5	3	....	....	3	....	100	6,500
1898	Winchester	do	T. L. Swanson	Dept.	1	1	20	25	0	0	3	8	....	....	5	7	2	3	4	....	100	10,000
1899	Winfield	do.*	Schuyler C. Bloss	Dept.	2	2	79	102	0	0	....	....	....	....	8	11	5	3	4	....	1,500	50,000
1900	Yates Center	do	Miss E. Grace Melton	Dept.	1	2	49	65	0	0	12	10	4	5	11	13	3	3	4	....	.....	.....
	KENTUCKY.																					
1901	Adairville	High School*	P. M. Barnes	Ind.	1	1	20	16	61	47	8	0	7	0	....	....	....	....	4	....	315	5,000
1902	Ashland	do	Jas. W. Bradner	Dept.	2	1	36	56	0	0	2	3	0	1	5	9	1	2	4	....	1,000	65,000
1903	Augusta	do.*	E. A. Scott	Dept.	2	0	19	31	0	0	2	3	....	....	2	3	2	2	4	....	.....	.....
1904	Barboursville	Graded High School	G. S. Amis	Dept.	1	0	10	7	0	0	....	....	....	....	....	....	....	....	4	....	.....	3,500
1905	Benton	Seminary	G. H. Wells	Dept.	1	0	8	6	0	0	0	1	0	2	....	....	....	....	2	....	.....	3,000
1906	Blaine	Normal School	G. Milton Elam, Ped. B.	Ind.	1	0	10	10	20	18	....	....	....	....	....	....	....	....	....	....	.....	.....
1907	Boston	Graded School*	S. E. Heizer	Dept.	2	0	15	10	30	25	....	....	....	....	....	....	....	....	4	....	80	1,200
1908	Carlisle	High School	Wm. F. Ramey	Dept.	1	1	21	31	0	0	3	1	3	0	6	5	6	5	3	....	400	20,000
1909	Carrollton	do	B. F. Gabby	Dept.	2	0	18	30	0	0	5	7	....	....	0	2	0	2	3	....	75	25,000
1910	Carrsville	Graded School	W. K. Ragsdale	Dept.	1	0	4	4	50	31	....	....	2	1	1	1	....	....	3	....	125	3,000
1911	Clay City	do.*	D. A. Thomson	Dept.	1	0	8	11	0	0	....	....	....	....	....	....	....	....	....	....	.....	4,000
1912	Cloverport	High School	W. B. Maple	Dept.	1	1	13	15	0	0	1	5	1	7	....	....	....	....	4	....	25	4,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	KENTUCKY—cont'd.																					
1913	Cold Spring	Walnut Hills Seminary	Clarence Teegarten	Dept.	1	0	1	7	34	38	....	....	....	....	0	2	....	....	3	....	50	$8,000
1914	Corydon	High School	A. C. Burton	Dept.	1	1	30	35	0	0	....	....	....	....	5	6	1	1	4	....	300	10,000
1915	Covington	Wm. Grant High School (colored).	F. L. Williams	Dept.	1	1	9	22	0	0	....	....	....	....	....	....	....	....	4	....	50	.....
1916	Crittenden	Graded School	Henry Newton	Ind.	1	1	14	4	45	48	2	0	....	....	....	....	....	....	4	....	69	3,000
1917	Cynthiana	do	C. A. Leonard, A. M	Dept.	1	2	15	33	0	0	1	5	0	2	1	7	1	7	4	....	1,930	10,000
1918	Danville	High School	W. C. Grinstead	Dept.	2	0	9	15	0	0	2	2	7	9	4	6	4	6	2	....	.....	16,000
1919	Dixie	Graded School	W. H. Sugg, A. B	Dept.	1	1	17	18	32	38	....	....	....	....	....	....	....	....	4	....	50	1,500
1920	Dixon	High School	J. V. Poole	Dept.	1	2	30	25	0	0	1	0	....	....	1	1	1	1	3	....	.....	2,000
1921	East Point	Graded School	G. B. Sturgell	Dept.	1	0	13	9	68	51	....	....	....	....	....	....	....	....	....	....	.....	.....
1922	Elizabethtown	High School	E. E. Olcott	Dept.	1	1	15	20	0	0	....	....	....	....	0	2	0	2	3	....	200	8,000
1923	Elizaville	Willow Dell Academy	James H. McGolman, B. Ped.	Dept.	1	0	6	13	35	30	....	....	....	....	....	....	....	....	2	....	.....	1,500
1924	Elkton	High School	H. L. Trimble	Dept.	1	0	3	12	0	0	3	7	....	....	1	4	....	....	2	....	300	15,000
1925	Fallsburg	Normal High School	J. H. Ekers	Dept.	1	0	32	19	32	42	....	....	8	2	....	....	....	....	....	....	.....	600
1926	Falmouth	Graded School	E. B. Buffington	Dept.	1	1	13	22	0	0	....	....	5	5	0	7	0	5	4	....	.....	10,000
1927	Farmington	Institute	M. F. Staten and W. D. Dodds.	Ind.	1	0	15	8	0	0	....	....	....	....	....	....	....	....	4	....	.....	2,000
1928	Flemingsburg	Graded High School	T. A. Luman	Dept.	2	0	28	34	0	0	3	0	0	2	8	9	4	1	3	....	20	30,000
1929	Ford	Graded School	James W. Park	Dept.	1	0	1	5	89	115	0	5	1	1	....	....	....	....	1	....	.....	2,500
1930	Fordsville	Graded High School	L. W. Godsey	Dept.	3	0	39	33	0	0	....	....	3	5	16	15	3	5	4	36	400	4,000
1931	Frankfort	Clinton Street High School (colored).	Wm. H. Mayo	Dept.	1	3	13	29	0	0	....	....	....	....	3	10	1	3	3	....	153	16,000
1932	do	High School	George C. Downing	Dept.	1	3	43	65	0	0	10	18	14	10	3	10	1	2	3	....	.....	.....

1933	Fulton	Carr Institute*	C. W. Oldham	Dept..	1	2	25	50	0	0	....	....	....	....	1	5	1	3	2	....	40	.....
1934	Ghent	Graded School*	H. S. McCreary	Ind...	1	0	10	10	40	50	....	....	....	....	....	....	....	....	3	....	.....	4,000
1935	Glendeane	Utopia College*	Joel H. Pile	Ind...	1	0	12	13	41	55	....	....	3	4	....	....	....	....	....	....	400	1,500
1936	Grand Rivers	High School	W. C. Canterbury	Dept..	1	0	5	5	60	73	....	....	....	....	....	....	....	....	2	....	100	5,000
1937	Greensburg	Academy	Geo. W. Peck	Dept..	2	1	20	23	0	0	5	8	4	2	....	....	....	....	4	....	250	6,000
1938	Greenup	Graded School	Geo. W. Chapman	Dept..	1	1	11	26	0	0	1	1	....	....	....	....	....	....	4	....	500	4,850
1939	Greenville	Seminary	P. G. Shaver	Dept..	3	0	35	45	0	0	5	5	....	....	2	7	2	3	3	....	300	10,000
1940	Harrodsburg	High School	Chas. W. Bell	Dept..	1	1	25	18	0	0	....	....	....	....	5	5	....	....	3	....	200	12,000
1941	Hartford	College and Business Institute.*	T. J. Morton	Dept..	3	2	60	38	0	0	....	....	....	....	11	2	....	....	4	....	200	10,000
1942	Hawesville	High School	Nathan T. Groves	Dept..	1	0	9	17	0	0	....	....	....	....	....	....	....	....	4	....	.....	8,000
1943	Henderson	....do	W. W. Agnew	Dept..	1	4	36	63	0	0	....	....	....	....	2	1	....	....	4	....	308	14,000
1944	Hickman	College	J. C. Cheek	Dept..	1	2	16	22	0	0	....	....	....	....	....	....	....	....	3	....	400	1,200
1945	Hiseville	High School*	W. T. Scott	Dept..	1	2	26	31	36	33	2	2	8	7	....	....	....	....	3	....	.....	3,000
1946	Hopkinsville	....do	Livingstone McCartney	Dept..	1	6	27	84	0	0	....	....	....	....	5	6	3	4	3	....	1,800	25,000
1947	Lagrange	Funk Seminary*	Jno. W. Selph	Dept..	1	1	19	24	0	0	3	5	4	0	7	11	5	9	4	....	300	10,000
1948	Lamasco	Academy	D. F. Brightwell	Dept..	1	1	7	8	0	0	....	....	....	....	....	....	....	....	4	....	.....	.....
1949	Lawrenceburg	Graded School	H. V. Bell	Dept..	1	2	16	10	0	0	....	....	....	....	1	3	....	....	2	....	.....	3,000
1950	Lexington	Dudley High School	J. R. Graves	Dept..	1	8	117*	143	0	0	6	5	8	7	14	12	14	12	2	....	200	40,000
1951	....do	Johnson School No. 4	Ernest B. Bradley	Dept..	1	7	17	39	0	0	5	15	8	10	8	16	5	9	2	....	254	32,500
1952	....do	Russell High School (colored).	G. P. Russell	Dept..	3	1	19	40	0	0	....	....	....	....	7	9	....	....	2	....	100	.....
1953	Louisa	High School	Charles C. Hill	Dept..	1	0	14	13	0	0	....	....	....	....	....	....	....	....	....	....	250	8,000
1954	Louisville	Boys' High School	Reuben P. Halleck	Dept..	13	0	381	0	0	0	98	0	10	0	42	0	18	0	4	....	2,000	.....
1955	....do	Central High School (colored).	Faustin S. Delany	Dept..	8	1	65	184	0	0	....	....	....	....	4	24	....	....	4	....	.....	.....
1956	....do	Girls' High School	W. H. Bartholomew	Dept..	1	22	0	753	0	0	0	7	....	....	0	77	0	7	4	....	2,207	124,665
1957	....do	Manual Training High School.	Harry G. Brownell	Dept..	14	0	268	0	0	0	....	....	12	0	20	0	12	0	4	....	850	135,000
1958	Ludlow	High School*	Frank Appel	Dept..	1	2	20	33	0	0	2	1	....	....	4	2	2	1	4	....	.....	52,500
1959	Magnolia	Classical and Normal College.	——— Carleton	Dept..	1	0	3	4	32	36	....	....	....	....	....	....	....	....	....	....	.....	1,200
1960	Maysville	High School*	D. C. Hutchins and Miss Fannie I. Gordon.	Dept..	1	1	24	32	30	25	....	....	....	....	5	7	....	....	3	....	250	17,000
1961	Middlesboro	Central High School	Miss Hattie Brosheer	Dept..	1	2	14	21	0	0	....	....	....	....	0	3	0	1	4	....	300	3,000
1962	Minerva	Male and Female College.	C. K. Dickey, A. B	Dept..	1	0	4	8	38	38	....	....	....	....	0	1	....	....	4	....	250	2,000
1963	Mount Sterling	High School	H. M. Gunn	Dept..	1	2	11	22	0	0	....	....	....	....	....	....	....	....	4	....	206	18,000
1964	Murray	Institute	——— Read	Dept..	2	1	50	50	0	0	5	10	1	0	....	....	....	....	4	50	150	12,000
1965	Newport (Station B).	Bellevue High School	F. S. Alley, supt	Dept..	2	0	27	29	0	0	....	....	3	2	0	9	0	2	3	....	1,200	50,000
1966	Newport (Dayton).	Dayton High School	Miss Mary McVean	Dept..	0	3	33	48	0	0	....	....	....	....	4	11	....	....	3	....	200	34,000
1967	Newport (Fort Thomas).	Highlands High School	C. J. Hall	Dept..	1	0	17	24	0	0	....	....	....	....	0	3	....	....	4	....	170	12,000
1968	Nicholasville	High School	R. G. Lowrey	Dept..	1	0	13	8	....	....	2	0	6	3	0	2	0	2	4	....	.....	10,000
1969	Owensboro	....do	W. H. Stuart	Dept..	3	6	76	100	0	0	....	....	....	....	12	12	2	0	4	....	300	75,000
1970	....do	Western High School (colored).	C. C. Monroe	Dept..	2	1	20	34	0	0	....	....	....	....	0	3	0	3	4	....	250	.....
1971	Paducah	High School	C. A. Norvell	Dept..	1	3	48	86	0	0	....	....	4	8	5	19	2	3	3	....	600	100,000
1972	....do	Lincoln High School (colored).	Edward W. Benton	Dept..	1	0	11	19	0	0	....	....	....	....	5	3	....	....	3	....	.....	.....

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	KENTUCKY—cont'd.																					
1973	Paris	High School (colored)	J. C. Graves	Dept..	1	1	10	20	0	0	2	4	....	....	2	5	1	2	4	....	700	$30,000
1974	Richmond	Caldwell High School*	H. H. Brock	Dept..	2	1	21	43	0	0	5	15	5	0	2	10	1	3	3	....	600	22,000
1975	Rochester	High School	C. B. Pittman	Dept..	1	0	5	3	79	58	....	....	4	3	....	....	....	....	1	....	50	2,000
1976	Russell	....do	Miss Annie M. Davidson.	Dept..	0	1	15	26	0	0	....	....	....	....	....	....	....	....	....	....	....	....
1977	Scottsville	Seminary*	J. V. Chapman	Dept..	1	0	5	3	65	88	....	....	....	....	....	....	....	....	....	....	30	1,800
1978	Shelbyville	High School	Geo. L. Sampson, M. A.	Dept..	1	2	32	16	0	0	8	2	4	0	2	3	....	....	4	....	....	10,000
1979	Somerset	....do	Miss Katharine Keife	Dept..	0	1	10	30	0	0	3	5	....	....	1	6	0	2	3	....	100	30,000
1980	Upton	Uptonville Institute	C. W. Matthis, A. M.	Dept..	2	2	75	60	0	0	10	6	12	0	....	....	....	....	....	....	1,000	1,800
1981	Vanceburg	High School	T. M. Games	Dept..	2	1	38	39	0	0	....	....	....	....	....	....	....	....	4	....	....	5,000
1982	Vernon	....do	J. A. White	Dept..	1	1	12	17	36	41	3	5	7	4	....	....	....	....	....	....	....	....
1983	Vinegrove	....do	C. E. Bunnell	Dept..	1	0	7	6	0	0	....	....	....	....	2	1	....	....	1	....	....	1,000
1984	Willard	Graded School	S. T. Pennington	Dept..	1	0	1	5	69	55	....	....	....	....	....	....	....	....	....	....	100	3,000
1985	Williamstown	....do	Chas. W. Strother	Dept..	1	1	19	20	0	0	....	....	5	1	3	3	1	0	4	....	150	14,000
1986	Wingo	....do	W. H. Lugg	Dept..	1	0	24	8	33	66	0	6	1	2	....	....	....	....	3	....	150	2,500
	LOUISIANA.																					
1987	Alexandria	High School	A. M. Hendon	Dept..	2	1	23	23	0	0	1	0	....	....	1	0	1	0	4	....	....	5,000
1988	Amite	....do	Robt. L. Menuet	Dept..	1	0	6	20	7	8	4	2	1	0	1	1	1	1	4	....	100	2,500
1989	Bastrop	Morehouse High School	Thomas E. Sanders	Dept..	2	0	12	23	0	0	....	....	....	....	2	8	1	4	4	....	300	10,000
1990	Chenevville	High School	Thomas W. Dale	Dept..	1	0	10	10	50	35	....	....	....	....	....	....	....	....	2	....	50	500
1991	Clinton	....do	Mrs. S. E. Munday	Dept..	0	1	2	6	32	27	....	....	....	....	0	1	....	....	....	....	....	....
1992	Colfax	High School and College*	H. B. Hines	Dept..	1	0	6	10	47	42	2	3	....	....	....	....	....	....	4	....	50	1,000
1993	Coushatta	Male and Female College.	H. C. Joyner	Dept..	1	1	35	43	0	0	....	....	....	....	1	1	0	1	4	....	....	2,500

1994	Downsville	High School	O. B. Staples	Dept.	1	0	5	16	0	0	8	8	5	7	3	5	2	0	4	....	100	5,000
1995	Fort Jesup	Sabine Central High School.	C. C. Lewis	Dept.	2	0	15	25	45	45	3	5	....	....	....	....	....	....	4	....	25	3,000
1996	Franklin	St. Mary Central High School.*	C. A. Ives	Dept.	2	0	15	11	0	0	3	5	....	....	....	....	....	....	4	....	300	7,000
1997	Grandcane	High School*	A. S. Dale	Ind.	1	3	17	25	53	45	....	....	....	....	....	....	....	....	3	....	200	4,000
1998	Hammond	High and Graded School.	Benj. R. Crandall	Dept.	1	2	20	32	0	0	....	....	2	0	....	....	....	....	4	....	559	7,000
1999	Jena	Seminary and Catahoula High School.*	R. E. Bobbitt	Dept.	1	1	9	10	50	36	....	....	0	3	0	3	0	3	3	....	50	1,500
2000	Lafayette	High School	W. A. LeRosen	Dept.	1	1	13	9	0	0	....	....	....	....	....	....	....	....	3	....	30	4,000
2001	Lake Charles	Central High School	James N. Yeager	Dept.	2	4	34	72	0	0	....	....	3	10	....	....	....	....	4	....	300	.....
2002	Logansport	High School	A. W. Meadows	Dept.	1	0	12	17	0	0	2	1	....	....	....	....	....	....	3	....	.....	2,000
2003	Mansfield	Central High School	I. J. Vaughan	Dept.	1	1	8	20	0	0	....	....	....	....	0	7	....	....	4	....	.....	3,000
2004	Monroe	Ouachita High School	D. B. Showalter	Dept.	1	4	17	45	0	0	....	....	....	....	1	3	1	0	4	....	800	70,000
2005	Montgomery	High School*	Jno. C. Roberts	Dept.	1	2	30	32	0	0	5	6	2	0	....	....	....	....	3	....	.....	3,000
2006	New Iberia	do	W. B. Hale	Dept.	2	2	30	33	0	0	....	....	....	....	4	4	4	4	4	....	750	40,000
2007	New Orleans	McDonough High School No. 1, Boys.	Frank W. Gregory	Dept.	12	1	279	0	0	0	....	....	....	....	40	0	....	....	3	....	2,000	.....
2008	do	McDonough High School No. 2, Girls.	Miss Harriet A. Suter	Dept.	0	16	0	394	0	0	0	12	....	....	0	65	....	....	4	....	1,000	.....
2009	do	McDonough High School No. 3, Girls.	Miss Eugenie Suydam	Dept.	0	12	0	245	0	0	....	....	....	....	0	69	....	....	4	....	1,500	20,000
2010	do	Southern University and Agricultural and Mechanical College High School (colored).	H. A. Hill	Dept.	3	2	23	50	0	0	....	....	....	....	10	11	2	5	4	....	3,953	65,533
2011	Opelousas	St. Landry High School	E. F. Gayle	Dept.	3	2	64	91	0	0	....	....	12	8	4	16	3	7	4	40	800	25,000
2012	Patterson	High School	Alvin Covert, L. I	Dept.	1	0	3	8	17	12	....	....	1	2	1	3	1	2	3	....	100	6,000
2013	Plaquemine	do	A. G. Singletary	Dept.	1	1	17	15	0	0	....	....	....	....	....	....	....	....	4	....	.....	.....
2014	Robeline	do.*	J. F. Welch	Dept.	1	1	20	27	0	0	2	1	1	0	3	1	3	1	4	....	216	7,000
2015	Ruston	Graded High School	T. R. Hardin	Dept.	2	1	30	50	0	0	....	....	....	....	0	2	0	2	2	....	20	5,000
2016	St. Francisville	High School	J. N. Anglin	Dept.	1	0	10	7	53	36	....	....	1	0	2	2	....	....	2	....	125	2,500
2017	Shiloh	do	J. B. Still	Dept.	1	0	8	7	15	13	....	....	....	....	....	....	....	....	....	....	.....	.....
2018	Shreveport	Central High School	C. E. Byrd	Dept.	4	1	34	56	0	0	....	....	....	....	3	5	2	3	3	....	500	.....
2019	Vidalia	High School	Miss I. Montgomery	Dept.	0	1	7	8	19	24	2	3	2	6	....	....	....	....	4	....	25	3,500
2020	Winnsboro	do	B. S. Landis	Dept.	1	1	20	20	0	0	2	3	....	....	5	5	2	3	3	....	60	2,500
	MAINE.																					
2021	Addison	High School*	Fred. U. Ward	Dept.	1	0	18	22	8	8	1	1	1	1	....	....	....	....	....	....	.....	1,500
2022	Alfred	High School	G. E. Bradbury, jr	Dept.	1	0	14	14	0	0	4	3	1	0	1	5	1	1	4	....	500	2,000
2023	Andover	do	Miss Flora Gilbert	Dept.	0	1	8	24	23	45	2	1	....	....	3	5	2	1	4	....	.....	1,500
2024	Anson	Garfield High School	Frank W. Jackson	Dept.	1	0	8	11	67	47	2	2	....	....	....	....	....	....	4	....	.....	3,000
2025	Ashland	High School	Harry F. Wiley	Dept.	1	1	6	8	14	27	....	....	....	....	1	6	....	....	4	....	40	8,000
2026	Augusta	Cony Free High School	C. F. Cook	Dept.	2	4	63	89	0	0	9	7	3	1	13	18	4	2	4	....	648	25,000
2027	Bangor	High School	Henry K. White, A. M.	Dept.	6	7	147	225	0	0	25	40	10	3	15	32	7	9	4	110	500	3,500
2028	Bar Harbor	do	Arthur M. Thomas, A. M.	Dept.	1	3	22	25	0	0	1	2	3	0	2	5	1	0	4	....	75	10,000
2029	Baring	do	Charles J. Ross	Dept.	1	0	7	11	9	4	1	0	....	....	0	3	0	3	4	....	.....	3,000
2030	Bath	do	H. E. Cole	Dept.	4	2	83	117	0	0	12	14	....	....	12	18	5	3	4	....	900	25,000
2031	Belfast	do	W. R. Howard	Dept.	1	3	40	61	0	0	1	3	2	0	7	11	1	1	4	....	35	.....
2032	Berry Mills	do.*	Ernest Holman	Dept.	1	0	10	5	5	8	1	1	....	....	....	....	....	....	....	....	.....	1,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.									
											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		
	MAINE—continued.																							
2033	Berwick	Sullivan High School	E. L. Haynes	Dept.	1	1	18	35	0	0	4	9	.....	.....	4	3	2	1	4	....	50	$15,000		
2034	Biddeford	High School	Harry H. Burnham	Dept.	2	3	59	103	0	0	10	5	5	0	10	21	1	2	4	....	.....	65,000		
2035	Bingham	.....do	Miss Bertha M. Pitts	Dept.	0	1	10	11	0	0	.....	.....	.....	.....	3	1	.....	.....	3	....	.....	.....		
2036	Boothbay	Center High School*	Miss Lenora Bessey	Dept.	0	1	7	13	0	0	.....	.....	.....	.....	1	2	.....	.....	4	....	.....	.....		
2037	Boothbay Harbor	High School *	Wendell P. McKown	Dept.	1	1	15	50	0	0	.....	.....	.....	.....	1	5	1	4	4	....	252	3,500		
2038	Bowdoinham	.....do	Ernest L. Palmer, A. B	Dept.	1	1	24	26	0	0	7	6	.....	.....	8	6	3	2	4	....	60	3,000		
2039	Bradley	.....do.*	Miss Olive Buck	Dept.	0	1	5	3	50	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....		
2040	Brewer	.....do	Harlan M. Bisbee	Dept.	1	1	33	45	0	0	8	2	2	0	7	11	7	11	4	....	.....	.....		
2041	Bridgewater Center.	Bridgewater High School.	Miss Mary G. Lemont	Dept.	0	1	0	7	17	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	7,000		
2042	Bridgton	High School	Charles True Stone	Dept.	1	2	31	33	0	0	6	5	1	0	7	8	3	3	4	....	300	8,000		
2043	Brooklin	.....do	John F. Hooper	Dept.	1	0	2	7	5	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....		
2044	Brooks	.....do	O. E. Haney and Albert Jones.	Dept.	1	0	24	20	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	900		
2045	Brownville	.....do.*	B. M. Clough	Dept.	1	0	16	15	0	0	5	0	.....	.....	.....	.....	.....	.....	4	....	20	5,000		
2046	Brunswick	.....do	Charles Fish	Dept.	1	4	53	50	0	0	20	4	0	3	6	13	5	3	4	....	300	40,000		
2047	Buckfield	.....do	Fred. A. Robinson	Dept.	1	0	7	5	10	14	.....	.....	.....	.....	.....	.....	.....	.....	4	....	.....	4,000		
2048	Buxton Center	Buxton High School	J. M. Hill	Ind	1	1	7	24	0	0	2	0	.....	.....	0	3	.....	.....	4	....	150	1,500		
2049	Calais	High School	HerbertS. Philbrick, A.B	Dept.	2	2	39	71	0	0	.....	.....	.....	.....	3	18	2	7	4	....	200	5,000		
2050	Camden	Megunticook High School	Chester B. Allen	Dept.	1	2	32	40	0	0	7	11	3	2	2	7	2	3	4	....	150	9,000		
2051	Canaan	High School	C. M. Lancaster	Dept.	1	0	10	20	0	0	1	0	5	10	.....	.....	.....	.....	4	....	150	.....		
2052	Canton	.....do	Verne M. Whitman	Dept.	1	0	8	12	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	....	99	.....		
2053	Caribou	.....do	W. P. Hamilton	Dept.	1	2	24	51	0	0	7	8	1	0	6	4	3	2	4	....	270	20,000		
2054	Castine	.....do	Miss Anna C. Witherle	Dept.	0	2	14	11	0	0	.....	.....	1	0	0	2	.....	.....	4	....	.....	.....		

2055	China	do	Miss Olive A. Gould	Dept.	0	1	8	15	0	0	0	1											
2056	Clinton	do.*	E. E. Libbey	Dept.	1	0	7	21	38	36			2	5	8	6			4				3,500
2057	Columbia Falls	do	E. T. Cushman	Dept.	1	0	6	10	9	3												30	700
2058	Corinna	Union Academy*	W. F. Miner, A. B	Dept.	1	1	17	26	0	0	1	8	2	0	3	4			4				2,500
2059	Cornish	High School	Stephen Rounds, A. B	Dept.	1	1	19	21	0	0	15	17	1	0	3	4	3	4	4				
2060	Danforth	do	E. L. Bartlett	Dept.	1	1	22	24	0	0					6	9	0	2	4				1,800
2061	Deer Isle	McKinley High School	John F. Brackett, A. B	Dept.	1	0	16	16	0	0	2	1	1	0					4				2,000
2062	Dennysville	High School	I. F. Burton	Dept.	1	0	14	10	34	33	1	1	2	3	0	2			4				
2063	Dexter	do.*	W. S. Brown	Dept.	1	2	35	45	0	0	6	6			4	4	3	0	4				15,000
2064	Dixmont	do	Selden W. Peabody	Dept.	1	0	25	22	0	0													
2065	Dover	English High School	Whitney J. Rideout	Dept.	1	1	25	33	0	0			3	3	2	4			4				18,000
2066	Eastport	Boynton High School	J. B. Merrill, A. M	Dept.	1	2	37	61	0	0	2	2	1	1	5	9			4		215		5,200
2067	Ellsworth	High School	W. H. Dresser	Dept.	3	1	53	68	0	0	5	8			9	14	1	2	4		200		3,000
2068	Fairfield	do	W. Francis Kenrick	Dept.	1	1	21	42	0	0	3	3			3	9	1	2	4		225		6,000
2069	Farmington	do	Chas. M. Pennell, A. B	Dept.	1	3	56	52	0	0	8	2	4	0	5	4	3	0	4		200		12,000
2070	Fort Fairfield	do	F. C. Mitchell	Ind.	1	2	32	63	0	0	2	6	3	4	3	9	3	4	4		100		
2071	Freeport	do	Will O. Hersey, A. B	Dept.	1	2	40	44	0	0	5	3	1	0	5	8	0	2	4				11,000
2072	Gardiner	do.*	W. L. Powers	Dept.	1	0	6	9	0	0					2	2			4				
2073	Georgetown	do	Miss Hayes	Dept.	0	1	10	12	0	0			1	0									
2074	Gorham	do	Leon O. Glover, A. M	Dept.	1	1	45	36	0	0	11	5	3	0	11	4	7	2	4		210		16,500
2075	Greenville	do.*	Leon Newton	Dept.	1	0	13	12	7	6					2	1			4		40		700
2076	Guilford	do	Geo. W. Snow, A. M	Dept.	1	1	22	31	0	0	2	1	4	2	3	8	0	2	4		750		20,000
2077	Hallowell	do	Clarence W. Stowell, B. Ph.	Dept.	1	2	35	49	0	0	2	1	1	1	7	6	3	2	4		156		8,000
2078	Harmony	do	James E. Lombard	Dept.	1	0	14	15	0	0									2				
2079	Harrington	do.*	B. E. Packard	Dept.	1	0	20	20	0	0									4				2,500
2080	Hartland	Academy*	F. W. C. Wiggin	Dept.	1	1	20	30	40	50	8	14	2	4					4		160		3,000
2081	Hodgdon	High School	L. E. Carter	Dept.	1	0	9	15	0	0													
2082	Island Falls	do	S. L. Merriman, A. B	Dept.	1	1	25	14	5	6	4	2	2	0	2	3	2	2	4		700		2,500
2083	Jonesport	do	H. C. Wilbur	Dept.	1	0	7	17	12	20									4				7,500
2084	Kenduskeag	do	Walter M. Oakman	Dept.	1	0	4	12	9	5													1,200
2085	Kennebunk	do	Melville C. Freeman	Dept.	1	1	27	34	0	0	2	0	4	0	5	9	3	0	3		40		10,000
2086	Kennebunkport	do	H. E. Marston	Dept.	1	0	10	22	0	0	1	1			0	9	0	3	3				4,000
2087	Kittery	do	D. M. Stewart	Dept.	1	1	26	30	0	0	5	7			9	6			4				2,000
2088	Lagrange	do	Miss Isabel Jordan	Dept.	0	1	3	6	10	12					3	6							
2089	Lewiston	Jordan High School	John M. Nichols	Dept.	2	5	106	138	0	0	35	31	2	2	15	20	12	12	4				
2090	Liberty	High School*	Miss Nellie R. Carroll	Dept.	0	1	20	8	5	6									4		10		2,000
2091	Limerick	Academy	Wm. A. Harthorne	Dept.	1	2	22	24	0	0	3	2	1	0					4		40		2,500
2092	Limestone	High School	W. O. Chase	Dept.	1	0	3	8	22	17													2,000
2093	Lincoln	Mattanaweook Academy	N. R. Smith	Dept.	1	1	12	29	0	0									4		70		2,000
2094	Lisbon	High School	A. E. Linscott	Dept.	1	1	8	17	0	0	4	0			2	2	2	0	4		25		10,000
2095	Lisbon Falls	do	Leander H. Moulton	Ind.	1	1	25	27	0	0					3	4	1	0	4				7,000
2096	Livermore Falls	do	J. M. Pike	Dept.	1	1	18	28	0	0	6	7			4	5	1	1	4		300		25,000
2097	Lubec	Bennet High School	Oscar C. Merrill	Dept.	1	1	15	22	0	0	2	3	1	0	2	5			4		175		6,500
2098	Machias	High School	D. Lyman Wormwood	Dept.	1	1	28	49	0	0					3	4	0	1	4	28	450		
2099	Madison	do.*	E. M. Tucker	Ind.	1	1	14	36	0	0	5	1	4	0	2	1	2	1	4		25		15,000
2100	Mechanic Falls	do	Alton C. Wheeler, A. B	Dept.	1	1	10	28	15	21	9	10			3	3	1	3	4		90		4,500
2101	Mexico	do.*		Dept.	1	0	6	0	64	40									4		100		5,000
2102	Millbridge	do	Arthur W. Lowe	Dept.	1	0	10	11	0	0					4	7			4		30		2,000
2103	Milo	do	Ernest E. Morse	Dept.	1	1	18	32	0	0	0	5	1	0	2	6	1	1	4		74		8,000
2104	Mount Desert	do	Everett W. Ober	Dept.	1	0	5	7	0	0									4				

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	MAINE—continued.																					
2105	Newfield	High school	—— Palmer	Dept..	1	0	7	11	3	9	2	0	....	....	....	....	....	....	4	....	.....	$5,200
2106	Newport	.....do	E. P. Dyer	Dept..	1	0	18	18	20	22	....	....	....	....	0	1	....	....	4	....	.....	3,000
2107	New Portland	.....do	Miss Cora R. Parsons	Ind...	0	2	20	31	0	0	....	....	....	....	....	....	....	....	4	....	.....	1,000
2108	New Vineyard	.....do	J. A. Burton	Dept..	1	0	6	14	14	13	....	....	....	....	1	4	....	....	4	....	.....	.....
2109	North Berwick	.....do	J. W. Stone	Dept..	1	1	9	17	0	0	0	3	....	....	1	2	....	....	4	....	250	2,000
2110	North Isleboro	.....do.*	Walter P. Clarke	Dept..	1	0	20	18	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
2111	North Livermore	.....do	H. A. Blake	Dept..	1	0	4	7	16	18	....	....	....	....	....	....	....	....	....	....	25	.....
2112	Norway	.....do.*	Albert M. Rollins	Dept..	1	2	44	47	0	0	11	3	18	20	5	8	0	1	4	....	300	.....
2113	Oakland	.....do	Frederic L. Tapley	Dept..	1	1	25	25	0	0	1	2	5	2	4	1	....	....	4	....	.....	12,000
2114	Old Orchard	.....do	R. D. Fairfield	Dept..	1	0	3	11	0	0	....	....	....	....	2	1	....	....	3	....	.....	.....
2115	Oldtown	.....do	Harry T. Watkins	Dept..	1	3	23	60	0	0	5	3	6	24	9	5	7	0	4	....	42	2,400
2116	Orono	.....do	Harry S. Rowe	Dept..	1	1	21	41	0	0	....	....	11	7	4	5	4	5	4	....	200	5,000
2117	Orrington	.....do.*	J. O. Whitcomb	Dept..	1	0	17	23	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
2118	Oxford	.....do	B. M. Clough	Dept..	1	1	13	15	8	8	....	....	....	....	....	....	....	....	4	....	30	2,500
2119	Palermo	.....do.*	Harry E. Pratt	Dept..	2	0	16	24	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
2120	Patten	Academy*	Herbert N. Gardner, A.B.	Dept..	1	1	21	41	0	0	2	3	2	0	5	7	3	4	4	....	105	12,000
2121	Pembroke	High School	Miss Kate H. Pattangall	Dept..	0	2	16	32	2	4	....	....	2	0	....	....	....	....	4	....	80	3,000
2122	Phillips	.....do	F. S. Simonton	Dept..	2	1	27	27	0	0	4	6	....	....	7	4	....	....	4	....	.....	10,000
2123	Portland	.....do	Albro E. Chase	Dept..	6	14	268	275	0	0	....	....	....	....	53	47	17	3	4	132	2,100	90,000
2124	Presque Isle	.....do	J. E. Roberts, B.A	Dept..	1	2	42	48	0	0	6	3	6	0	5	6	1	0	4	....	.....	25,000
2125	Princeton	.....do	J. L. Thompson, jr	Dept..	1	0	12	26	0	0	....	....	....	....	0	2	....	....	4	....	.....	.....
2126	Richmond	.....do	E. C. Megquier	Dept..	1	1	20	28	0	0	5	5	....	....	0	7	0	2	4	....	500	4,000
2127	Rockland	.....do	L. E. Moulton	Dept..	2	3	68	104	0	0	11	6	20	0	14	18	2	3	4	....	500	15,000

2128	Rockport	do	R. N. Millett	Dept.	1	1	17	15	0	0					3	4			3		250	
2129	Rumford Falls	do	Charles W. Cary	Dept.	1	2	23	37	0	0	0	1	4	2	1	5			4		450	15,000
2130	Sabattus	do	Irving C. Foss	Dept.	1	1	14	16	0	0	2	1	2	0	2	2			4			6,000
2131	St. Albans	do	J. E. Bragg	Dept.	1	1	27	37	0	0									2			1,500
2132	Sanford	Longfellow High School	Harry E. Bryant	Dept.	1	1	15	20	0	0	4	11	2	4					4		200	25,000
2133	Sangerville	High School		Dept.	1	1	10	16	12	20					0	3			4		75	
2134	Scarboro	do	Fred Moulton	Ind.	1	0	13	15	0	0			2	3					4		25	2,500
2135	Searsport	do	Milton P. Dutton	Dept.	1	1	18	15	9	13					1	5	1	5	3			20,000
2136	Shapleigh	Lindsey High School	G. E. Bradbury	Dept.	2	1	20	12	0	0					2	1			4			2,500
2137	Sherman Mills	High School	Clifton E. Wass	Dept.	1	1	17	25	21	25									3		150	700
2138	Skowhegan	do	Wm. L. Bonney	Dept.	3	2	59	68	0	0	4	10	1	3	18	12	3	8	4		230	13,000
2139	South Norridgewock	do	Moses B. Corliss	Dept.	1	1	14	29	0	0	0	3	3	0					4		200	3,500
2140	South Paris	do.*	L. P. Gerrist	Dept.	1	1	30	40	0	0	8	4			6	7	2	4	4			
2141	South Thomaston	do	Wm. H. Crafts	Dept.	1	0	6	24	0	0									4			800
2142	South Windham	Frederick Robie High School.*	Roscoe L. Mitchell	Dept.	1	0	7	8	30	40	0	1			3	4	0	1	2		40	3,500
2143	Spragues Mill	Easton High School	C. J. Richards	Dept.	1	1	10	15	30	30					0	2			4		120	
2144	Springfield	Normal School*	A. W. Snare, A. B	Dept.	1	2	30	38	5	7	0	1			2	3			4		190	4,800
2145	Springvale	Lincoln High School*	Frank G. Davis	Dept.	1	1	13	29	0	0	0	2	2	0	0	8	0	1	4		13	2,500
2146	Steuben	High School*	Frank Plumstead	Dept.	1	0	6	6	15	21												
2147	Stonington	do	C. M. Teague	Dept.	1	0	14	25	0	0					0	5			4		55	3,000
2148	Strong	do.*	H. E. Marston	Dept.	1	0	16	13	0	0					2	0			4			
2149	Tenants Harbor	St. George High School	Arthur I. Stuart	Dept.	1	0	17	32	0	0					1	3			4			4,525
2150	Thomaston	High School	Albert S. Cole	Dept.	1	1	26	47	0	0	1	2			3	4			4		200	4,000
2151	Topsham	do	John A. Cone, A. B	Dept.	1	1	25	40	0	0	3	2	1	0					4		155	10,000
2152	Tremont	do	Clarence A. Dow	Dept.	1	0	8	10	12	16									4			
2153	Turner Center	Leavitt Institute	Leland A. Ross, A. B	Dept.	1	4	40	52	10	12	6	7	5	0	10	7	2	0	4		500	13,000
2154	Union	High School	Walter P. Clarke	Dept.	1	0	16	12	10	16									4			2,000
2155	Vanceboro	do	Miss Nellie B. Michels	Dept.	0	1	4	13	0	0									4			
2156	Vinalhaven	do	Frank E. Briggs	Dept.	1	1	7	20	0	0	0	2			2	2			4		20	8,000
2157	Waldoboro	do	H. H. Randall	Dept.	2	0	32	58	0	0					4	5			4		200	2,000
2158	Warren	do.*	F. E. Russell	Dept.	1	1	20	30	16	16					0	8			4		60	4,000
2159	Waterboro Center	Waterboro High School	Chas. L. Clement, A. B	Dept.	1	0	16	22	0	0	4	3			4	3	2	2	4		200	
2160	Waterville	High School	John E. Nelson	Dept.	2	4	58	75	0	0	17	19	18	0	11	17	11	17	4		400	25,000
2161	Wells	do	George F. Parsons	Dept.	1	1	19	22	0	0									4		65	
2162	Westbrook	do.*	Frederick W. Freeman, A. M.	Dept.	1	4	66	75	0	0	12	9	3	0	9	13	3	2	4			
2163	West Buxton	Hollis High School	L. M. Harmon	Dept.	1	0	18	16	0	5					0	1			4		55	
2164	Windham Center	Windham High School	Clarence W. Proctor, A. B.	Dept.	1	1	19	23	0	0			1	0	5	6	1	0	4			800
2165	Winslow	High School	Alfred S. Goody	Dept.	1	0	19	8	0	0									4		30	1,000
2166	Winter Harbor	do.*	Sumner P. Mills	Dept.	1	0	18	20	0	0	2	1							3		100	2,000
2167	Winthrop	do	Charles E. Sawtelle	Dept.	1	1	26	27	0	0	5	1			7	10	2	1	4		140	10,000
2168	Wiscasset	Academy	Chas. S. Sewall, A. B	Dept.	1	2	24	42	0	0	3	1			8	5	0	1	4		50	1,000
2169	Woodfords	Deering High School	William M. Marvin, A. B.	Dept.	2	7	72	101	0	0	7	8	14	4	6	14	3	0	4		600	75,000
2170	Yarmouth	High School*	Herbert M. Moore	Dept.	1	2	29	43	0	0	6	4	5	0	8	9			4		120	7,000
2171	York	do.*	Charles F. Leadbetter	Dept.	1	0	18	26	0	0	0	3							4			

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	MARYLAND.																					
2172	Baltimore	Baltimore City College	Francis A. Soper	Dept.	16	0	611	0	0	0	.....	.....	.....	.....	33	0	12	0	5	.....	8,000	.....
2173	.....do	Baltimore Polytechnic Institute.	Wm. R. King, U. S. N	Dept.	13	0	131	0	152	0	.....	.....	30	0	29	0	.....	.....	4	.....	2,000	$100,500
2174	.....do	Colored High School	Dr. Geo. Lewis Staley	Dept.	1	6	48	160	0	0	.....	.....	.....	.....	3	14	.....	.....	4	.....	.....	.....
2175	.....do	Colored Polytechnic Institute.	W. Robinson Ryan	Dept.	3	0	60	0	33	0	.....	.....	.....	.....	7	0	.....	.....	3	.....	.....	.....
2176	.....do	Eastern Female High School.	William F. Wardenburg	Dept.	2	13	0	366	0	0	.....	.....	.....	.....	0	52	.....	.....	4	.....	.....	.....
2177	.....do	Western Female High School.	Henry S. West, Ph. D	Dept.	1	17	0	556	0	0	0	2	.....	.....	0	63	0	2	4	.....	750	.....
2178	Belair	Academy and Graded School.	W. D. Maynard	Ind	2	3	30	30	85	95	.....	.....	.....	.....	1	6	1	1	3	30	.....	5,000
2179	Berlin	Buckingham High School.*	Miss Nettie B. Carey	Ind	1	0	8	7	132	143	0	2	3	0	1	5	0	2	2	.....	.....	.....
2180	Boonsboro	Graded School	W. A. Henneberger	Ind	1	0	14	16	76	78	.....	.....	.....	.....	2	6	.....	.....	3	.....	.....	.....
2181	Cambridge	High School and Female Seminary.	T. E. Crenshaw	Ind	2	1	33	72	71	104	2	4	.....	.....	0	12	0	2	4	.....	300	5,000
2182	Centerville	High School	Wm. Stafford Jackson	Ind	1	1	13	10	29	53	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	25,000
2183	Chesapeake City	.....do	Hugh W. Caldwell	Ind	1	1	19	14	107	101	3	0	1	0	3	1	2	0	4	.....	50	6,000
2184	Clearspring	Tower Hill Academy	James M. Lohr	Ind	1	0	13	13	47	52	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	125	5,000
2185	Cumberland	Allegany County High School.	A. Taylor Smith	Ind	1	2	24	61	120	130	2	4	.....	.....	.....	.....	.....	.....	4	.....	1,300	15,000
2186	Darlington	Academy and High School.	A. F. Galbreath	Ind	1	0	10	16	60	57	.....	.....	1	0	1	0	1	0	4	.....	250	5,500

2187	Denton	High School	Edward M. Noble	Ind...	1	2	30	37	110	100	12	13	7	3	....	....	....	....	4	....	1,000	6,000
2188	East Newmarket	do	G. E. Williamson	Ind...	1	0	11	14	41	49	....	....	....	....	....	....	....	....	3	....	.....	3,000
2189	Easton	High and Manual Training School.	Edward Reisler	Ind...	2	2	40	50	60	62	....	....	....	....	1	4	....	....	4	....	300	20,000
2190	Elkton	Cecil County High School.	George A. Steele, Ph. D.	Ind...	2	3	48	63	200	178	1	1	4	0	6	9	....	....	4	....	300	.....
2191	Ellicott City	High School	J. M. Gambill, B. Sc	Ind...	1	0	17	9	0	0	....	....	3	1	3	0	....	....	3	....	300	.....
2192	Foresthill	Graded School	Miss Hanna A. Coale	Ind...	0	1	16	15	23	23	....	....	....	....	....	....	....	....	3	....	250	1,000
2193	Frederick	High School (boys)	Amon Burgee	Ind...	2	0	47	0	300	0	7	0	3	0	8	0	7	0	3	....	500	15,000
2194	do	High School (girls)	M. M. Robinson	Ind...	0	3	0	49	0	552	....	....	....	....	0	9	....	....	3	....	500	.....
2195	Frostburg	Beall High School	Geo. W. Craig	Ind...	1	1	21	40	270	350	....	....	2	1	3	7	3	0	4	....	200	.....
2196	Galena	Shrewsbury Academy	S. Walter Sparks	Ind...	1	0	3	9	33	51	1	3	....	....	....	....	....	....	2	....	.....	.....
2197	Hagerstown	Washington County Female High School.*	John B. Houser	Ind...	2	1	0	62	0	0	....	....	....	....	0	19	0	2	3	....	150	10,000
2198	do	Washington County Male High School.	C. Edwin Carl	Ind...	1	0	50	0	48	0	....	....	....	....	13	0	....	....	3	....	450	10,000
2199	Havre de Grace	High School	Chas. T. Wright	Ind...	2	3	15	30	220	245	....	....	....	....	3	2	....	....	3	....	100	30,000
2200	Laurel	do	Roger I. Manning	Ind...	2	2	28	39	0	0	....	....	....	....	....	....	....	....	4	18	.....	11,000
2201	Lonaconing	Central High School	Arthur F. Smith, A. M.	Ind...	1	1	20	35	226	260	....	....	0	3	0	8	0	3	4	....	350	20,000
2202	Marion Station	Marion High School	B. F. Haynes	Ind...	1	0	14	14	42	40	1	2	....	....	....	....	....	....	4	....	.....	2,500
2203	Middletown	High School	Chas. H. Remsburg, A. B	Ind...	1	0	10	11	0	0	....	....	....	....	2	3	2	0	3	....	150	.....
2204	Northeast	do	E. B. Fockler	Ind...	1	1	5	30	100	100	....	....	....	....	0	6	0	6	4	....	75	2,000
2205	Oxford	do	Edwin R. Jump	Ind...	1	2	13	19	47	34	....	....	1	0	0	3	....	....	4	....	100	4,500
2206	Pocomoke City	do.*	H. J. Handy	Ind...	2	0	20	35	171	178	....	....	....	....	2	7	1	0	4	....	600	5,000
2207	Preston	Grammar School	W. Lee Wheatley, A. B	Ind...	1	0	10	16	47	39	....	....	....	....	1	2	....	....	3	....	150	2,500
2208	Princess Anne	Washington High School.	E. B. Polk	Ind...	1	0	9	11	41	64	....	....	....	....	....	....	....	....	4	....	200	15,000
2209	Rockville	High School*	Frank Andrews	Ind...	1	0	26	15	90	84	....	....	....	....	2	2	1	0	4	....	267	.....
2210	St. Michaels	do	Henry E. Adams	Ind...	2	1	31	46	38	40	....	....	1	0	2	2	1	0	4	....	200	12,000
2211	Salisbury	do	Chas. H. Le Fevre	Ind...	3	0	40	57	330	307	1	1	3	0	8	15	2	1	3	....	200	18,000
2212	Sharpsburg	do	J. B. H. Bowser	Ind...	2	0	18	37	82	113	....	....	....	....	0	3	....	....	4	....	.....	.....
2213	Smithsburg	do	Eugene A. Spessard	Ind...	1	0	9	17	51	53	....	....	....	....	0	6	....	....	3	....	60	1,800
2214	Snowhill	do	Jno. I. Coulbourne	Ind...	1	2	20	30	90	105	4	10	2	6	1	3	1	1	4	....	660	20,000
2215	Thurmont	do	H. D. Beachley, M. A	Ind...	1	0	13	11	0	0	1	0	....	....	1	3	1	0	3	....	100	2,500
2216	Towson	do.*	R. Brent Crane	Ind...	1	0	8	4	92	71	2	1	....	....	2	0	2	0	4	....	.....	15,000
2217	Trappe	do.*	Addison E. Mullikin	Ind...	1	1	19	20	12	17	....	....	....	....	....	....	....	....	4	....	25	2,000
2218	Union Bridge	do.*	W. K. Burgee	Ind...	1	0	12	13	70	55	2	0	....	....	....	....	....	....	4	....	52	1,000
2219	Upper Fairmount	Fairmount Academy	E. R. McDorman	Ind...	1	0	15	10	73	68	....	....	....	....	0	1	....	....	4	....	.....	2,200
2220	Upper Marlboro	Marlboro Academy	Thomes J. Grant, A. M	Ind...	1	0	16	0	38	0	4	0	3	0	4	0	....	....	3	....	.....	.....
2221	Vienna	Academy	E. F. Webb, A. M	Ind...	1	0	21	29	46	21	2	2	0	1	....	....	....	....	4	....	30	1,500
2222	Westernport	High School	O. H. Bruce	Ind...	1	0	20	30	196	194	....	....	....	....	2	7	....	....	3	....	1,368	19,000
2223	Williamsport	do	J. D. Wolfinger	Ind...	1	0	10	10	140	190	....	....	....	....	2	8	2	1	4	....	200	.....
	MASSACHUSETTS.																					
2224	Abington	High School	Henry W. Porter	Dept..	4	4	26	43	17	23	3	6	3	1	5	8	3	1	4	....	200	15,000
2225	Adams	do	John C. Hull	Dept..	3	6	60	90	0	0	....	....	....	....	5	10	3	3	5	....	.....	.....
2226	Amesbury	do	Forrest Brown	Dept..	2	4	50	60	0	0	5	5	4	2	3	11	0	3	4	50	350	20,000
2227	Amherst	do	Charles W. Marshall	Dept..	2	4	63	92	0	0	5	8	7	9	5	15	4	7	4	....	325	25,000
2228	Arlington	do	Ira W. Holt	Dept..	1	5	50	78	0	0	6	10	5	0	5	13	3	2	4	....	1,000	.....
2229	Ashby	do	Miss Luey F. Sanderson	Dept..	0	1	10	8	0	0	....	....	....	....	....	....	....	....	4	....	45	.....
2230	Ashfield	Sanderson Academy	Frederick C. Hesmer	Dept..	1	1	11	20	0	0	....	....	2	0	3	4	....	....	4	....	.....	10,000
2231	Ashland	High School	Clifford S. Bragdon	Dept..	1	1	9	18	0	0	1	3	1	0	1	7	0	2	4	....	500	20,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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—continued.																					
2232	Assinippi	Norwell High School	Allison G. Catheron	Dept.	1	1	17	21	0	0	....	....	1	0	1	5	1	0	4	....	60	.....
2233	Attleboro	High School	Wilbur D. Gilpatric	Dept.	3	3	56	74	13	8	2	16	3	0	2	7	0	5	4	....	660	.....
2234	Avon	Gifford High School	John Carroll	Dept.	1	1	14	28	0	0	....	....	....	....	0	6	0	1	4	....	50	.....
2235	Ayer	High School	G. Stevens Fairbanks	Dept.	1	3	33	40	0	0	....	....	....	....	0	5	0	1	4	....	.....	$15,000
2236	Baldwinsville	do	Clarance E. Sibley, B. L	Dept.	1	1	21	24	0	0	2	3	2	0	1	7	0	1	4	....	50	10,000
2237	Barre	do	C. L. Randall	Dept.	3	1	18	31	0	0	2	4	....	....	3	5	0	4	4	....	160	40,000
2238	Belchertown	do	Charles A. Guild	Dept.	1	1	35	30	0	0	....	....	....	....	4	5	1	0	4	....	.....	.....
2239	Belmont	do	Chas. Jenney	Dept.	1	5	29	55	0	0	6	4	1	0	4	6	3	3	4	....	327	50,000
2240	Bernardston	Powers Institute	E. E. Sawyer	Dept.	1	1	28	28	11	7	....	....	3	0	4	6	....	....	4	....	6,500	.....
2241	Beverly	High School	B. Sumner Hurd	Dept.	4	7	119	170	0	0	10	14	....	....	13	33	8	5	5	....	500	.....
2242	Blackstone	do	Ambrose Kennedy	Dept.	1	2	20	32	0	0	1	1	....	....	1	7	1	1	4	....	300	10,000
2243	Bolton	Houghton High School	C. F. Capps	Dept.	1	2	11	18	24	22	3	5	....	....	0	5	0	5	4	....	135	3,500
2244	Boston (Brighton)	Brighton High School	Frederic A. Tupper	Dept.	6	10	90	175	0	0	13	30	8	0	14	42	1	5	4	75	500	175,000
2245	Boston (Charlestown)	Charlestown High School	John O. Norris	Dept.	3	11	104	263	0	0	3	14	8	6	20	78	11	8	4	100	2,300	.....
2246	Boston (Dorchester)	Dorchester High School	Chas. J. Lincoln	Dept.	7	12	195	365	0	0	22	38	5	0	31	59	2	6	4	165	3,000	350,000
2247	Boston (East Boston)	East Boston High School	John F. Eliot	Dept.	3	6	122	211	0	0	6	9	3	0	22	37	2	3	4	88	476	275 000
2248	Boston	English High School	Robert E. Babson	Dept.	28	0	902	0	0	0	....	....	....	....	150	0	....	....	3	800	1,500	.....
2249	do	Evening High School	Fred. A. Fernald	Dept.	25	0	335	288	a1583	a1191	....	....	....	....	7	6	4	1	....	....	.....	.....
2250	do	Girls' High School	John Tetlow, D. Sc	Dept.	4	30	0	1149	0	0	....	....	0	30	0	253	0	13	4	....	6,000	.....
2251	do	Girls' Latin School	do	Dept.	3	10	0	272	0	93	0	272	....	....	0	39	0	39	6	....	1,212	.....

2252	.....do	Mechanic Arts High School	Charles W. Parmenter	Dept..	15	2	508	0	0	0	....	....	93	0	118	0	....	....	4	....	200	310,000
2253	.....do	Public Latin School	Moses Merrill	Dept..	21	0	577	0	116	0	....	....	....	....	50	0	50	0	4	300	5,200	.....
2254	Boston (Roxbury)	Roxbury High School	Charles M. Clay	Dept..	6	21	158	626	0	0	22	48	14	1	24	112	10	13	3	108	3,500	400,000
2255	Boston (Jamaica Plain)	West Roxbury High School	George C. Mann	Dept..	4	8	100	225	0	0	1	7	5	0	25	51	5	7	4	42	1,230	300,000
2256	Braintree	High School	Joseph A. Ewart	Dept..	2	3	52	84	0	0	4	4	2	0	4	16	0	1	4	....	300	39,000
2257	Brewster	.....do	Edwin S. Cobb	Dept..	1	1	15	14	0	0	....	....	0	1	2	3	....	....	4	....	50	2,500
2258	Bridgewater	.....do	Edwin H. Whitehill	Dept..	1	4	48	59	0	0	9	16	9	0	10	9	7	3	4	....	300	15,000
2259	Brockton	Evening High School	Geo. B. Kingsbury	Dept..	1	1	15	5	a45	a60	10	0	....	....	....	....	....	....	4	....	.....	.....
2260	.....do	High School	Edward Parker	Dept..	7	15	239	296	0	0	28	26	11	0	30	34	7	5	4	200	.....	.....
2261	Brookfield	.....do.*	Edward B. Hale	Dept..	1	1	12	13	0	0	2	1	2	1	2	2	0	1	4	12	300	14,000
2262	Brookline	.....do	D. S. Sanford	Dept..	11	10	181	188	0	0	36	10	123	52	24	24	14	14	4	....	1,200	276,950
2263	Buzzards Bay	Bourne High School*	H. L. Whitman, A. M	Dept..	1	1	14	28	0	0	....	....	5	3	4	6	1	0	4	....	135	2,500
2264	Cambridge	English High School	Ray C. Huling, Sc. D	Dept..	4	20	159	451	0	0	....	....	22	3	16	49	7	0	4	....	3,200	271,000
2265	.....do	Evening High School	Joseph A. Coolidge	Dept..	4	1	59	35	a149	a122	....	....	....	....	6	2	....	....	3	....	.....	.....
2266	.....do	Latin School	W. F. Bradbury	Dept..	4	18	234	258	0	0	234	258	....	....	22	33	22	33	5	....	1,000	295,000
2267	.....do	Rindge Manual Training School.	Charles H. Morse	Dept..	13	0	208	0	0	0	....	....	27	0	19	0	10	0	4	....	.....	.....
2268	Canton	High School	E. H. Brackett	Dept..	1	2	30	50	0	0	0	2	5	0	5	6	3	2	4	....	100	5,000
2269	Carver	.....do	A. S. Burnham	Dept..	1	1	11	9	0	0	2	0	....	....	2	4	2	3	4	....	50	.....
2270	Chatham	.....do	Horatio P. Parker	Dept..	1	0	18	20	0	0	2	0	2	0	3	3	1	0	4	....	.....	.....
2271	Chelmsford	Center High School	Clarence H. Knowlton, A. B.	Dept..	1	2	30	19	0	0	5	3	2	0	6	1	2	0	4	30	20	3,000
2272	Chelsea	High School	Alton E. Briggs	Dept..	4	14	167	270	0	0	67	101	61	3	17	38	14	15	4	145	.....	.....
2273	Cheshire	.....do	Miss C. M. Allen	Dept..	0	2	8	20	0	0	0	1	....	....	1	7	0	1	4	....	250	12,000
2274	Chicopee	.....do	George Rugg	Dept..	1	5	71	93	0	0	15	18	4	0	10	15	5	2	4	....	.....	50,000
2275	Clinton	.....do	Andrew E. Ford	Dept..	3	5	83	115	0	0	15	7	....	....	8	29	3	3	4	....	300	60,000
2276	Cohasset	.....do	C. F. Jacobs	Dept..	1	4	26	57	0	0	2	3	6	1	7	7	7	1	4	....	300	18,000
2277	Concord	.....do	William L. Eaton	Dept..	2	7	114	130	0	0	22	29	12	0	24	24	8	4	4	....	200	50,000
2278	Conway	.....do	Miss Caroline L. Cobb	Dept..	0	2	5	21	0	0	0	2	....	....	0	2	0	1	4	....	100	1,650
2279	Cottage City	.....do	Henry H. Harriman	Dept..	1	1	6	4	0	0	....	....	1	0	....	....	....	....	4	....	50	15,000
2280	Dalton	.....do	H. M. Thayer	Dept..	1	3	26	37	0	0	2	5	....	....	1	5	....	....	4	....	35	20,000
2281	Danvers	Holton High School	Herbert J. Chase	Dept..	1	6	94	112	0	0	....	....	....	....	14	26	3	9	4	....	300	.....
2282	Dartmouth	High School *	Oliver B. Loud, A. B	Dept..	1	0	6	3	7	1	....	....	....	....	....	....	....	....	3	....	650	1,600
2283	Dedham	.....do	George F. Joyce, jr	Dept..	2	5	78	112	0	0	7	11	....	....	18	20	4	2	4	....	750	35,000
2284	Dennis	Dennis North High School	Charles F. Leadbetter	Dept..	1	0	13	14	0	0	....	....	....	....	4	2	0	1	4	....	100	1,200
2285	Dover	Sanger High School	Miss Beatrice A. Brant	Dept..	0	1	6	5	5	8	0	1	....	....	0	1	....	....	2	....	50	4,700
2286	East Bridgewater	High School	Ralph E. Files	Dept..	1	1	20	27	0	0	....	....	....	....	....	....	....	....	4	....	75	10,000
2287	East Douglass	Douglass High School	Geo. H. Stoddard	Dept..	1	0	16	10	0	0	3	0	....	....	1	1	....	....	4	....	.....	.....
2288	Easthampton	High School *	Alfred B. Morrill	Dept..	2	4	24	49	0	0	0	2	0	4	2	10	0	2	4	....	.....	.....
2289	Edgartown	.....do	Marcus W. Jernegan, A. M.	Dept..	1	1	15	12	0	0	1	0	1	0	1	3	....	....	4	....	50	6,000
2290	Enfield	.....do	Miss Minnie R. Snow	Dept..	0	1	5	8	3	3	....	....	....	....	....	....	....	....	2	....	30	.....
2291	Essex	Central High School	Herschel W. Lewis	Dept..	1	1	26	19	0	0	....	....	2	0	2	5	....	....	4	....	500	12,000
2292	Everett	High School	Wilbur J. Rockwood	Dept..	4	8	135	185	0	0	16	24	10	2	15	43	9	4	5	....	850	70,000
2293	Fairhaven	.....do	W. A. Charles	Dept..	1	3	32	57	0	0	....	....	1	0	1	9	....	....	4	....	100	5,000
2294	Fall River	B. M. C. Durfee High School.	Charles C. Ramsay	Dept..	15	10	281	379	0	0	16	18	9	1	28	74	10	12	4	224	1,285	500,000
2295	.....do	Evening High School	Everett B. Durfee	Dept..	4	1	38	24	a162	a62	....	....	....	....	....	....	....	....	....	....	.....	.....
2296	Falmouth	Lawrence High School	Leland B. Lane	Dept..	1	2	34	45	0	0	....	....	1	0	5	10	1	0	4	....	50	35,000
2297	Fitchburg	High School	George P. Hitchcock	Dept..	8	18	260	304	0	0	....	....	....	....	26	54	17	8	4	....	816	250,000

*Statistics of 1899–1900.

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 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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—continued.																					
2298	Foxboro	High School	W. Edgar Horton	Dept.	1	2	19	30	0	0	0	6	3	0	4	4	2	1	4	....	.....	$27,000
2299	Framingham	Academy and High School	Alfred C. Fay	Dept.	2	5	100	135	0	0	30	20	8	2	18	20	9	10	4	....	25	25,000
2300	Franklin	Horace Mann High School	Irving H. Gamwell	Dept.	2	5	57	111	0	0	3	0	.....	.....	4	10	2	0	6	....	75	40,000
2301	Gardner	High School	Clarence R. Hodgdon	Dept.	3	6	69	96	43	48	8	12	5	8	11	12	2	5	4	....	250	70,000
2302	Gloucester	do	Albert W. Bacheler	Dept.	4	11	135	271	0	0	26	24	16	3	22	47	6	8	4	131	3,050	100,000
2303	Grafton	do	Francis A. Smith	Dept.	1	2	43	43	0	0	4	10	20	5	9	8	1	2	4	....	150	6,000
2304	Granby	do	J. H. Bixby	Dept.	1	1	10	10	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	....	100	.....
2305	Great Barrington	Searles High School	George R. Pinkham	Dept.	2	5	69	91	0	0	5	7	.....	.....	15	25	3	3	4	....	1,000	100,000
2306	Greenfield	High School	W. H. Whiting	Dept.	2	5	84	119	0	0	2	7	3	9	5	16	3	3	4	....	200	41,200
2307	Groton	do	John H. Manning	Dept.	1	2	37	40	0	0	1	1	.....	.....	4	12	1	3	4	....	.....	.....
2308	Groveland	do	E. W. Butterfield	Dept.	1	1	26	30	0	0	5	4	1	0	3	4	1	1	4	....	50	2,500
2309	Hardwick	do	Joseph S. Burns	Dept.	1	1	12	6	0	0	2	1	2	0	.....	.....	.....	.....	4	....	200	.....
2310	Harwich	do	Herman N. Knox	Dept.	1	1	17	21	0	0	1	0	1	0	7	4	1	0	4	....	325	.....
2311	Haverhill	do	Allison E. Tuttle	Dept.	5	12	237	294	0	0	56	39	46	0	14	47	14	8	4	....	1,200	115,000
2312	Hingham Center	Hingham High School	Jacob O. Sanborn	Dept.	1	4	44	76	0	0	7	17	2	0	5	18	2	0	4	....	175	20,000
2313	Hinsdale	High School	George J. Walsh	Dept.	1	0	14	7	11	3	.....	.....	1	0	.....	.....	.....	.....	3	....	40	3,000
2314	Holbrook	Sumner High School	E. O. Hopkins	Dept.	1	1	30	38	0	0	0	4	.....	.....	1	7	0	1	4	....	50	15,000
2315	Holden	High School	Alonzo K. Learned	Dept.	1	2	23	24	0	0	1	0	.....	.....	4	4	1	0	4	....	5,000	40,000
2316	Holliston	do	Maurice B. Smith	Dept.	1	2	27	23	0	0	4	1	1	0	4	5	2	0	4	....	1,000	.....
2317	Holyoke	do	Winfred C. Akers	Dept.	9	13	278	312	0	0	25	7	33	0	31	45	15	10	4	....	1,750	250,000
2318	Hopedale	do	Henry W. B. Arnold	Dept.	1	1	9	15	0	0	0	1	.....	.....	1	4	0	1	4	....	300	.....
2319	Housatonic	do	Miss Lillian M. Turner	Dept.	0	1	5	12	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	....	150	5,000
2320	Hubbardston	Center High School	Arthur G. Cummings, A. B., Pd. B.	Dept.	1	0	6	8	6	5	.....	.....	.....	.....	1	0	.....	.....	3	....	.....	8,000

2321	Hudson	High School	Chas. A. Williams	Dept.	1	4	61	90	0	0	6	6	1	2	10	16	5	3	4	....	240	.....
2322	Huntington	Murrayfield High School	L. M. Drake	Dept.	1	2	28	32	0	0	5	6	3	0	....	....	....	....	4	....	500	30,000
2323	Hyannis	Barnstable High School*	L. M. Boody	Dept.	1	2	26	43	9	5	1	5	6	0	5	3	3	3	4	....	75	.....
2324	Hydepark	High School	Merle S. Getchell	Dept.	3	6	110	165	0	0	8	18	22	12	12	17	9	6	4	110	.....	.....
2325	Ipswich	Manning High School	J. P. Marston, A. B.	Dept.	1	2	26	42	0	0	0	3	1	0	3	7	1	2	4	....	500	.....
2326	Kingston	High School*	Ansel S. Richards	Dept.	1	1	25	31	0	0	....	....	5	4	4	5	....	....	4	....	750	15,000
2327	Lancaster	....do	Miss Edith J. Swett	Dept.	1	2	31	45	0	0	1	4	....	....	6	4	2	0	5	....	100	.....
2328	Lawrence	Evening High School	Frederic N. Chandler	Dept.	10	2	175	75	0	0	....	....	....	....	14	2	....	....	3	....	.....	.....
2329	Lee	High School	John D. Seacord	Dept.	1	2	35	43	0	0	6	3	1	0	5	6	4	0	4	....	100	30,000
2330	Leominster	Field High School*	Wallace E. Mason	Dept.	4	4	68	100	0	0	6	7	10	16	10	23	5	2	4	66	200	.....
2331	Lexington	High School	J. I. Buck	Dept.	2	3	37	62	0	0	6	16	7	0	6	7	3	5	4	....	.....	.....
2332	Littleton	....do	Arthur C. Johnson	Dept.	1	1	20	28	0	0	0	7	2	1	3	1	1	1	4	....	50	.....
2333	Lowell	Evening High School	Carl D. Burtt	Dept.	2	4	47	39	a392	a362	....	....	....	....	26	39	....	....	3	....	.....	.....
2334	....do	High School	Cyrus W. Irish	Dept.	10	18	389	484	0	0	86	58	52	1	67	97	23	9	4	....	1,200	350,000
2335	Ludlow	....do	Frederic F. Smith	Dept.	1	1	4	14	0	0	0	1	1	0	0	6	0	2	4	....	25	.....
2336	Lunenburg	....do	Fred H. Hadlock	Dept.	1	1	12	17	2	6	....	....	....	....	0	3	....	....	4	....	60	5,000
2337	Lynn	Classical High School	Eugene D. Russell	Dept.	5	6	112	176	0	0	25	40	18	10	17	33	12	10	4	....	.....	.....
2338	....do	English High School	Charles S. Jackson	Dept.	9	10	204	302	0	0	....	....	7	0	45	62	3	0	4	175	300	330,000
2339	Malden	High School	John W. Hutchins	Dept.	8	13	225	308	0	0	50	82	66	0	21	29	4	7	4	....	1,600	175,000
2340	Manchester	Story High School	Alfred L. Saben	Dept.	1	3	14	27	10	13	....	....	1	3	1	2	1	0	4	....	200	30,000
2341	Mansfield	High School	Geo. W. Stone	Dept.	1	2	31	46	0	0	3	1	1	1	4	2	2	1	4	....	50	30,000
2342	Marblehead	....do.*	E. H. Eastman	Dept.	2	4	39	100	0	0	....	....	....	....	3	9	2	5	4	....	200	25,000
2343	Marlboro	....do	W. F. O'Connor	Dept.	1	8	75	100	0	0	1	7	20	40	6	13	1	0	4	....	800	300,000
2344	Marshfield	....do	Chas. R. Copeland	Dept.	1	1	18	32	0	0	....	....	....	....	3	4	....	....	4	....	.....	.....
2345	Mattapoisett	Barstow High School	Frank M. Marsh	Dept.	1	1	3	10	2	5	....	....	....	....	0	3	....	....	4	....	25	70,000
2346	Maynard	Columbia High School	J. Henry White	Dept.	1	2	14	28	0	0	0	3	....	....	0	5	0	3	4	....	150	40,000
2347	Medfield	High School	Leonard M. Patton	Dept.	1	1	7	11	0	0	0	2	....	....	....	....	....	....	2	....	.....	.....
2348	Medford	....do	Lorin L. Dame	Dept.	8	10	246	271	0	0	34	44	56	0	24	26	15	6	5	168	850	200,000
2349	Melrose	....do	Wm. C. Whiting	Dept.	7	7	123	173	0	0	34	52	24	0	14	28	10	14	4	....	1,100	140,000
2350	Mendon	....do	W. G. Park	Dept.	1	0	14	14	0	0	1	1	1	0	2	3	1	1	4	....	60	.....
2351	Merrimac	....do	Charles W. Cutts	Dept.	1	2	29	49	0	0	2	5	4	0	2	14	0	2	4	....	50	7,000
2352	Middleboro	....do	Walter Sampson	Dept.	3	2	51	82	0	0	12	8	1	0	12	8	8	1	4	....	250	30,000
2353	Milford	....do	I. F. Frisbee	Dept.	3	4	55	81	0	0	4	5	29	46	10	16	0	3	4	....	.....	70,000
2354	Millbury	....do	John F. Roache	Dept.	1	2	54	61	0	0	2	7	7	0	5	13	2	2	4	....	225	10,200
2355	Millis	Adams High School	D. H. Whipple	Dept.	1	1	4	8	13	13	....	....	....	....	1	2	1	0	2	....	75	7,000
2356	Milton	High School*	Emory L. Mead	Dept.	3	12	68	84	0	0	12	18	6	1	5	19	0	4	4	....	900	125,000
2357	Montague	Center High School	Miss Eva L. Tower	Dept.	0	1	34	33	0	0	1	2	1	0	5	4	2	0	4	....	220	.....
2358	Nahant	High School	O. A. Tuttle	Dept.	1	1	5	11	0	0	....	....	3	0	0	1	....	....	4	....	50	5,000
2359	Natick	....do	Horace W. Rice, M. A.	Dept.	2	8	119	178	0	0	6	7	25	30	13	25	5	3	4	....	100	25,000
2360	Needham	....do	D. Howard Fletcher	Dept.	1	2	43	46	0	0	2	4	3	0	6	15	0	4	4	....	50	40,000
2361	New Bedford	....do	Wilson R. Butler, A. B., A. M.	Dept.	7	9	170	240	0	0	10	6	10	0	9	34	1	3	4	79	2,800	137,200
2362	Newburyport	High and Putman Schools	Walter E. Andrews	Dept.	2	7	121	137	0	0	8	14	30	0	14	24	5	3	4	....	600	40,000
2363	New Salem	Academy	E. L. Adams	Dept.	1	1	16	16	0	0	3	2	2	0	4	7	1	1	4	....	.....	5,000
2364	Newtonville	Newton High School	Enoch C. Adams	Dept.	6	20	349	398	0	0	143	191	67	1	44	69	15	36	4	320	2,000	297,000
2365	Norfolk	High School	Miss Marion G. Osgood	Dept.	0	1	5	7	7	6	....	....	....	....	2	2	....	....	2	....	1,500	5,000
2366	North Adams	Drury High School	Herbert H. Gadsby	Dept.	4	6	94	128	0	0	11	12	....	....	10	20	6	5	4	....	1,000	57,000
2367	Northampton	High School	Clarence B. Roote	Dept.	3	9	105	175	0	0	....	....	....	....	11	17	4	6	4	....	.....	.....
2368	North Andover	Johnson High School*	Charles T. Woodbury	Dept.	2	4	32	51	0	0	0	1	1	1	1	7	1	2	4	....	150	25,000
2369	North Attleboro	High School	James W. Brehaut	Dept.	2	3	47	49	3	3	5	9	4	1	4	6	3	3	4	....	700	12,000
2370	Northboro	....do	Edward F. Blood	Dept.	1	4	20	27	0	0	3	3	13	5	3	9	3	4	4	....	.....	.....

*Statistics of 1899–1900. aIncludes 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 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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—continued.																					
2371	North Brookfield	High School	Charles N. Perkins	Dept.	1	2	29	46	0	0	8	12	6	1	6	14	5	2	4	....	200	$20,000
2372	North Chelmsford	....do	Percy F. Parsons, A. B.	Dept.	1	1	16	20	0	0	3	0	....	....	0	1	....	....	4	....	30	15,000
2373	North Dartmouth	....do	Miss Alice Porter	Dept.	0	1	5	2	42	43	....	....	....	....	....	....	....	....	3	....	165	.....
2374	North Easton	Oliver Ames High School.	M. C. Lamprey	Dept.	3	3	46	70	0	0	2	4	2	0	4	10	1	0	4	....	100	75,000
2375	North Reading	High School	Miss Clara B. Holden	Dept.	0	1	5	6	10	17	....	....	....	....	4	5	....	....	1	....	.....	.....
2376	Norwood	....do	N. A. Cutler	Dept.	1	3	26	42	0	0	2	4	....	....	6	7	2	4	4	....	100	50,000
2377	Orange	....do	Arthur R. Webster	Dept.	1	4	44	63	0	0	4	2	....	....	6	6	4	1	4	....	.....	.....
2378	Orleans	....do	F. E. Sanborn	Dept.	1	1	21	24	0	0	....	....	....	....	1	6	....	....	4	....	.....	.....
2379	Oxford	....do	W. R. Fletcher	Dept.	1	1	24	20	11	12	0	4	4	0	2	4	0	4	4	....	350	5,000
2380	Palmer	....do	Alfred C. Thompson	Dept.	1	3	33	50	0	0	5	8	8	4	6	11	3	6	4	....	500	25,000
2381	Peabody	....do	Willard W. Woodman	Dept.	3	5	83	98	0	0	15	18	16	4	3	11	3	5	4	....	150	.....
2382	Pembroke	....do	Leonard G. Ewell	Dept.	1	0	10	21	4	4	2	0	....	....	4	5	1	0	4	....	.....	3,000
2383	Pepperell	....do.*	Alfred O. Tower, A. M.	Dept.	1	2	40	46	0	0	3	3	....	....	3	3	1	0	4	....	40	1,500
2384	Pittsfield	....do	Charles A. Byram	Dept.	4	4	94	153	0	0	14	11	9	0	10	24	5	3	4	....	500	200,000
2385	Plainville	....do	Frank H. Wilkins	Dept.	1	1	9	18	35	40	0	3	....	....	0	3	0	2	4	....	.....	.....
2386	Plymouth	....do	Geo. F. Kenney	Dept.	1	6	57	66	0	0	6	2	10	4	6	7	5	2	4	....	500	70,000
2387	Princeton	....do	Miss Mabel S. Garcelon	Dept.	0	2	9	11	16	6	1	0	1	0	1	4	....	....	3	....	.....	25,000
2388	Provincetown	....do	Ira A. Jenkins, A. M.	Dept.	1	2	44	17	0	0	1	1	....	....	1	9	....	....	4	....	100	10,000
2389	Quincy	....do	Charles F. Harper	Dept.	5	9	228	301	0	0	17	49	9	0	40	52	2	10	4	....	150	.....
2390	Randolph	Stetson High School	F. E. Chapin	Dept.	1	2	47	66	0	0	1	1	1	0	5	10	....	....	4	....	153	20,000
2391	Reading	High School	F. E. Whittemore	Dept.	1	5	60	80	0	0	0	2	8	0	4	9	0	2	4	....	313	15,000
2392	Rockland	....do.*	Theodore P. Farr	Dept.	2	5	62	81	0	0	7	7	1	0	10	20	1	2	4	....	50	15,000
2393	Rockport	....do	Wm. A. Woodward	Dept.	1	2	57	52	0	0	....	....	....	....	7	5	2	2	4	....	300	6,000
2394	Rutland	....do	Frank P. Ayer, A. B	Dept.	1	1	12	11	2	3	1	0	....	....	....	....	....	....	4	....	.....	8,000

2395	Salem	Classical and High School.	Frank M. Collester	Dept.	8	11	231	243	0	0	48	43	38	17	32	31	15	18	4	....	1,800	40,000
2396	Sandwich	High School	F. S. Pope, jr.	Dept.	1	1	7	16	0	0	0	1	....	....	1	4	0	1	4	....	50	4,000
2397	Saugus	do	Norris E. Adams	Dept.	1	3	45	58	0	0	23	25	5	0	6	5	2	1	4	....	300	40,000
2398	Scituate	do	J. N. Mallory	Dept.	1	1	28	29	0	0	....	....	....	....	6	6	....	....	4	....	25	7,500
2399	Sharon	do.*	James N. Pringle	Dept.	1	1	16	16	0	0	....	....	....	....	0	1	....	....	4	....	100	.....
2400	Sheffield	do	Charles R. Taylor	Dept.	1	0	15	22	0	0	....	....	....	....	0	3	....	....	3	....	100	1,500
2401	Shrewsbury	do	Miss Caroline I. Doane	Dept.	0	2	11	17	8	9	....	....	....	....	1	4	....	....	3	....	355	28,500
2402	Somerville	English High School	C. T. C. Whitcomb	Dept.	9	23	281	496	0	0	2	4	56	0	26	70	8	2	4	....	1,151	200,000
2403	do	Latin High School	George L. Baxter	Dept.	3	7	133	154	0	0	133	154	....	....	19	37	19	37	4	....	.....	60,000
2404	South Acton	Acton High School	A. L. Faxon	Dept.	1	1	9	12	0	0	1	0	0	2	1	2	1	1	4	....	100	.....
2405	Southboro	Peters High School	Wm. F. Sims, A. B	Dept.	1	3	16	25	0	0	....	....	2	2	1	2	....	....	4	....	200	50,000
2406	Southbridge	High School	F. E. Corbin	Dept.	2	3	34	46	0	0	5	4	1	0	3	4	2	0	4	....	85	50,000
2407	South Dartmouth	do	Walter H. Russell	Dept.	1	0	5	10	0	0	....	....	....	....	1	4	....	....	3	....	200	22,000
2408	South Hadley Falls	South Hadley High School	Wesley S. Goodwin	Dept.	1	2	22	50	0	0	0	5	4	8	1	7	0	1	4	....	350	.....
2409	Spencer	David Prouty High School	Edwin S. Tirrell	Dept.	1	4	44	64	0	0	1	3	3	4	2	8	1	0	4	....	200	52,100
2410	Springfield	Central High School	William Orr	Dept.	7	25	247	457	0	0	60	77	....	....	25	59	9	18	4	....	968	454,800
2411	do	Evening High School	Carlos B. Ellis	Dept.	3	4	66	82	a97	a131	....	....	....	....	5	6	....	....	3	....	976	.....
2412	do	Mechanic Arts High School.	Charles F. Warner	Dept.	5	2	77	0	0	0	....	....	20	0	2	0	2	0	4	....	400	.....
2413	Sterling	High School	Raymond H. Cook	Dept.	1	1	8	16	17	10	0	1	1	0	5	8	0	1	3	....	50	2,100
2414	Stockbridge	do	George W. Cox	Dept.	1	2	19	40	0	0	....	....	....	....	4	7	....	....	4	....	250	25,000
2415	Stoneham	do	Charles J. Emerson	Dept.	2	5	57	72	0	0	1	1	14	11	9	11	1	5	4	56	400	30,000
2416	Stoughton	Clapp High School	Arthur D. Arnold	Dept.	1	3	31	44	0	0	11	2	3	0	3	7	2	1	4	....	300	20,000
2417	Stow	Hale High School	Benj. D. May	Dept.	1	1	9	6	5	3	....	....	1	0	1	5	....	....	4	....	60	2,000
2418	Sudbury	High School	E. F. Cunningham	Dept.	1	1	7	15	0	0	1	0	....	....	1	2	1	0	4	....	.....	.....
2419	Sutton	do	Miss Sarah E. Wedge	Dept.	0	1	12	7	0	0	....	....	....	....	0	1	....	....	4	....	65	.....
2420	Swampscott	do	Harold C. Childs	Dept.	1	4	27	54	0	0	3	5	6	0	4	6	2	2	4	....	250	.....
2421	Taunton	do	David G. Miller	Dept.	7	5	196	250	0	0	10	3	....	....	22	42	3	5	4	45	260	125,000
2422	Templeton	do	Miss Grace E. Blodgett	Dept.	0	1	12	13	0	0	....	....	....	....	1	0	....	....	4	....	50	.....
2423	Tewksbury	Foster High School	Henry K. Sears	Dept.	1	1	19	16	0	0	....	....	1	0	6	5	1	0	4	....	200	.....
2424	Topsfield	High School	G. B. Frost	Dept.	1	1	9	13	0	0	....	....	1	0	4	2	1	0	4	....	50	5,500
2425	Townsend	do	Miss Grace N. Laird	Dept.	0	2	16	12	0	0	....	....	2	1	2	2	....	....	4	12	150	.....
2426	Turners Falls	do	Lucas Lee Baker	Dept.	1	3	37	50	0	0	3	12	1	0	3	6	1	0	4	....	200	.....
2427	Uxbridge	do	Charles H. Bates	Dept.	1	1	23	34	0	0	....	....	....	....	1	5	....	....	4	....	400	30,000
2428	Vineyard Haven	Tisbury High School	Lewis A. Fales	Dept.	1	2	10	24	0	0	....	....	....	....	1	6	....	....	4	....	100	7,000
2429	Wakefield	High School	Chas. H. Howe	Dept.	1	9	117	150	0	0	4	18	7	0	16	17	7	6	4	93	430	45,000
2430	Walpole	do	Allen Latham	Dept.	1	3	29	53	0	0	3	3	2	0	5	17	3	2	4	....	200	10,000
2431	Waltham	do	Willis L. Eaton	Dept.	3	9	150	182	0	0	21	17	18	0	22	25	16	15	4	....	450	.....
2432	Ware	do	Francis M. Carroll	Dept.	1	4	49	55	21	32	....	....	....	....	9	7	7	3	4	....	300	48,000
2433	Wareham	do	Clarence L. Mitchell	Dept.	1	2	36	40	0	0	1	0	....	....	5	1	....	....	4	....	.....	.....
2434	Warren	do	Leroy S. Dewey	Dept.	2	2	36	55	0	0	2	7	3	3	3	5	1	1	4	....	200	16,000
2435	Watertown	Phillips High School	Frank W. Whitney	Dept.	3	5	42	81	0	0	7	16	9	2	1	11	1	2	4	....	280	20,000
2436	Wayland	High School	Frank E. Nye	Dept.	1	4	18	34	0	0	2	4	2	2	1	2	....	....	4	....	45	26,500
2437	Webster	do	Albert H. Morse	Dept.	3	2	40	44	0	0	12	8	1	0	4	8	0	1	4	....	500	20,000
2438	Wellesley Hills	do	Seldon L. Brown	Dept.	1	6	50	64	0	0	21	22	6	2	9	12	7	6	4	....	300	50,000
2439	Wellfleet	do	George W. Howland	Dept.	1	0	3	13	9	4	....	....	....	....	....	....	....	....	3	....	.....	.....
2440	Westboro	do	H. C. Waldron	Dept.	1	4	32	59	0	0	2	2	....	....	3	11	0	3	4	....	175	35,000
2441	West Boylston	do	C. L. Judkins	Dept.	1	2	18	20	0	0	0	1	4	6	4	6	3	5	4	....	750	.....
2442	West Dennis	Dennis South High School.*	Wellington Hodgkins	Dept.	1	0	14	36	0	0	....	....	....	....	3	11	....	....	3	....	300	.....
2443	Westfield	High School	Herbert W. Kittredge	Dept.	4	6	83	142	0	0	7	14	10	4	9	28	5	6	4	....	900	87,000

* Statistics of 1899–1900.

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 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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—continued.																					
2444	West Hanover	Hanover High School	Clarence E. Michels	Dept.	1	1	16	15	8	12	....	....	....	....	1	4	0	1	3	....	100	$10,000
2445	Westminster	High School	Miss Jessie L. Shepard	Dept.	0	1	14	17	0	0	....	....	....	....	2	3	....	....	3	....	20	.....
2446	West Newbury	....do	E. G. Hapgood	Dept.	1	0	5	13	0	0	1	0	....	....	2	1	....	....	3	....	100	1,500
2447	Weston	....do	Charles M. Eaton	Dept.	1	2	22	26	0	0	1	2	5	0	3	4	1	0	4	....	100	25,000
2448	Westport	....do	Alpheus W. Rich	Dept.	1	0	4	2	3	8	....	....	1	0	1	0	....	....	3	....	.....	.....
2449	West Springfield	....do	John C. Worcester	Dept.	3	3	57	91	0	0	14	14	4	1	6	17	2	2	4	....	700	15,000
2450	West Upton	Upton High School*	Robert O. Small	Dept.	1	2	35	38	0	0	3	0	2	0	8	6	1	0	4	....	125	25,000
2451	Weymouth Center	Weymouth High School	E. J. Bugbee	Dept.	3	5	87	141	0	0	4	14	8	0	20	24	2	6	4	....	500	55,000
2452	Whitinsville	Northbridge High School	S. A. Melcher	Dept.	1	3	41	32	0	0	7	8	2	2	2	5	2	3	4	66	370	55,000
2453	Whitman	High School	Dudley L. Whitmarsh	Dept.	1	3	54	59	0	0	2	0	....	....	9	12	....	....	4	....	.....	.....
2454	Williamsburg	....do.*	Frank T. Wright	Dept.	1	1	4	14	3	7	1	2	....	....	1	6	1	2	3	....	150	.....
2455	Williamstown	....do	John A. De Camp	Dept.	4	2	29	31	0	0	22	7	1	1	9	10	6	6	4	....	.....	60,000
2456	Wilmington	....do	Francis A. Hamlin	Dept.	1	0	10	11	0	0	....	....	3	1	5	6	3	1	3	....	.....	.....
2457	Winchester	....do	Edwin N. Lovering	Dept.	3	5	108	152	0	0	....	....	1	0	8	18	4	6	5	....	2,000	30,000
2458	Winthrop	....do	E. D. Osborne	Dept.	1	4	39	62	0	0	4	10	10	0	5	9	2	2	4	....	.....	30,000
2459	Woburn	....do	L. Herbert Owen	Dept.	1	8	128	202	0	0	22	49	7	0	22	33	5	4	5	....	800	37,619
2460	Worcester	Classical High School	Edward R. Goodwin	Dept.	16	13	317	393	0	0	50	73	16	0	54	83	54	61	5	....	2,817	.....
2461	.....do	English High School	Homer P. Lewis	Dept.	11	23	392	570	0	0	....	....	....	....	61	84	13	4	4	....	1,575	190,000
2462	.....do	Evening High School	Daniel F. O'Regan	Dept.	5	1	55	40	a210	a215	....	....	....	....	8	1	....	....	4	....	.....	.....
2463	Wrentham	High School	L. V. Symonds	Dept.	1	3	29	31	0	0	2	5	1	0	0	5	0	1	4	....	.....	30,000
2464	Yarmouth Port	Yarmouth High School	Edward F. Peirce	Dept.	1	2	17	16	0	0	1	0	1	0	4	4	2	0	4	....	750	5,500

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2465	Addison	High School	M. B. Collins	Dept.	1	2	31	34	0	0	0	1			0	5	0	1	3		287	4,000
2466	Adrian	do	John W. Welch	Dept.	2	6	135	135	0	0	2	3	18	30	17	22	6	8	4		16,211	147,000
2467	Albion	do	L. H. Baker	Dept.	3	4	82	119	0	0					11	23	4	6	4			
2468	Algonac	do	Albro G. Gates	Dept.	1	1	30	40	0	0	1	1			3	4	3	4	1		400	10,000
2469	Allegan	do	Miss Allie I. Engle	Dept.	3	3	73	100	0	0			12	14	12	14	12	14	4		200	40,000
2470	Allen	do	B. W. Broekway	Dept.	1	0	10	12	40	28					1	4			2		125	4,000
2471	Alma	do	W. E. Hanson	Dept.	1	5	40	50	0	0			17	32	3	7	3	5	4		1,559	25,000
2472	Almont	Union High School	J. S. Taylor	Dept.	1	1	25	42	0	0			2	2	2	4	2	2	4		800	12,000
2473	Alpena	High School	T. Paul Hickey	Dept.	2	3	39	57	0	0			13	12	6	8	3	2	4		3,000	75,000
2474	Ann Arbor	do.*	Judson G. Pattengill	Dept.	8	14	323	295	0	0	15	17	129	67	29	36	30	27	4		6,780	135,000
2475	Athens	do	C. A. Croninger	Dept.	1	1	15	15	0	0	8	5	2	0	2	6			3		200	4,000
2476	Atlantic Mine	do.*	Fred A. Jeffers	Ind.	1	1	14	30	0	0									4		490	14,000
2477	Augusta	do	H. L. Reynolds	Dept.	1	1	10	15	60	65	1	1							4		200	4,000
2478	Ausable	do	Miss Sarah Kanouse	Dept.	1	1	18	43	0	0	2	1			1	10	1	1	3		150	5,000
2479	Badaxe	do	A. F. Doyle	Dept.	1	2	50	49	0	0			5	7	2	6	1	3	4		500	21,000
2480	Bancroft	do	J. A. Thompson	Dept.	1	1	16	19	54	51					4	1			4		300	6,000
2481	Bangor	do	E. V. Root	Dept.	2	1	48	52	0	0	10	7	5	6	7	7	6	4	4		400	10,000
2482	Baraga	do	M. J. McKanna	Dept.	1	0	13	10	0	0									4		240	7,500
2483	Bath	do	Miss Mattie A. Smith	Dept.	0	1	5	9	0	0					3	3			2		40	4,000
2484	Battlecreek	do	H. D. Nutt	Dept.	3	8	133	243	0	0					4	28	4	28	4		16,500	80,000
2485	Bay City	do	George R. Swain	Dept.	5	11	166	334	0	0					7	31	5	2	4		750	85,000
2486	Beaeon	Champion High School	D. K. Dunton	Dept.	1	2	16	17	0	0					0	2	0	2	4		1,500	
2487	Belding	High School	A. L. Marvin	Dept.	1	2	49	57	0	0	5	4	2	1	3	7	2	2	4		325	14,000
2488	Belleville	do	W. L. German	Dept.	1	0	8	17	50	56					0	4			2			
2489	Bellevue	do	C. G. Wade	Dept.	1	2	31	39	0	0	0	4	6	4	5	9	4	2	4		400	8,000
2490	Benton Harbor	do	Miss Graee E. Mines	Dept.	2	4	45	122	0	0	2	2	5	7	10	8	7	5	4		150	60,000
2491	Berrien Springs	do	John D. Carmody	Dept.	1	1	20	20	0	0			1	2	1	7	1	2	4		360	3,000
2492	Bessemer	do	Miss Laura J. Haggart	Dept.	0	3	30	47	0	0					3	4	3	4	4		850	50,000
2493	Big Rapids	do	J. R. Miller	Dept.	1	5	40	100	0	0	3	2	3	4	10	17	3	3	4		501	
2494	Birmingham	do	E. F. Waldo	Dept.	1	2	43	59	0	0			5	5	4	8	4	8	4		350	12,000
2495	Blissfield	East Blissfield High School.	L. H. Riehards	Dept.	1	1	21	27	0	0					3	5	2	0	4		530	4,500
2496	do	West Side High School	Earl R. Riee	Dept.	1	1	24	26	0	0					0	1			4		300	10,000
2497	Bloomingdale	High School*	Enos A. De Waters	Dept.	1	1	25	20	45	40									4		75	16,000
2498	Boyne	do	H. E. Bell	Dept.	1	1	20	27	0	0					0	1			4		300	
2499	Brighton	do*	E. D. Watkins, B. S	Dept.	1	1	30	45	0	0			3	5	3	8	2	3	3		125	20,000
2500	Bronson	do	James Swain	Dept.	1	1	27	33	0	0	7	8			2	3	1	2	4		135	
2501	Brooklyn	Union School	J. V. Nieholson	Dept.	2	0	33	40	0	0					5	10			4		275	3,500
2502	Buchanan	High School	L. G. Avery	Dept.	2	2	28	61	0	0	0	1	3	0	4	12	3	1	4		400	30,000
2503	Burnips Corners	do.*	F. M. Cosner	Dept.	1	0	14	21	37	37					3	6			3		80	3,000
2504	Burroak	do	J. I. Brieker	Dept.	1	2	19	40	0	0			0	2	4	9	0	1	4		512	25,000
2505	Byron	do.*	G. F. Stedman	Dept.	1	0	26	26	50	39			1	0	3	0	1	0	4		80	6,000
2506	Caledonia	do	L. T. Herman	Dept.	1	1	12	28	0	0					0	8			3		156	7,000
2507	Calumet	do.*	Miss Florenee Sanborn	Dept.	4	7	85	187	0	0	20	25	5	10	8	18	8	18	4		300	20,000
2508	Camden	do	F. C. Jones	Dept.	1	1	10	15	35	35					1	2			2		150	4,000
2509	Carleton	do	Wm. Harris	Dept.	1	0	7	13	50	55	4	8							3		300	2,000
2510	Caro	do	Frank L. Evans	Dept.	2	2	58	72	0	0					5	9	3	5	4		1,000	30,000
2511	Carrollton	Union School	J. B. Griffin	Dept.	1	0	3	12	0	0									4		100	10,000

*Statistics of 1899–1900. 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 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
2512	Carson City	High School	Miss Alice Brown	Dept.	1	2	23	22	0	0	....	....	....	....	2	7	2	7	4	....	937	$16,000
2513	Casnovia	Public School	T. A. Harmon	Dept.	1	0	13	24	37	23	....	....	....	....	1	0	....	....	2	....	150	3,000
2514	Cass City	High School*	Chas. S. Weaver	Dept.	1	1	35	55	0	0	....	....	1	0	5	6	1	0	4	....	175	15,000
2515	Cassopolis	do	R. H. Struble	Dept.	1	2	24	45	0	0	0	2	8	16	5	3	2	2	4	....	580	18,000
2516	Cedar Springs	do	Geo. F. Manning	Dept.	1	1	20	39	0	0	1	2	4	7	3	2	1	1	4	....	1,360	20,000
2517	Charlevoix	do	Miss Lillian Vowles	Dept.	1	2	44	59	0	0	4	10	4	0	1	7	1	3	4	....	415	2,500
2518	Charlotte	do	H. C. Thurnan	Dept.	2	4	70	105	0	0	2	3	1	4	4	15	3	7	4	36	4,000	43,000
2519	Cheboygan	do.*	Miss Elizabeth Hamilton	Dept.	2	1	36	53	0	0	....	....	....	....	6	3	....	....	4	....	50	.....
2520	Chelsea	do	Miss May E. Creech	Dept.	1	3	47	51	0	0	1	1	0	3	6	6	1	4	4	....	500	12,000
2521	Chesaning	do	J. B. Field	Dept.	1	2	25	45	0	0	....	....	....	....	0	1	....	....	4	....	400	10,000
2522	Clare	do	Philip A. Bennett	Dept.	2	1	22	43	0	0	....	....	2	3	2	6	1	1	4	....	10	25,000
2523	Clarkston	Union School	Clarence Vliet	Dept.	1	1	18	33	0	0	....	....	....	....	1	6	....	....	4	....	70	4,500
2524	Clayton	High School	G. W. Wisman	Dept.	1	1	25	26	42	46	3	8	....	....	1	1	1	1	4	....	568	3,000
2525	Climax	do	M. W. Longman	Dept.	1	0	13	20	51	58	....	....	....	....	2	6	....	....	4	....	250	3,000
2526	Clinton	do	E. A. Wreidt	Dept.	1	2	22	38	0	0	....	....	....	....	4	9	3	3	4	....	50	2,500
2527	Coldwater	do	E. P. Bradley	Dept.	4	2	62	80	0	0	2	2	3	0	6	6	4	1	4	....	15,000	50,000
2528	Coleman	Central High School	Wm. G. Burton	Dept.	1	1	10	20	0	0	2	9	....	....	0	2	0	1	4	....	300	15,000
2529	Coloma	High School	W. C. Stebbins	Dept.	1	0	16	19	0	0	5	4	....	....	2	2	2	1	3	....	290	5,500
2530	Colon	do.*	F. E. Warren	Dept.	2	0	28	33	0	0	....	....	11	9	2	2	1	0	4	....	50	3,000
2531	Concord	Union School*	F. E. Schall	Dept.	1	1	21	23	40	57	....	....	....	....	3	3	....	....	4	....	250	12,000
2532	Constantine	High School	L. B. Austin	Dept.	1	3	36	39	0	0	8	10	6	8	3	10	....	....	4	....	1,247	25,000
2533	Corunna	do	Miss Frances C. Cook	Dept.	1	3	35	40	0	0	....	....	10	10	9	4	7	3	4	....	1,000	.....
2534	Croswell	do	Ralph W. Coddington	Dept.	2	0	22	19	0	0	1	3	2	1	0	2	0	2	4	....	166	.....
2535	Crystal Falls	do	Miss Margaret Faulds	Dept.	1	3	28	42	0	0	3	4	2	2	1	6	1	2	4	....	2,548	22,000

2536	Dansville	Union School	T. C. North	Dept..	1	0	13	17	35	43	....	....	2	1	3	4	2	1	3	....	80	5,000
2537	Decatur	....do	Willis T. Bishop	Dept..	1	2	38	42	0	0	15	12	10	10	5	9	5	4	4	....	300	4,400
2538	Deerfield	High School*	W. W. Armstrong	Dept..	1	0	15	16	0	0	....	....	....	....	4	1	2	1	3	....	310	8,000
2539	Delray	....do	Miss Fannie Begale	Dept..	0	3	12	18	0	0	....	....	....	....	....	....	....	....	4	....	210	.....
2540	Detroit	Central High School	James H. Beazell	Dept..	21	38	769	1139	0	0	....	....	....	....	47	98	....	....	4	....	6,000	583,800
2541	....do	Eastern High School	Spencer L. Houghton	Dept..	5	12	140	180	0	0	....	....	....	....	2	6	....	....	4	....	1,434	.....
2542	....do	Western High School	Clark B. Hall	Dept..	8	19	254	347	0	0	16	25	19	27	17	29	7	9	4	....	1,450	150,000
2543	Dexter	High School	A. D. De Witt	Dept..	1	2	14	32	0	0	....	....	....	....	0	3	....	....	4	....	1,400	20,000
2544	Dollar Bay	....do	E. F. Benson	Dept..	2	0	10	10	0	0	2	3	....	....	0	2	....	....	4	....	600	17,000
2545	Douglas	Union School	Geo. C. Nevins	Dept..	1	0	8	6	60	48	....	....	....	....	....	....	....	....	2	....	500	5,000
2546	Dowagiac	High School	Geo. W. Green	Dept..	3	2	49	92	0	0	3	18	3	3	3	12	2	8	4	....	1,263	.....
2547	Dryden	....do	W. Frank Laughlin, jr	Dept..	1	0	15	20	41	54	....	....	....	....	....	....	....	....	3	....	326	3,500
2548	Dundee	Union School	G. A. Dennison	Dept..	1	1	21	40	0	0	1	3	3	5	3	8	2	5	4	....	390	20,000
2549	Durand	High School	H. P. Mowerson	Dept..	2	1	16	36	0	0	....	....	1	1	....	....	....	....	4	....	450	20,000
2550	East Jordan	....do	Miss Rose Benning	Dept..	1	2	21	30	0	0	2	3	3	0	0	2	....	....	4	....	300	20,000
2551	East Tawas	....do	Mrs. Lavilla H. Campbell	Dept..	1	1	28	31	0	0	....	....	4	5	4	5	2	3	4	....	600	.....
2552	Eaton Rapids	....do	Wm. G. Baner	Dept..	2	3	69	63	0	0	....	....	7	0	5	16	5	5	4	....	432	40,000
2553	Ednore	....do	Herbert J. Wilson	Dept..	1	1	13	34	0	0	0	2	1	1	0	7	0	2	3	....	200	5,500
2554	Edwardsburg	....do	V. D. Hawkins	Dept..	1	1	25	17	57	47	....	....	....	....	2	1	....	....	4	....	200	3,000
2555	Elk Rapids	....do	Henry C. Lott	Dept..	1	2	28	40	0	0	....	....	4	2	2	5	2	5	4	....	800	28,000
2556	Elsie	....do	R. C. Blank	Dept..	1	1	40	39	0	0	....	....	2	1	4	4	....	....	4	....	50	3,500
2557	Escanaba	....do	Miss Jessie M. Shepherd	Dept..	2	3	62	54	6	8	1	2	2	0	9	7	9	7	4	....	1,500	45,000
2558	Evart	Union School	Everett P. Reynolds	Dept..	2	1	15	45	0	0	1	3	3	5	2	8	2	4	4	....	300	30,000
2559	Ewen	High School*	O. R. McDonald	Dept..	1	0	12	16	33	60	....	....	....	....	2	1	....	....	2	....	325	5,000
2560	Farwell	....do	C. B. Chaffee	Dept..	1	1	8	13	23	12	....	....	2	0	3	4	2	0	2	....	50	4,000
2561	Fennville	....do	Chas. F. Bacon	Dept..	1	1	54	52	0	0	3	4	....	....	....	....	....	....	4	....	75	.....
2562	Fenton	....do	Lew D. Remington	Dept..	2	1	37	64	0	0	....	....	....	....	2	10	2	5	4	....	1,200	15,000
2563	Flatrock	Union School*	Walter D. Riggs	Dept..	1	1	18	21	0	0	0	1	1	2	1	3	1	3	4	....	350	12,000
2564	Flint	High School	W. H. Smith	Dept..	5	10	200	240	0	0	2	2	25	20	20	25	10	5	4	....	8,000	100,000
2565	Flushing	....do	W. R. MacDonald	Dept..	1	2	22	30	0	0	0	2	....	....	1	3	0	2	4	....	175	6,000
2566	Fowlerville	....do	N. Knooihuizen	Dept..	1	2	23	37	0	0	....	....	....	....	5	10	1	7	4	....	700	10,000
2567	Frankfort	Union School	J. E. Clark	Dept..	1	2	26	36	0	0	0	4	5	11	1	6	1	5	4	....	1,126	28,000
2568	Fremont	High School	—— Sooy	Dept..	1	1	21	34	0	0	....	....	2	4	2	9	2	3	4	....	160	10,000
2569	Gaines Station	....do	J. Alton Thompson	Dept..	1	0	7	10	0	0	....	....	2	0	2	3	....	....	2	....	315	.....
2570	Galesburg	....do	E. C. Hambleton	Dept..	2	1	30	39	0	0	....	....	....	....	5	5	5	5	4	....	400	12,000
2571	Galien	....do.*	W. H. Marsh	Dept..	1	0	25	17	0	0	....	....	....	....	0	2	0	1	4	....	300	4,000
2572	Gladstone	Central High School	Miss Florence E. Kellogg	Dept..	1	2	25	39	0	0	....	....	2	1	0	2	0	1	4	....	450	16,000
2573	Gobleville	High School	M. A. Stewart	Dept..	1	1	30	31	0	0	....	....	....	....	3	4	....	....	4	....	.....	.....
2574	Grand Haven	....do	Lawrence H. van den Berg.	Dept..	2	4	52	94	0	0	....	....	1	3	5	11	1	3	4	....	.....	.....
2575	Grandledge	....do	E. J. Quackenbush	Dept..	1	2	35	46	0	0	....	....	....	....	2	5	1	2	4	....	800	.....
2576	Grand Rapids	Central High School	Albert J. Volland	Dept..	9	19	465	691	0	0	....	....	....	....	40	94	9	19	4	....	2,000	141,475
2577	....do	Union High School (West Side).	Albert Jennings	Dept..	4	6	106	155	0	0	2	4	3	2	....	....	....	....	3	....	600	90,000
2578	Grasslake	High School	W. Sherman Lister	Dept..	1	2	20	28	0	0	2	3	5	4	2	7	2	4	4	....	800	10,000
2579	Grayling	....do	H. A. Graham	Dept..	1	1	17	19	0	0	....	....	....	....	0	2	....	....	4	....	145	15,000
2580	Greenville	....do	Miss Mary E. Fish	Dept..	1	5	52	82	0	0	1	3	8	25	14	18	4	12	4	....	2,200	.....
2581	Hadley	....do	E. A. Branch	Dept..	1	1	30	33	30	37	....	....	....	....	3	3	....	....	3	....	1,000	.....
2582	Hancock	....do	Eugene La Rowe	Dept..	2	3	42	55	0	0	0	4	20	16	5	7	3	4	4	....	1,850	.....
2583	Hanover	....do	E. E. Gallup	Dept..	1	1	27	32	0	0	....	....	7	6	3	9	2	5	4	....	321	6,000
2584	Harbor Beach	....do	F. E. Ellsworth	Dept..	1	1	17	26	0	0	....	....	2	3	4	5	2	3	4	....	300	25,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
2585	Harbor Springs	High school	Fredk. M. Churchill	Dept.	1	1	22	38	0	0	0	1	2	0	6	4	2	1	4	....	250	$9,000
2586	Harrison	....do	S. J. Skinner	Dept.	1	0	20	18	0	0	....	....	....	....	0	2	....	....	4	....	200	4,000
2587	Hart	....do	Miss Lucy H. Russell	Dept.	1	2	35	40	0	0	....	....	....	....	5	4	2	0	4	....	200	15,000
2588	Hartford	....do	Louis H. Metras	Dept.	1	2	22	24	0	0	....	....	....	....	4	5	2	3	4	....	150	3,500
2589	Hastings	....do	E. J. Edger	Dept.	3	2	68	67	0	0	1	0	....	....	4	5	2	2	4	....	1,700	30,000
2590	Hersey	....do	E. C. Mead	Dept.	1	0	4	13	51	50	....	....	....	....	2	1	....	....	2	....	113	4,000
2591	Hesperia	....do.*	Leonard Fairchild	Dept.	1	1	1	10	0	0	....	....	....	....	0	5	....	....	4	....	.....	10,000
2592	Hillsdale	....do	S. J. Gier	Dept.	2	5	96	114	0	0	....	....	....	....	14	23	....	....	4	....	1,060	45,000
2593	Holland	....do	O. S. Reimold	Dept.	2	3	90	77	0	0	....	....	....	....	16	10	....	....	4	....	500	.....
2594	Holly	....do	S. O. Wood	Dept.	1	2	40	48	0	0	....	....	....	....	9	3	7	2	4	....	350	15,000
2595	Homer	....do	E. M. Cook	Dept.	1	2	33	36	0	0	2	2	3	4	7	1	2	1	4	....	375	20,000
2596	Houghton	....do	Linus Parmelee	Dept.	2	2	15	36	0	0	....	....	7	15	....	....	....	....	4	....	400	.....
2597	Howard City	....do	Miss Mabel Spencer	Dept.	1	1	30	22	0	0	....	....	....	....	3	5	....	....	4	....	350	.....
2598	Howell	....do	W. D. Sterling	Dept.	2	4	74	85	0	0	5	7	15	20	9	11	8	5	4	....	1,500	.....
2599	Hubbardston	....do	D. J. Crawford	Dept.	1	0	10	23	49	38	....	....	....	....	0	4	....	....	3	....	200	4,000
2600	Hudson	....do	Miss Pina La Rowe	Dept.	1	2	35	57	0	0	....	....	0	1	0	6	0	4	4	....	1,500	28,300
2601	Imlay City	Union School	C. H. Naylor	Dept.	1	2	28	37	0	0	3	2	....	....	4	6	....	....	4	....	537	18,000
2602	Ionia	High School	Miss L. V. Stellberger	Dept.	1	6	66	95	0	0	....	....	....	....	4	5	3	1	4	....	800	.....
2603	Iron Mountain	N. P. Hulst High School	Clarence W. Greene	Dept.	3	2	49	72	0	0	....	....	....	....	3	5	0	3	4	....	3,000	51,000
2604	Iron River	High School	G. E. Carroll	Dept.	1	0	8	11	0	0	....	....	....	....	....	....	....	....	4	....	350	5,000
2605	Ironwood	....do	J. E. Butler	Dept.	2	3	84	86	0	0	....	....	....	....	6	9	6	9	4	....	2,150	60,000
2606	Ishpeming	....do	Miss Jessie O'Leary	Dept.	4	6	75	98	0	0	....	....	....	....	9	19	1	5	4	....	2,276	50,000
2607	Ithaca	Union School	Miss Alice Iseman	Dept.	1	2	40	68	0	0	5	10	....	....	4	7	1	2	4	....	1,624	25,000
2608	Jackson	High School	E. O. Marsh	Dept.	4	7	141	214	0	0	....	....	....	....	26	35	19	12	4	....	.....	.....

2609	Jamestown	do	Frank M. Cosner	Dept.	1	0	5	3	64	47									3		200	2,000
2610	Jonesville	do	F. J. Harrington	Dept.	1	2	36	42	0	0	8	11	4	0	1	7	1	4	4		415	26,000
2611	Kalamazoo	do	Shattuck O. Hartwell	Dept.	3	11	203	269	0	0	9	8	41	66	13	41			4		900	60,000
2612	Kalkaska	do.*	E. L. Luther	Dept.	1	1	26	29	0	0			2	0	3	0	2	0	4		196	12,000
2613	Laingsburg	do	R. Perry Shorts	Dept.	1	0	24	22	0	0					4	8	0	2	4		160	
2614	Lake Ann	do	A. W. Cavanaugh	Dept.	1	0	4	5	44	37									2		40	
2615	Lake City	do	B. J. Rivett	Dept.	1	0	11	23	0	0					8	13			2		75	5,000
2616	Lake Linden	do	Mrs. C. G. White	Dept.	1	5	50	84	0	0	1	6	2	4	2	18	2	1	4		1,500	
2617	Lakeview	Union School	Chester Straight	Dept.	1	3	50	66	0	0	1	2	1	0	2	5	2	5	4		401	4,500
2618	Lansing	High School	Gerard L. Smith	Dept.	3	9	200	274	0	0	15	35	50	30	18	42			4		9,833	50,000
2619	Lapeer	do	Herbert P. Stellwagen	Dept.	2	5	65	68	0	0	2	0	1	0	10	10	4	3	4		858	24,000
2620	Lawton	do	Wm. W. McLain	Dept.	1	1	29	22	0	0			1	0	3	3	1	0	4		350	9,100
2621	Leroy	do	M. Jerome	Dept.	1	0	13	12	0	0					1	0	1	0	4		50	5,000
2622	Leslie	do.*	Allen F. Rockwell	Dept.	1	1	47	56	0	0					3	4	1	1	4		225	9,000
2623	Lexington	do	H. A. Markham	Dept.	1	1	15	25	0	0			4	1	1	2	1	1	2		125	4,000
2624	Litchfield	do	Wm. T. Wallace	Dept.	1	1	25	24	0	0			1	1	3	3			4		150	10,000
2625	Lowell	do	J. F. Thomas	Dept.	1	2	76	77	0	0					2	5	0	1	4		3,800	18,000
2626	Ludington	do	Edward Sargent	Dept.	2	4	55	127	0	0	4	8			4	26	4	10	4		600	
2627	Luther	do	George S. Wright	Dept.	1	0	13	17	0	0					1	6			3		186	4,000
2628	McBride	do	James Swift	Dept.	1	0	10	20	59	47									3			2,000
2629	Mancelona	do	Miss Grace A. Osborne	Dept.	1	1	18	30	0	0	1	1			1	2	1	1	4		107	14,500
2630	Manchester	do	Miss Marie Kirchhofer	Dept.	1	2	32	46	0	0					4	5			4		300	20,000
2631	Manistee	do	S. W. Ehrman	Dept.	3	4	47	111	0	0					3	26	3	13	4			
2632	Manistique	do	O. S. Groner	Dept.	3	1	17	25	0	0					0	2			4		1,400	32,000
2633	Manton	Union School	A. J. Chappell	Dept.	1	1	16	33	0	0	0	1			0	2	0	1	4		200	7,000
2634	Maple Rapids	High School	Theo. H. Townsend	Dept.	2	0	8	14	0	0	2	1	1	0	3	3			3		200	2,000
2635	Marcellus	do	M. E. Bay	Dept.	1	2	22	44	0	0			1	0	3	7	1	0	4		200	
2636	Marine City	do	Miss Amanda J. Hamilton.	Dept.	1	3	30	30	0	0					2	5			4		950	50,000
2637	Marlette	do	E. J. Martin	Dept.	2	1	30	38	0	0					4	4	4	4	4		230	32,000
2638	Marquette	do.*	C. H. Taylor	Dept.	2	4	76	76	0	0	2	0	3	1	4	8	2	1	4			150,000
2639	Marshall	do	R. S. Garwood	Dept.	3	4	69	109	0	0					6	22	6	12	4		2,500	
2640	Martin	do	A. E. Bellis	Dept.	1	0	25	24	39	42			5	6	3	4	2	3	4		50	10,000
2641	Mason	do	Miss Ina A. Godfrey	Dept.	1	4	45	63	0	0	1	4	3	0	7	10	4	4	4		1,200	25,000
2642	Mayville	do	C. F. B. Stowell	Dept.	1	1	36	18	0	0					5	1			4		200	10,000
2643	Mendon	Union School	F. T. Aldrich	Dept.	2	1	25	40	0	0					0	3			4		125	6,000
2644	Menominee	High School	M. D. Cox	Dept.	5	6	80	141	0	0					5	9	3	1	4		1,364	
2645	Metamora	do	C. L. McCulloch	Dept.	1	0	20	17	0	0					0	1			3		256	
2646	Michigamme	do	C. A. De Witt	Dept.	1	0	7	13	0	0									4		100	6,000
2647	Middleville	do	Geo. D. Cooley	Dept.	1	2	28	28	0	0			10	10	4	1			4		200	10,000
2648	Midland	do.*	Miss Edna M. Holbrook	Dept.	1	2	33	44	0	0			3	1	6	7	2	2	4		1,250	40,500
2649	Milan	do.*	C. H. Carrick	Dept.	1	1	25	50	0	0					5	4			4		1,200	20,000
2650	Milford	do	W. J. Morrison	Dept.	1	1	28	27	0	0			5	4	4	4	2	2	4		250	18,000
2651	Millington	Union School	Geo. G. Warner	Dept.	1	1	20	38	0	0					1	1			4		175	6,350
2652	Monroe	High School	T. P. Bauer	Dept.	4	2	64	76	0	0	18	26	10	5	9	8			4			
2653	Montague	do	C. E. Ruthruff	Dept.	1	2	19	28	0	0					1	3			4		380	30,000
2654	Morenci	do.*	Frank Smith	Dept.	1	2	25	25	0	0					2	4			4		200	
2655	Morrice	do	S. D. Grove	Dept.	2	0	22	27	35	59					2	4			3		212	5,000
2656	Mount Clemens	do	Herbert MacCutcheon	Dept.	2	3	64	71	18	28					2	11	0	5	4		5,500	
2657	Mount Morris	do	Geo. A. Lacure	Dept.	1	0	12	15	50	55	5	3	3	2					3		400	5,000
2658	Mount Pleasant	do	Howell L. Begle	Dept.	3	3	65	74	0	0	4	3	3	1	4	5	3	1	4		600	2,500

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
2659	Muir	Union School	J. M. Chapman	Dept.	1	0	9	21	61	39	....	....	....	....	0	2	....	....	3	....	250	$9,000
2660	Muskegon	High School	C. F. Weinberger	Dept.	3	9	157	270	0	0	....	....	....	....	22	35	18	29	4	....	420	.....
2661	Muskegon Heights	do	A. S. Hagerman	Dept.	1	1	21	12	19	28	....	....	....	....	7	2	....	....	4	....	300	15,000
2662	Napoleon	do	H. D. McDougall	Dept.	1	1	18	15	27	35	....	....	....	....	2	0	1	0	3	....	297	6,000
2663	Nashville	do.*	H. D. Wotring	Dept.	3	1	47	56	0	0	3	4	1	0	5	7	2	1	4	....	500	12,000
2664	Negaunee	do	Orr Schurtz	Dept.	2	4	44	51	0	0	....	....	2	2	5	5	2	2	4	....	650	55,750
2665	Newaygo	do	Vernon G. Mays	Dept.	1	1	26	37	0	0	....	....	2	0	2	2	1	0	4	....	600	8,000
2666	Newberry	do	A. D. Chisholm	Dept.	2	0	12	15	0	0	1	0	....	....	6	8	....	....	2	....	800	1,700
2667	New Buffalo	do	W. R. Stevens	Dept.	1	0	5	15	0	0	....	....	....	....	0	1	0	1	4	....	200	4,000
2668	Newhaven	do	Gilbert W. Hand	Dept.	1	1	20	18	0	0	....	....	....	....	1	5	1	1	4	....	250	.....
2669	New Troy	do.*	F. E. Faulkner	Dept.	1	1	14	12	34	56	....	....	....	....	2	1	....	....	4	....	.....	.....
2670	Niles	do	A. H. Knapp	Dept.	2	4	67	87	0	0	....	....	....	....	7	9	3	4	4	....	3,150	50,000
2671	North Adams	do	J. W. Robinson	Dept.	1	1	20	44	0	0	....	....	4	2	6	3	1	0	4	....	200	4,000
2672	Northbranch	do	Orvice La Bounty	Dept.	1	1	25	31	0	0	2	1	3	0	3	4	....	....	4	....	382	9,000
2673	Northville	do	John Loeffler	Dept.	1	2	29	44	0	0	1	2	1	3	4	9	2	5	4	....	1,000	3,000
2674	Norway	do	Miss Mary B. Hubbard	Dept.	1	2	29	29	8	10	8	9	....	....	9	3	2	2	4	....	1,100	20,000
2675	Olivet	do	Ira J. Houston	Dept.	2	0	30	38	0	0	8	9	3	3	....	....	....	....	3	....	.....	.....
2676	Ontonagon	do	Miss Clemmie E. Martin	Dept.	0	2	4	16	0	0	....	....	....	....	0	3	....	....	4	....	.....	28,000
2677	Oscoda	do	L. M. McKoy	Dept.	0	2	19	20	0	0	....	....	0	2	3	7	0	2	4	....	698	1,500
2678	Osseo	do	E. J. Black	Dept.	1	0	5	4	30	30	....	....	3	2	1	2	1	1	2	....	128	2,000
2679	Otisville	do	J. A. Chapell	Dept.	1	0	12	19	39	29	....	....	....	....	3	3	3	3	2	....	150	5,000
2680	Otsego	do	Miss Myrtle B. Upton	Dept.	1	3	37	61	0	0	....	....	....	....	2	11	2	9	4	....	400	.....
2681	Ovid	do	E. M. Plunkett (supt.)	Dept.	2	1	47	51	0	0	....	....	2	0	1	7	0	2	4	....	429	14,000
2682	Owosso	do	L. H. Wood	Dept.	4	4	117	169	0	0	....	....	....	....	13	19	....	....	4	....	1,000	.....

2683	Oxford	do.*	J. H. Baxter (supt.)	Dept.	1	2	27	33	0	0			0	8	2	5	1	2	4		600	30,000
2684	Palmyra	do	L. H. Pennington	Dept.	1	0	6	5	32	38									2		25	800
2685	Parma	do	Wilson H. Davis	Dept.	2	0	23	15	0	0					5	2			4			10,000
2686	Paw Paw	do	J. A. O'Leary	Dept.	1	4	50	62	0	0			14	15	21	15	14	10	4		1,800	
2687	Pentwater	do	Miss Margaret Browne	Dept.	1	2	12	18	0	0					1	2			4		383	12,000
2688	Perry	do.*	W. G. Glazier	Dept.	1	1	20	37	0	0					2	3			4		300	
2689	Petersburg	do	G. H. Curtis	Dept.	1	1	20	20	0	0	0	2	1	2	1	4	1	1	4		300	3,000
2690	Petoskey	do	Frank W. Howe	Dept.	2	2	33	73	0	0					2	7	2	4	4		1,400	30,000
2691	Pinckney	do	Stephen Durfee	Dept.	2	0	20	30	0	0					2	1			4			7,000
2692	Pinconning	do	M. Frappier (supt.)	Dept.	2	0	4	3	16	17					4	3			2			5,000
2693	Pittsford	do		Dept.	1	0	20	23	30	32			2	1	2	3	2	1	3		125	4,000
2694	Plainwell	do	H. C. Daley	Dept.	1	3	41	64	0	0	5	7	2	1	7	12	4	6	4		486	10,000
2695	Plymouth	do	J. E. Mealley	Dept.	1	2	27	44	0	0					3	7			4		1,300	20,000
2696	Pontiac	do	Kendall P. Brooks	Dept.	2	4	85	121	0	0	12	14	16	20	7	8	4	4	4		2,500	
2697	Port Austin	do	Arthur E. Turner	Dept.	1	1	15	11	0	0					1	1			4		325	2,000
2698	Port Hope	do	H. A. Salisbury	Dept.	1	0	6	5	52	48			2	0	3	5			2		200	1,800
2699	Port Huron	do	Allen J. Easton	Dept.	3	7	111	179	0	0	1	1	20	25	11	21	8	8	4		12,000	60,000
2700	Portland	do	M. K. Snyder	Dept.	2	3	50	70	0	0	1	3	4	2	7	9			4		700	
2701	Quincy	Union School	F. E. Knapp	Dept.	1	2	27	55	0	0	2	2			3	6	3	0	4		300	7,500
2702	Reading	High School	Geo. L. Griswold	Dept.	1	1	35	34	0	0	2	1	1	0	1	2	1	2	4		250	25,000
2703	Reed City	do	Miss Ethelberta Williams	Dept.	1	2	41	58	0	0					4	9	4	9	4		200	
2704	Republic	do	J. F. Walker (supt.)	Dept.	1	2	10	20	0	0			3	2	3	1	3	0	4		340	7,500
2705	Richland	do	Miss Alice Clark	Dept.	0	2	29	18	30	37					0	1			4		100	4,000
2706	Richmond	do	Will L. Lee	Dept.	1	1	32	24	0	0	1	3	4	3	1	0	1	0	4		478	
2707	Rochester	do	A. L. Craft	Dept.	1	1	25	25	0	0					3	3			4		300	12,000
2708	Rockland	do	G. A. Pitts	Dept.	1	0	6	19	0	0									4		666	10,000
2709	Romeo	do	O. D. Thompson	Dept.	2	2	40	60	0	0	2	3	2	2	10	14	2	2	4		1,234	29,996
2710	Roscommon	do.*	Geo. A. Wride	Dept.	1	0	6	14	49	66			1	4	1	3	1	2	2		39	3,000
2711	Saginaw	East Side High Scool	Webster Cook	Dept.	7	12	216	324	0	0	10	10			19	48	4	7	4		1,016	52,000
2712	do	West Side High School	Royal B. Way	Dept.	4	6	100	200	0	0	0	2	10	0	6	20	4	4	4		9,000	40,000
2713	St. Charles	High School	Miss Jennie Nicholson	Dept.	1	1	20	32	0	0	3	4	3	4	0	1	0	1	4		150	15,000
2714	St. Clair	Union School	Frank Baron	Dept.	2	2	37	52	0	0			3	2	7	7	3	3	4		600	25,000
2715	St. Ignace	La Salle High School	Norman Sweat	Dept.	1	2	19	24	0	0	0	2	2	0	1	4	1	1	3		250	20,000
2716	St. Johns	Union High School	F. P. Buck	Dept.	3	3	70	80	0	0					12	10	12	10	4			30,000
2717	St. Joseph	High School	G. D. Smith	Dept.	2	3	55	79	0	0					12	11	5	2	4		3,500	
2718	St. Louis	do	Elbert Wood	Dept.	3	1	36	67	0	0					5	13	1	0	4		1,500	30,000
2719	Saline	Union School	T. J. Tooze	Dept.	2	2	29	30	0	0			12	17	3	11	3	8	4		957	22,000
2720	Saugatuck	High School	P. A. Latta	Dept.	1	1	20	30	0	0					6	9			3		125	8,000
2221	Sault Sainte Marie	do	Miss E. Olive Mavecty	Dept.	2	7	79	116	0	0					7	7	7	4	4		1,800	160,000
2722	Schoolcraft	do	H. S. Voorhees	Dept.	2	1	12	24	0	0					0	4			4		500	20,000
2723	Sebewaing	do	David Kaercher	Dept.	1	0	4	4	25	30			3	0					3		125	
2724	Shelby	Union School	E. N. Pitkin	Dept.	1	1	26	34	0	0					3	4			4		520	4,500
2725	Sheridan	High School	Miss Edna Barton	Dept.	1	1	18	19	33	65	0	1	0	1	1	2	0	1	3		200	7,000
2726	South Frankfort	do	W. L. Gillette	Dept.	1	0	5	15	0	0									4		125	5,000
2727	South Haven	do	A. D. Prentice	Dept.	1	4	86	84	0	0	2	2	5	7	5	8	2	3	4		400	
2728	South Lyon	do	E. E. Crampton	Dept.	1	1	27	28	0	0					0	3	0	2	4		150	
2729	Sparta	do	L. L. Coates	Dept.	1	1	29	27	0	0					2	2	0	1	4		600	10,500
2730	Springlake	do	George G. Stroebe	Dept.	1	1	9	6	0	0	1	0	2	0	4	3			2		100	5,000
2731	Springport	do	W. H. Pearce	Dept.	1	1	20	26	0	0	4	7			2	2	1	1	4		370	10,000
2732	Stephenson	do.*	Luman Burch	Dept.	1	1	20	22	0	0					3	1	3	1	3		200	3,000
2733	Sterling	do	E. M. Ledyard	Dept.	1	0	23	28	0	0					2	5			4		100	3,600

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
2734	Stevensville	High School	G. N. Otwell	Dept.	1	1	17	16	0	0	5	4	4	1	3	1	2	1	4	....	250	$5,000
2735	Stockbridge	....do	F. E. Searl	Dept.	2	0	25	20	0	0	5	2	....	....	3	5	2	1	4	....	300	7,000
2736	Sturgis	....do	Miss N. W. Haffner	Dept.	1	2	34	34	0	0	1	0	1	0	6	4	....	....	4	....	150	50,000
2737	Tawas City	....do	Miss Nancie MacArthur	Dept.	1	1	15	25	0	0	....	....	....	....	0	2	....	....	4	....	200	4,000
2738	Tecumseh	....do	L. M. Kellogg	Dept.	1	4	60	72	0	0	....	....	....	....	6	11	1	3	4	....	3,200	32,000
2739	Tekonsha	....do	Claude L. Pemberton	Dept.	1	0	10	15	0	0	....	....	....	....	1	2	....	....	3	....	100	5,000
2740	Threeoaks	....do	W. M. Milham	Dept.	1	2	16	20	0	0	....	....	6	10	2	3	2	3	4	....	150	8,000
2741	Three Rivers	....do	John E. Fox	Dept.	3	3	50	83	0	0	....	....	....	....	6	7	3	1	4	....	300	22,446
2742	Traverse City	....do	Edward H. Ryder	Dept.	3	7	128	187	0	0	....	....	....	....	6	14	....	....	4	....	1,200	120,000
2743	Tustin	....do	A. N. Demoray	Dept.	1	0	18	18	0	0	1	0	0	2	0	1	....	....	3	....	.....	4,000
2744	Union City	....do	J. H. Ehlers	Dept.	2	2	48	48	0	0	5	8	5	2	4	7	2	3	4	....	525	.....
2745	Unionville	....do	C. L. Schram	Dept.	1	0	10	11	0	0	....	....	3	7	2	2	1	1	4	....	200	2,000
2746	Vandalia	....do	L. O. DeCamp	Dept.	1	1	7	18	53	58	....	....	0	1	0	3	0	1	4	....	125	6,000
2747	Vassar	....do	Robert G. Lyon (secretary).	Dept.	2	3	41	67	0	0	....	....	....	....	10	6	....	....	4	....	750	2,500
2748	Vernon	....do.*	W. B. Sheehan	Dept.	1	1	16	23	0	0	....	....	....	....	1	5	0	2	4	....	300	8,000
2749	Vicksburg	....do	Miss Ora Travis (supt.)	Dept.	2	1	34	44	0	0	1	2	3	0	3	7	2	2	4	....	250	10,000
2750	Watervliet	....do	H. M. Snow	Dept.	1	2	20	35	0	0	....	....	8	6	....	....	....	....	4	....	400	10,000
2751	Wayland	....do	Ernest M. Vroman	Dept.	2	0	29	45	0	0	....	....	....	....	3	10	....	....	3	....	40	10,000
2752	Wayne	....do	Geo. R. Brandt	Dept.	1	2	37	41	0	0	....	....	8	9	2	3	2	3	4	....	400	12,000
2753	West Bay City	....do	I. A. Beddow	Dept.	4	3	54	86	0	0	....	....	....	....	4	8	4	8	4	....	18	25,000
2754	Westbranch	....do	B. Bennett	Dept.	1	1	20	40	0	0	....	....	....	....	4	8	....	....	2	....	100	12,000
2755	Weston	....do	Erwin A. Rood	Dept.	1	0	1	7	47	35	....	....	....	....	....	....	....	....	2	....	52	3,000
2756	Whitecloud	....do	Geo. A. Wride	Dept.	1	0	12	13	0	0	....	....	2	4	1	0	....	....	3	....	136	4,000

2757	Whitehall	do	H. H. Clement	Dept..	1	2	24	44	0	0	....	....	....	....	1	9	....	....	4	....	1,120	30,000
2758	White Pigeon	do	John M. Geiser	Dept..	1	1	25	28	0	0	....	....	2	3	4	5	1	1	4	....	400	18,000
2759	Williamston	do	E. R. Nethercott, B. S., B. Ped.	Dept..	1	3	34	38	0	0	3	2	7	9	6	6	2	1	4	....	200	20,000
2760	Woodland	do	Geo. A. Fox	Dept..	1	0	10	6	0	0	2	1	1	0	1	0	1	0	2	....	200	.....
2761	Wyandotte	do	Miss Louise Kilbourne	Dept..	1	3	49	53	0	0	....	....	5	3	2	6	1	2	4	....	4,000	20,000
2762	Yale	do	J. Q. Roode	Dept..	1	1	28	47	0	0	2	1	2	0	3	4	2	1	4	....	347	.....
2763	Ypsilanti	do.*	Wm. B. Arbaugh	Dept..	4	6	100	154	0	0	....	....	....	....	21	23	21	23	4	....	4,000	60,000
	MINNESOTA.																						
2764	Ada	High School	P. J. Butler	Dept..	1	2	20	17	0	0	....	....	8	0	3	1	3	0	4	....	800	8,000
2765	Aitkin	do	I. A. Thorson	Dept..	1	2	9	13	0	0	....	....	....	....	1	1	1	1	4	....	400	50,000
2766	Albert Lea	do	Miss Mary E. Higgins	Dept..	1	4	49	74	0	0	....	....	4	0	6	1	4	0	4	....	.....	75,000
2767	Alexandria	do	J. A. Cranston	Dept..	2	4	40	54	0	0	....	....	5	2	10	7	....	....	4	....	458	50,000
2768	Annandale	do	M. A. Morse	Dept..	1	0	4	5	0	0	....	....	1	0	....	....	....	....	1	....	260	4,210
2769	Anoka	Irving High School	F. J. Sperry	Dept..	1	4	46	80	0	0	1	2	8	4	8	5	5	1	4	....	575	.....
2770	Appleton	High School	James M. Powers	Dept..	1	1	19	30	0	0	....	....	....	....	1	4	1	2	4	....	500	200,000
2771	Austin	do	L. N. McWhorter	Dept..	3	4	93	147	0	0	....	....	60	100	15	23	15	23	4	....	1,500	100,000
2772	Barnesville	do	R. S. Dewar	Dept..	1	1	12	12	18	18	....	....	4	6	0	3	0	1	4	....	186	25,000
2773	Benson	do.*	H. S. Hilleboe	Dept..	1	1	28	27	0	0	....	....	....	....	2	5	2	3	4	....	1,264	10,000
2774	Blooming Prairie	do	Louis N. Isaacs	Dept..	1	1	11	16	0	0	....	....	....	....	....	....	....	....	4	....	400	30,000
2775	Blue Earth City	do	A. C. Tibbetts	Dept..	2	1	38	41	0	0	10	7	5	9	5	4	4	1	4	36	1,800	30,000
2776	Brainerd	do.*	Frank W. Haupt	Dept..	1	2	55	54	0	0	26	18	....	....	0	4	0	2	4	....	550	40,000
2777	Brown Valley	do	H. R. Edwards	Dept..	1	2	25	33	0	0	....	....	3	0	0	2	....	....	4	....	500	15,000
2778	Buffalo	do	Jno. C. Partridge	Dept..	1	0	11	16	0	0	0	5	4	0	0	2	0	2	4	....	240	10,000
2779	Caledonia	do	P. A. Davis	Dept..	1	2	10	16	0	0	....	....	2	0	....	....	....	....	4	....	350	10,000
2780	Canby	do	O. S. Vail	Dept..	1	2	17	30	0	0	....	....	4	5	1	4	1	1	4	....	500	.....
2781	Cannon Falls	do	Alfred C. Carlson	Dept..	2	1	25	50	0	0	....	....	8	12	4	14	2	4	4	....	1,185	25,000
2782	Chatfield	do	H. L. Brown	Dept..	1	4	17	39	0	0	6	3	....	....	6	3	6	3	4	....	600	28,000
2783	Cloquet	do	Edwin T. Reed	Dept..	1	2	8	25	0	0	....	....	3	10	0	3	....	....	4	8	1,022	42,000
2784	Crookston	do	C. W. Newbery	Dept..	3	3	52	80	0	0	....	....	10	22	5	11	3	3	4	....	700	17,500
2785	Dawson	do	E. M. Phillips	Dept..	1	2	20	20	0	0	10	14	10	14	3	1	2	1	4	....	1,100	15,000
2786	Delano	do	Herbert Carleton	Dept..	1	0	17	16	0	0	....	....	5	3	0	2	0	1	4	....	600	10,500
2787	Detroit	do	S. A. Challman	Dept..	1	2	20	37	0	0	....	....	0	6	0	5	0	5	4	....	1,260	42,000
2788	Dodge Center	do	R. B. MacLean	Dept..	1	1	16	26	0	0	....	....	2	4	....	....	....	....	4	....	600	25,000
2789	Duluth	Central High School	Charles A. Smith	Dept..	12	7	233	337	0	0	5	9	80	46	23	48	19	9	4	....	2,510	526,500
2790	Dundas	High School	W. E. Judson	Dept..	1	0	9	15	0	0	....	....	....	....	5	7	....	....	2	....	250	3,000
2791	East Grand Forks	do	Miss May G. Whitney	Dept..	1	4	15	35	0	0	....	....	....	....	....	....	....	....	4	....	500	30,000
2792	Elgin	do	Inga Arneson	Dept..	1	1	13	15	0	0	0	4	6	0	4	2	4	1	4	....	450	5,500
2793	Elk River	do	J. M. Casey	Dept..	1	3	30	35	0	0	....	....	....	....	6	5	6	5	4	....	300	.....
2794	Ely	do	C. L. Newberry	Dept..	1	2	4	8	0	0	1	1	1	1	....	....	....	....	4	....	2,200	30,000
2795	Excelsior	do	J. W. Heckert	Dept..	1	1	13	16	0	0	....	....	0	1	3	1	3	1	4	....	310	20,000
2796	Fairmont	do	P. P. Kennedy	Dept..	2	2	31	64	0	0	....	....	5	5	7	8	5	3	4	....	800	44,000
2797	Faribault	do	H. C. Emm	Dept..	3	5	52	88	0	0	1	4	11	9	5	11	4	6	4	....	800	40,000
2798	Farmington	do	Freeman P. Phipps	Dept..	1	1	13	17	0	0	....	....	6	0	4	2	3	0	4	....	750	12,000
2799	Fergus Falls	do	Miss Grace L. Terry	Dept..	3	3	80	107	0	0	....	....	....	....	9	16	9	16	4	....	1,800	80,000
2800	Gaylord	do	J. T. Frelin	Dept..	1	1	24	36	0	0	....	....	0	4	6	5	1	2	4	....	198	8,000
2801	Glencoe	Stevens Seminary	E. E. McIntire	Dept..	1	2	33	35	0	0	....	....	8	11	4	4	2	2	4	....	5,300	35,000
2802	Glenwood	High School	Miss Clara C. Thomas	Dept..	1	2	17	25	0	0	0	2	....	....	0	8	0	2	4	....	1,000	18,500
2803	Graceville	do	Henry V. Stahl	Dept..	1	1	15	20	0	0	....	....	8	2	3	2	2	0	4	....	585	18,500

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	MINNESOTA—cont'd.																					
2804	Grand Rapids	High School	E. T. Carroll	Dept.	1	2	6	25	0	0	....	....	3	8	1	0	1	0	4	....	912	$42,000
2805	Granite Falls	....do	Miss Nina T. Updyke	Dept.	1	2	23	31	5	1	....	....	18	10	2	4	2	3	4	....	1,100	14,000
2806	Hastings	....do	W. F. Kunze (supt.)	Dept.	2	3	54	74	0	0	....	....	5	2	4	9	3	6	4	....	2,943	50,000
2807	Henderson	....do	Chas. E. Young	Dept.	1	1	24	31	0	0	....	....	8	9	3	3	2	1	4	....	800	25,000
2808	Herman	....do	Waldron M. Jerome	Dept.	1	1	8	16	0	0	....	....	2	5	....	....	....	....	4	....	330	10,000
2809	Heron Lake	....do	Miss Margaret Rankin	Dept.	1	1	18	17	0	0	....	....	7	3	4	2	4	1	4	....	1,154	30,000
2810	Hibbing	....do	J. W. Klinker	Dept.	1	1	4	8	0	0	....	....	....	....	....	....	....	....	4	....	895	5,000
2811	Hopkins	....do	Adolph Olson	Dept.	1	2	23	37	0	0	0	3	13	15	....	....	....	....	4	....	600	15,000
2812	Howard Lake	....do	Miss M. E. Harris	Dept.	1	2	21	19	0	0	....	....	18	9	0	1	....	....	4	....	420	13,000
2813	Hutchinson	....do	H. L. Merrill	Dept.	3	2	73	79	0	0	....	....	40	48	9	11	3	5	4	....	1,500	37,000
2814	Jackson	....do	Miss Mary B. Day	Dept.	0	3	36	43	0	0	2	1	3	6	6	6	3	2	4	....	500	40 000
2815	Janesville	....do	V. G. Pickett	Dept.	1	2	20	37	0	0	....	....	6	4	3	4	3	4	4	....	800	23,000
2816	Jordan	....do	G. H. Green	Dept.	1	0	4	7	0	0	....	....	1	4	0	1	0	1	4	....	300	18,000
2817	Kasson	....do	Med. Williams	Dept.	1	1	16	28	0	0	....	....	....	....	1	2	1	1	4	....	500	30,000
2818	Kenyon	....do	H. G. Blanch	Dept.	2	1	15	25	0	0	2	5	3	6	0	3	0	1	4	....	517	18,000
2819	Lake City	....do	L. P. Cravens	Dept.	2	2	55	65	0	0	....	....	8	4	7	6	7	6	4	....	1,200	5,500
2820	Lake Crystal	....do	H. A. Britzens	Dept.	1	2	27	22	0	0	....	....	10	10	1	1	....	....	4	....	300	25,000
2821	Lakefield	....do	Louis Anderson	Dept.	1	1	11	9	0	0	....	....	2	0	3	0	2	0	4	....	700	25,100
2822	Lanesboro	....do	J. C. Miller	Dept.	1	2	25	41	0	0	....	....	4	16	1	7	1	5	4	....	600	15,000
2823	Leroy	....do	R. L. H. Lord	Dept.	1	1	16	22	0	0	....	....	5	13	2	6	2	4	4	....	700	16,000
2824	Lesueur	Washington High School*	Miss Mary Plant	Dept.	1	2	25	30	5	7	10	16	....	....	2	4	2	4	3	....	600	30,000
2825	Litchfield	High School*	R. C. Dewey	Dept.	2	2	39	59	0	0	....	....	1	4	1	6	1	2	4	....	567	25,000
2826	Littlefalls	....do	A. M. Rowe	Dept.	2	3	38	82	0	0	....	....	20	35	5	4	2	2	4	....	390	25,900
2827	Long Prairie	....do	C. H. Christopherson	Dept.	1	2	7	14	0	0	4	5	....	....	1	1	....	....	4	....	700	.....

2828	Luverne	do	Miss Elizabeth L. Smith	Dept.	1	3	35	61	0	0	....	....	18	22	10	11	6	5	4	....	1,400	12,000
2829	Madison	do	P. C. Tonning	Dept.	1	1	17	16	0	0	0	1	1	0	2	4	1	1	4	....	1,050	20,000
2830	Mankato	do	Miss Caroline A. Fullerton.	Dept.	2	4	99	106	0	0	....	....	....	....	9	11	....	....	4	....	1,500	40,000
2831	Mantorville	do	James T. Fuller	Dept.	1	1	13	17	0	0	....	....	....	....	1	2	1	1	4	....	580	17,000
2832	Mapleton	do	Mrs. J. F. Koehler	Dept.	1	3	30	35	0	0	....	....	....	....	2	7	2	4	4	....	380	10,000
2833	Minneapolis	Central High School	John N. Greer	Dept.	4	38	612	867	0	0	....	....	....	....	61	96	41	73	4	....	3,000	240,000
2834	do	East High School	W. F. Webster	Dept.	4	17	236	341	0	0	....	....	....	....	13	46	13	46	4	....	1,000	150,000
2835	do	North High School	W. W. Hobbs	Dept.	2	16	169	310	0	0	....	....	40	130	11	17	....	....	4	....	1,000	75,000
2836	do	South High School	A. N. Ozias	Dept.	3	17	206	357	0	0	....	....	110	175	23	49	16	30	4	....	300	.....
2837	Montevideo	High School*	Geo. A. Smith	Dept.	1	2	28	36	0	0	....	....	....	....	3	2	3	2	4	....	400	20,000
2838	Monticello	do	W. A. Tucker	Dept.	1	1	22	23	0	0	....	....	2	1	3	2	3	1	4	....	600	13,400
2839	Moorhead	Sharp High School	Miss Emma Williamson	Dept.	1	3	30	33	0	0	....	....	....	....	3	5	2	2	4	....	2,000	35,000
2840	Morris	High School	Pete W. Ross	Dept.	2	1	33	39	0	0	....	....	16	20	4	6	4	4	4	....	772	32,000
2841	New Paynesville	do	B. J. Bnekland	Dept.	1	1	23	18	0	0	5	2	4	0	2	0	2	0	4	....	400	8,000
2842	New Ulm	do	E. T. Critchett	Dept.	2	1	36	37	0	0	....	....	8	12	1	5	0	5	4	....	1,385	25,000
2843	Northfield	do	Miss Alma B. Stanford	Dept.	2	6	94	142	0	0	4	3	18	20	10	16	9	16	4	....	1,600	50,000
2844	Ortonville	do	Miss Estella Scofield	Dept.	1	2	29	26	0	0	1	0	4	0	9	3	4	0	4	....	600	.....
2845	Owatonna	do	P. J. Kuntz, supt	Dept.	3	3	55	105	0	0	3	5	2	3	8	13	6	6	4	....	1,300	75,000
2846	Pine Island	do	Jno. S. Festerson	Dept.	1	2	18	20	0	0	....	....	....	....	3	3	0	2	3	....	325	12,500
2847	Pipestone	do	A. M. Randolph	Dept.	2	3	53	75	0	0	....	....	6	3	6	14	3	1	4	....	554	46,000
2848	Plainview	do	T. E. Utterback	Dept.	1	1	16	21	0	0	....	....	3	6	4	2	4	2	4	....	700	15,000
2849	Preston	do	E. E. Lockerby	Dept.	1	2	30	41	0	0	....	....	....	....	3	3	2	0	4	....	409	35,000
2850	Princeton	do	H. E. White	Dept.	1	2	10	30	0	0	....	....	....	....	1	3	1	3	4	....	600	20,000
2851	Redwood Falls	do	Miss Jessie G. Wilcox	Dept.	1	2	26	39	0	0	1	0	2	0	2	0	2	0	4	....	750	32,600
2852	Renville	do	R. H. Burns	Dept.	1	2	18	21	0	0	....	....	10	12	2	1	2	1	4	....	2,000	35,000
2853	Rochester	do	F. W. Gates	Dept.	3	3	45	90	0	0	....	....	....	....	9	20	9	20	4	....	2,000	15,000
2854	Rockford	do	A. D. Griffin	Dept.	1	0	5	9	26	27	....	....	....	....	....	....	....	....	2	....	150	2,000
2855	Rush City	do	Wm. B. Bridgman	Dept.	1	1	7	18	0	0	....	....	1	0	0	3	0	1	4	....	498	13,000
2856	Rushford	do	Frank McIntyre	Dept.	1	2	26	41	0	0	0	5	10	10	4	9	4	5	4	....	1,300	1,600
2857	St. Charles	do.*	A. C. Tibbetts	Dept.	1	2	36	54	0	0	....	....	25	36	2	10	2	10	4	....	800	18,000
2858	St. Cloud	do	Miss M. Maud Case	Dept.	2	3	42	78	0	0	....	....	8	15	3	12	2	4	4	....	1,700	27,000
2859	St. James	do	H. B. Humphrey	Dept.	2	1	32	36	0	0	....	....	....	....	4	3	4	0	4	....	2,000	15,000
2860	St. Louis Park	Lincoln High School	R. L. Davidson	Dept.	1	2	6	18	0	0	....	....	2	4	....	....	....	....	4	....	600	20,000
2861	St. Paul	Central High School	Dr. Edward Van D. Robinson.	Dept.	11	22	453	689	0	0	....	....	....	....	29	79	15	28	4	....	5,000	.....
2862	do	Cleveland High School	S. A. Farnsworth	Dept.	2	7	56	124	0	0	5	12	10	20	4	14	3	3	4	....	2,500	75,000
2863	do	Humboldt High School	Henry S. Baker	Dept.	1	9	68	158	0	0	1	2	1	4	4	24	1	8	4	....	4,000	.....
2864	do	Mechanics' Arts High School.	George Weitbrecht	Dept.	6	10	332	160	0	0	....	....	....	....	....	....	....	....	4	....	1,394	.....
2865	St. Peter	High School	V. R. Wasson	Dept.	2	2	27	63	0	0	....	....	....	....	2	14	1	5	4	....	1,000	.....
2866	Sauk Center	do	Geo. A. Stanton	Dept.	2	3	35	67	0	0	1	0	12	14	7	10	5	8	4	....	800	29,000
2867	Shakopee	Union High School	A. L. McBee, supt	Dept.	1	1	2	34	0	0	....	....	1	9	1	2	1	2	4	....	400	25,000
2868	Slayton	High School	W. P. Dyer	Dept.	1	1	13	25	0	0	....	....	2	2	1	2	1	2	4	....	465	30,000
2869	Sleepyeye	do	Miss Lottie M. Dennison	Dept.	1	3	47	43	0	0	....	....	5	8	5	8	5	8	4	....	.....	45,000
2870	Springfield	do	Miss Mary L. Butts	Dept.	1	1	9	16	0	0	....	....	....	....	0	2	....	....	4	....	800	27,000
2871	Spring Valley	do	Freeman E. Lurton, Ph. D.	Dept.	1	3	26	64	0	0	....	....	....	....	1	8	1	4	4	....	753	35,000
2872	Stewartville	do	Carroll E. Payne	Dept.	1	2	25	35	0	0	....	....	....	....	....	....	....	....	4	....	500	20,000
2873	Stillwater	do	Miss Ada E. Smith	Dept.	2	8	80	177	0	0	2	3	....	....	9	20	1	3	4	....	.....	.....
2874	Tower	do	F. A. Wildes, jr	Dept.	1	1	10	10	0	0	....	....	4	0	....	....	....	....	2	....	250	15,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	MINNESOTA—cont'd.																					
2875	Tracy	High School*	Miss Mary Neff	Dept.	1	4	27	49	0	0	....	....	....	....	3	3	2	0	4	....	1,052	$35,000
2876	Verndale	do	C. W. Colby	Dept.	1	0	7	6	0	0	....	....	....	....	....	....	....	....	4	....	375	.....
2877	Virginia	do	Miss Kate G. Sweeney	Dept.	1	2	15	15	0	0	3	3	1	0	1	0	1	0	4	....	650	.....
2878	Wabasha	do	A. M. Locker	Dept.	1	3	30	45	0	0	....	....	20	30	4	6	4	6	4	....	1,300	45,000
2879	Wadena	do	Miss Rose W. Eaton	Dept.	0	2	25	37	0	0	....	....	5	7	4	4	4	4	4	....	1,500	.....
2880	Warren	do	William Angus	Dept.	1	2	18	23	0	0	....	....	4	6	2	3	2	1	4	....	1,097	25,000
2881	Waseca	do.*	Lafayette Bliss	Dept.	1	4	55	60	0	0	25	16	....	....	9	10	7	8	4	25	2,200	60,000
2882	Watervillc	do	C. R. Frazier	Dept.	2	1	15	45	0	0	0	3	....	....	0	2	0	2	4	....	730	12,500
2883	Wells	do	Miss M. Frances Tennison.	Dept.	2	2	23	29	0	0	....	....	....	....	3	7	2	3	4	....	1,200	50,000
2884	Whitebear Lake	do	F. F. Farrar	Dept.	1	1	6	17	0	0	0	1	....	....	0	4	....	....	4	....	650	40,000
2885	Willmar	do	Miss Martha Campbell	Dept.	2	2	25	47	0	0	2	0	0	2	5	6	4	2	4	....	1,500	15,000
2886	Windom	do	Miss Esther Friedlander	Dept.	1	2	10	35	0	0	....	....	5	3	0	6	0	2	4	....	950	35,000
2887	Winnebago City	do	J. M. McConnell	Dept.	2	1	39	43	0	0	....	....	....	....	0	7	0	3	4	....	700	26,000
2888	Winona	do	William A. Bartlett	Dept.	4	7	146	216	0	0	....	....	....	....	11	29	....	....	4	....	2,000	75,000
2889	Worthington	do	Miss Mabel F. Smith	Dept.	1	4	38	69	0	0	0	1	2	3	6	11	3	5	4	....	1,689	50,000
2890	Zumbrota	do	C. A. Patchin	Dept.	1	2	40	22	0	0	....	....	7	5	3	2	2	2	4	....	600	40,000
	MISSISSIPPI.																					
2891	Aberdeen	High School	M. Rose, supt	Dept.	1	3	30	45	0	0	13	5	....	....	1	7	1	5	3	....	1,400	35,000
2892	Amory	do.*	E. E. Cowley	Dept.	1	1	10	10	0	0	....	....	....	....	....	....	....	....	2	....	500	3,000
2893	Artesia	do	Joe Cook	Dept.	1	0	6	7	18	9	3	6	....	....	0	3	0	3	3	....	.....	.....
2894	Auburn	do	A. A. McAlpin	Dept.	1	0	10	10	30	25	6	6	....	....	....	....	....	....	3	....	.....	900

2895	Batesville	....do.*	S. P. Walker	Dept..	1	0	12	18	60	50	4	1	....	....	3	2	3	2	3	....	9,000
2896	Bellefontaine	....do	W. B. Walker	Dept..	1	1	31	34	0	0	....	....	10	12	....	....	....	....	4	....	28	2,500
2897	Berwick	Toler High School*	Miss Willie Gunby	Ind...	0	1	8	6	15	10	....	....	1	0	....	....	....	....	2	....	.....	300
2898	Big Creek	Male and Female Institute.	A. K. Eckles	Dept..	1	0	10	15	60	65	5	7	....	....	....	....	....	....	1	....	.....	1,500
2899	Biloxi	High School	J. H. Owings	Dept..	2	1	42	70	0	0	....	....	....	....	....	....	....	....	4	....	1,720	.....
2900	Bogue Chitto	Graded School	Miss Edwina Burnley	Dept..	0	1	15	4	50	66	1	3	....	....	....	....	....	....	1	....	.....	.....
2901	Bolton	High School*	Charles F. Capps	Dept..	1	0	9	14	23	26	3	0	1	0	2	5	2	1	4	....	125	3,500
2902	Booneville	Graded School*	Frank A. Miller	Dept..	1	1	30	35	0	0	5	4	2	0	0	1	....	....	3	....	200	2,500
2903	Brandon	....do.*	W. W. Matthews	Dept..	1	0	22	24	42	45	....	....	....	....	....	....	....	....	3	....	.....	2,500
2904	Brookhaven	....do	T. P. Scott	Dept..	1	2	30	59	0	0	....	....	....	....	3	12	2	6	3	....	100	25,000
2905	Brookville	High School*	G. T. Wallace	Ind...	1	0	9	11	29	24	....	....	....	....	....	....	....	....	4	....	.....	1,800
2906	Byhalia	Waverly Institute*	Mrs. A. M. Moore	Ind...	1	2	16	38	19	39	0	2	....	....	0	8	0	1	4	....	300	6,000
2907	Carrollton	Male and Female High School*.	W. F. Hamilton	Dept..	1	1	20	25	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
2908	Carthage	High School	F. B. Woodley	Dept..	1	1	20	17	0	0	5	0	....	....	3	0	....	....	3	....	100	1,500
2909	Caseyville	Grange Hall Graded School.*	Miss Alma Chiles	Dept..	0	1	5	10	36	34	....	....	....	....	....	....	....	....	....	....	.....	1,000
2910	Charleston	High School	W. F. Lambert	Dept..	1	2	24	31	34	47	....	....	2	5	0	2	0	2	4	....	125	2,000
2911	Coldwater	....do	W. N. Craig	Dept..	1	1	20	10	40	40	4	1	4	1	....	....	....	....	3	....	.....	5,000
2912	Columbus	High School of Franklin Academy.	J. M. Barrow	Dept..	1	3	32	35	0	0	10	29	....	....	5	6	4	6	3	....	150	.....
2913	Como Depot	Como Academy	A. S. J. Shaw	Ind...	1	1	15	10	27	12	15	6	....	....	3	2	2	2	2	....	.....	1,500
2914	Crawford	High School	Miss Lillie R. Hairston	Dept..	0	1	4	9	6	2	....	....	....	....	....	....	....	....	....	....	.....	1,500
2915	Crystalsprings	....do.*	T. L. Trawick	Dept..	1	3	94	119	0	0	81	102	....	....	6	4	....	....	4	....	1,000	9,000
2916	Dow	Mt. Vernon High School	Mrs. W. Lyles	Dept..	0	1	2	3	14	32	....	....	0	2	....	....	....	....	....	....	.....	.....
2917	Duckhill	High School	G. M. Anderson	Ind...	1	0	2	4	28	36	....	....	....	....	1	1	1	1	4	....	.....	.....
2918	Edinburg	....do	W. F. Wallace	Dept..	1	0	12	15	53	45	4	8	....	....	....	....	....	....	3	....	.....	1,500
2919	Ellisville	Graded School	Thad. C. Lockard, M. A.	Dept..	1	0	1	8	119	122	0	1	0	1	0	1	0	1	2	....	100	12,000
2920	Eucutta	Normal Institute*	M. P. Bush	Dept..	1	0	30	32	35	38	3	2	....	....	0	1	....	....	4	....	75	1,000
2921	Fernwood	High School	G. P. McFarland	Ind...	1	0	8	8	49	40	....	....	....	....	....	....	....	....	....	....	.....	1,500
2922	Florence	Steen Creek High School	Geo. G. Hurst	Dept..	2	0	15	25	0	0	5	10	2	4	....	....	....	....	4	....	600	1,500
2923	Forest	High School*	J. A. Huff	Ind...	1	0	5	5	40	40	....	....	....	....	....	....	....	....	4	....	.....	2,000
2924	Gloster	Graded High School	C. M. Shaw	Dept..	2	0	32	55	0	0	3	10	....	....	0	3	0	2	4	....	50	8,000
2925	Greenville	High School	E. E. Bass	Dept..	2	6	52	88	0	0	6	7	18	22	6	15	6	12	4	....	1,550	15,000
2926	.....do	High School, No. 2 (colored).*	Miss Lizzie W. Coleman	Dept..	0	2	17	29	0	0	2	2	....	....	2	2	....	....	3	....	24	3,000
2927	Grenada	Graded School	J. N. Powers	Dept..	1	4	16	18	0	0	5	1	3	2	1	2	....	....	4	....	400	19,000
2928	.....do	Graded School (colored)	A. H. Henderson	Dept..	1	0	3	10	0	0	3	5	....	....	....	....	....	....	....	....	.....	2,500
2929	Handsboro	Gulf Coast College	W. R. Hardy	Dept..	1	0	10	15	50	50	....	....	....	....	....	....	....	....	3	....	25	2,500
2930	Harrison station	Harrison High School*...	—— Bates	Dept..	1	1	10	15	27	25	....	....	....	....	....	....	....	....	4	....	.....	.....
2931	Hattiesburg	Graded School*	R. R. Swittenberg	Dept..	3	1	25	50	0	0	....	....	....	....	5	3	5	3	3	....	600	18,000
2932	Hebron	High School	O. B. Dorris	Ind...	1	1	16	13	0	0	....	....	....	....	3	2	....	....	3	....	750	1,200
2933	Hernando	Randle's University School.	E. H. Randle, A. M.	Dept..	1	1	10	12	35	48	5	5	8	10	....	....	....	....	4	....	1,000	20,000
2934	Hickory	High School	J. L. Taylor	Dept..	1	0	20	30	0	0	....	....	10	15	....	....	....	....	3	....	100	2,500
2935	Holly Springs	Normal Institute	W. A. Anderson	Dept..	2	0	10	10	0	0	....	....	....	....	....	....	....	....	3	....	.....	3,500
2936	Iuka	High School	D. L. Ross	Dept..	1	1	14	7	0	0	....	....	....	....	....	....	....	....	3	....	.....	2,000
2937	Jackson	Graded School, No. 2 (colored).	J. A. Martin	Dept..	1	0	2	10	0	0	....	....	....	....	1	8	....	....	1	....	120	10,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
2938	Jackson	High School	W. B. Stark	Dept..	1	3	34	63	0	0	....	....	....	....	2	12	1	5	3	....	1,000	.....
2939	Kilmichael	....do.*	V. D. Rowe	Dept..	2	0	18	12	37	18	5	15	....	....	1	5	1	4	3	....	.....	$800
2940	Kosciusko	....do	G. F. Boyd	Dept..	1	4	35	45	0	0	....	....	....	....	4	8	3	4	3	....	859	20,000
2941	Lafayette Springs	Collegiate Institute*	D. F. Spradling	Ind...	1	0	6	10	31	36	....	....	....	....	....	....	....	....	3	....	500	.....
2942	Lake Como	High School	C. E. Watkins	Dept..	1	1	23	21	32	28	....	....	....	....	....	....	....	....	....	....	.....	.....
2943	Laurel	....do	J. W. Watt	Dept..	2	1	10	12	0	0	1	1	....	....	1	1	1	1	3	....	442	10,000
2944	Lumberton	Graded High School*	E. F. Billington	Dept..	1	1	12	28	0	0	1	3	....	....	2	5	1	3	3	....	.....	7,000
2945	Maben	High School and Training College.	Jno. L. Smith	Dept..	2	0	20	25	0	0	2	2	....	....	2	2	2	2	3	....	36	4,000
2946	McComb	Graded High School	B. F. Hughes	Dept..	2	0	7	21	0	0	....	....	....	....	1	7	....	....	2	....	.....	10,000
2947	Marietta	Normal Institute*	J. B. Cleveland	Dept..	3	2	20	30	0	0	....	....	....	....	....	....	....	....	3	....	.....	.....
2948	Mayhew	High School	C. C. Rose	Dept..	1	0	3	4	17	19	....	....	....	....	....	....	....	....	1	....	.....	1,200
2949	Meridian	Whitfield High School*	D. C. Hull	Dept..	1	4	44	137	0	0	....	....	....	....	1	19	1	8	3	40	.....	40,000
2950	Monticello	Academy	R. L. Miller	Dept..	1	0	16	4	30	56	....	....	....	....	....	....	....	....	3	....	.....	.....
2951	Moss Point	High School	Chas. E. Anderson	Dept..	1	1	10	20	40	50	6	7	....	....	....	....	....	....	3	....	300	8,000
2952	Myrtle	Academy	Charles H. Henderson	Dept..	1	0	10	10	38	40	....	....	3	2	....	....	....	....	3	....	.....	800
2953	Natchez	Union Graded School (colored).	J. S. Meekins	Dept..	1	1	20	24	0	0	....	....	....	....	....	....	....	....	3	....	50	30,000
2954	.....do	Institute*	Miss Mary E. Lyle	Dept..	0	4	24	30	0	0	....	....	....	....	1	7	....	....	4	....	125	.....
2955	New Albany	Graded School	J. E. Brown	Dept..	2	1	41	33	0	0	2	1	1	0	....	....	....	....	3	....	35	15,000
2956	Oakland	.....do	H. W. Sanderson	Ind...	1	0	1	15	24	19	1	7	....	....	0	5	0	5	2	....	.....	2,500
2957	Ocean Springs	High School	Q. D. Sauls	Dept..	1	1	21	20	0	0	....	....	2	3	3	0	1	0	3	....	600	8,000
2958	.....do	Graded School (colored)	J. C. Wall	Dept..	1	0	4	8	0	0	....	....	....	....	....	....	....	....	3	....	.....	.....
2959	Okolona	High School	John T. Connell	Dept..	2	4	40	50	0	0	3	5	....	....	....	....	....	....	4	....	50	25,000

2960	do	Graded School	R. H. Hester	Dept.	1	3	70	80	0	0	3	1	7	5	4	4	3	2	3		447	25,000
2961	Oxford	Graded School (colored)	A. C. Boone	Dept.	1	0	5	10	0	0									1			2,000
2962	Phoenix	High School*	W. Ward	Dept.	0	1	2	6	32	32	2	0							3		70	600
2963	Pickens	Graded High School	Wiley Sanders	Dept.	1	0	6	8	41	42	2	4							3		100	1,000
2964	Pleasant Hill	Masonic Male and Female Institute.	M. V. Milam	Ind.	1	1	10	22	35	25			1	4					3			8,000
2965	Poplarville	High School	W. I. Thames	Dept.	1	1	55	45	0	0	8	0	0	4	8	6	8	6	3		300	11,000
2966	Port Gibson	Graded School, No. 1 (colored).	A. M. Addison	Dept.	1	0	2	35	0	0	2	20	0	3	0	5	0	5	4			2,000
2967	do	Graded School, No. 2*	Miss Annie Hull	Dept.	0	2	6	14	47	59					0	4			4		200	3,000
2968	Raymond	Graded School*	Miss Mary Ratliff	Dept.	0	1	6	4	32	30	5	4							4		216	
2969	Sandersville	McFarland High School	L. K. Saul	Dept.	1	0	10	6	20	19	3	2	2	3					2			
2970	Sardis	Panola High School (colored).	B. W. Gowdy	Dept.	1	1	10	30	0	0	0	1	8	20	0	2	0	2	3		200	5,000
2971	Senatobia	High School for Boys	C. B. Sisler	Dept.	1	0	18	0	70	0	5	0	6	0	1	0			4		69	2,000
2972	Starkville	High School*	J. H. Woodard	Dept.	1	2	6	18	0	0									4		350	18,000
2973	Strayhorn	do.*	A. P. Lever	Dept.	1	0	7	14	33	11												
2974	Sturgis	do.*	—— Wallace	Dept.	1	0	10	10	30	35	5	5	7	2	6	7	3	5	3			2,000
2975	Summit	Peabody High School	Homer M. Knowles	Dept.	1	1	3	7	0	0					0	4			2		72	3,000
2976	Terry	Graded School*	W. N. Hardee	Dept.	1	1	8	6	52	64									2		75	4,000
2977	Troy	Mississippi Normal High School.*	H. D. Wilson	Dept.	1	0	5	5	60	70			2	1					3		100	
2978	Tula	Normal Institute	C. C. Hughes	Dept.	1	1	23	17	0	0	6	3	8	4					3		1,000	2,500
2979	Tupelo	Graded School*	D. A. Hill	Dept.	1	1	7	24	0	0	3	5			2	4	2	4	3		150	1,200
2980	Tylertown	High School	W. H. Weathersby	Dept.	2	0	19	15	45	50									3		15	750
2981	Tyro	do	E. T. Keeton	Ind.	1	0	8	7	30	30	3	3	2	0					2			850
2982	Utica	Graded School	N. R. McCullough	Dept.	1	1	18	24	49	39	6	8	2	0					3			500
2983	Vaiden	High School*	H. B. Rose	Dept.	1	0	12	16	33	99	1	1	3	0	1	1			4			
2984	Vernon	Blue Ridge Academy (colored).	S. T. Gavin	Dept.	1	0	3	4	54	59	3	4			3	1	3	1	4			800
2985	Vicksburg	Cherry Street College (colored).*	B. F. Shannon	Dept.	2	5	52	225	0	0					0	10	0	4	4		154	8,000
2986	Waldo	High School	J. F. McCauley	Dept.	1	1	10	15	20	25			3	1					4			400
2987	Walkers Bridge	Iron Bridge High School	G. W. Lighty	Dept.	1	0	14	12	31	31			5	4					4			1,500
2988	Water Valley	Graded School	Jas. W. Bell	Dept.	1	3	30	60	0	0			10	25	1	5	1	2	3		300	10,000
2989	Wesson	do	J. Rees Lin	Dept.	2	1	16	31	0	0					1	2	1	1	3		100	15,000
2990	Westpoint	High School	H. A. Hayes	Dept.	1	2	30	45	0	0	4	10	3	6	7	10			3		300	15,000
2991	Winona	Graded School*	W. T. Foster	Dept.	2	1	20	30	0	0	0	3							4		500	12,000
2992	Yazoo City	High School*	Robert Torrey	Dept.	2	1	40	50	0	0	5	5			5	5	2	0	4		150	25,000
	MISSOURI.																					
2993	Adrian	High School	A. L. Ives	Dept.	1	0	13	12	19	18	2	2	1	1	4	4	2	2	2		165	10,000
2994	Albany	do.*	J. H. Markley	Dept.	2	0	24	28	0	0					1	5			4		1,800	20,000
2995	Appleton City	do	W. J. Wright	Dept.	1	1	5	20	0	0					0	5	0	0	3		165	10,000
2996	Arrowrock	do.*	Ralph Alexander	Dept.	1	1	3	6	40	49	3	6							4			3,000
2997	Ashgrove	do	A. J. Jones	Dept.	1	1	8	13	0	0	0	1			0	0			4		464	3,000
2998	Barnard	do	Harold G. Case	Dept.	1	1	18	19	0	0	8	7			2	4	0	4	3		250	5,000
2999	Belton	do	A. A. Wirt	Dept.	1	1	25	35	0	0	2	8	5	2	3	8	3	7	4		300	10,000
3000	Bethany	do	J. B. Hale	Dept.	1	3	52	43	0	0					3	1	2	1	4		1,590	21,000
3001	Bevier	do	C. H. Hutchborn	Dept.	1	1	5	25	0	0					1	4			3		350	12,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
3002	Billings	High School	A. C. Farley	Dept.	1	1	19	24	0	0	1	1	0	1	2	4	2	1	3	....	125	$5,000
3003	Bloomfield	do	S. S. Thomas	Dept.	2	0	27	29	0	0	....	....	....	....	1	3	1	3	3	....	120	8,800
3004	Bolivar	do	Sherman E. Fish	Dept.	2	1	25	59	0	0	....	....	....	....	2	9	1	2	4	....	500	12,000
3005	Bonneterre	do	L. N. Gray	Dept.	3	0	25	50	0	0	0	2	2	3	6	12	2	4	4	....	650	34,000
3006	Boonville	do	W. A. Annin	Dept.	2	3	54	70	0	0	1	2	1	0	2	14	2	2	4	....	885	40,000
3007	do	Sumner High School (colored).	C. G. Williams	Dept.	1	1	7	25	....	....	....	....	....	....	2	6	....	....	4	....	700	4,000
3008	Bowling Green	High School	W. J. Rowley	Dept.	1	1	20	25	0	0	2	5	1	1	0	2	0	0	3	....	300	5,000
3009	Braymer	do	J. H. Eckelberry	Dept.	1	0	19	26	0	0	0	1	1	0	2	3	1	1	3	....	323	3,000
3010	Breckenridge	do	Louis Theilmann	Dept.	1	0	23	33	0	0	....	....	....	....	4	6	....	....	2	....	300	15,000
3011	Brookfield	do	A. G. Ficklin	Dept.	2	4	62	104	0	0	....	....	....	....	7	8	....	....	4	....	700	.....
3012	Brunswick	Elliott High School (colored).	J. Thomas Payne	Dept.	1	1	10	14	34	50	....	....	....	....	0	5	....	....	3	....	100	5,000
3013	do	High School	W. S. Drace	Dept.	2	0	29	33	0	0	0	0	2	5	2	5	2	5	3	....	500	17,000
3014	Buffalo	do	Abner Jones	Dept.	1	1	27	37	0	0	0	5	....	....	0	6	0	2	3	....	200	12,000
3015	Bunceton	Central High School	E. E. Norvell	Dept.	1	0	13	23	0	0	....	....	....	....	3	7	3	6	3	....	60	.....
3016	Burlington Junction.	High School	H. G. Davis	Dept.	1	1	30	30	0	0	3	3	....	....	3	6	3	1	3	....	400	8,000
3017	Butler	do	A. C. Gwinn	Dept.	3	2	70	60	0	0	....	....	....	....	1	8	1	2	4	....	800	15,000
3018	Cabool	do	Thomas Hudgens	Dept.	1	0	18	21	0	0	....	....	....	....	0	0	0	0	4	....	.....	1,700
3019	Cainesville	do	E. G. Alexander	Dept.	1	1	14	17	0	0	....	....	....	....	4	4	2	1	3	....	100	20,000
3020	Calhoun	do	C. B. Raybourn	Dept.	1	0	12	17	0	0	....	....	....	....	0	3	....	....	2	....	70	.....
3021	California	Aurora High School	J. W. Major	Dept.	1	2	30	48	0	0	....	....	....	....	1	2	0	1	4	....	800	20,000
3022	Cameron	High School	B. Riggs	Dept.	1	2	40	60	0	0	....	....	....	....	2	10	2	10	4	....	300	.....

3023	Canton	do	E. K. Fretwell	Dept.	2	1	30	35	0	0	....	....	....	....	0	1	....	....	3	....	800	20,000
3024	Carrollton	do	Miss Anna R. Quisenberry.	Dept.	3	3	59	99	0	0	4	12	8	6	2	13	1	4	4	....	2,500	60,000
3025	do	Lincoln High School (colored).	James W. Mozee	Dept.	1	0	6	16	0	0	....	....	....	....	1	7	....	....	3	....	78	2,000
3026	Cartersville	High School	A. A. Antles	Dept.	2	1	38	64	0	0	....	....	3	2	3	5	1	0	3	....	192	31,000
3027	Carthage	do.*	Edwin Gray	Dept.	5	7	136	215	0	0	....	....	....	....	16	40	14	36	4	....	5,400	110,000
3028	Caruthersville	do	Miss May Bolton	Dept.	1	2	13	17	22	28	....	....	4	6	1	3	1	1	4	....	518	18,000
3029	Cassville	do		Dept.	2	0	15	25	0	0	....	....	....	....	3	2	....	....	3	....	150	6,000
3030	Centralia	High School	W. A. Muir	Dept.	2	1	47	49	0	0	....	....	....	....	6	8	2	3	4	....	700	10,000
3031	Chamois	do	Jno. K. Fletcher	Dept.	1	0	8	5	0	0	....	....	....	....	1	1	....	....	3	....	275	4,000
3032	Charleston	do	A. D. Simpson	Dept.	2	0	11	14	0	0	2	1	3	0	5	9	2	8	2	....	385	10,000
3033	Chillicothe	Central High School	John W. Barton	Dept.	1	5	62	142	0	0	....	....	....	....	4	14	....	....	4	....	7,000	30,000
3034	do	Garrison High School (colored).	Joe E. Herriford	Dept.	1	0	1	6	59	57	0	2	....	....	0	5	0	2	2	....	600	6,000
3035	Clinton	High School	H. L. Green	Dept.	3	3	60	125	0	0	3	5	2	0	5	16	2	2	4	....	1,200	.....
3036	do	Lincoln High School (colored).	A. W. Freeman	Dept.	1	0	2	5	61	61	....	....	....	....	0	4	....	....	4	....	80	.....
3037	Colecamp	High School*	R. M. Scotten	Dept.	1	0	23	15	0	0	....	....	7	3	8	8	1	2	....	....	100	4,500
3038	Columbia	do	E. B. Cauthorn	Dept.	3	4	79	104	0	0	28	46	45	48	8	6	8	6	4	....	400	60,000
3039	Corder	do	John G. Brune	Dept.	1	0	3	8	0	0	2	2	....	....	2	4	2	2	3	....	200	3,600
3040	Craig	do.*	W. L. Jordon	Dept.	1	0	9	13	0	0	....	....	....	....	0	5	....	....	3	....	16	1,000
3041	Crystal City	do	James W. Campbell	Dept.	1	0	0	5	2	10	....	....	....	....	0	0	0	0	2	....	52	5,000
3042	Dawn	do	G. C. Weatherby	Dept.	1	1	20	25	35	50	5	1	7	2	2	2	1	1	4	....	100	2,500
3043	Deepwater	do	J. J. Rowe	Dept.	1	1	11	18	0	0	2	4	2	4	3	1	3	1	4	....	67	10,000
3044	Desoto	do	Chas. K. Bliss	Dept.	3	1	39	62	0	0	....	....	3	0	7	5	3	0	3	....	12	.....
3045	Dexter	do	C. M. Hall	Dept.	1	0	12	11	0	0	....	....	....	....	1	0	....	....	2	....	.....	.....
3046	Doniphan	do	J. A. Presson (supt.)	Dept.	3	0	25	40	0	0	....	....	....	....	....	....	....	....	4	....	275	20,000
3047	Edina	do	A. R. Coburn	Dept.	1	2	23	26	0	0	0	3	2	0	....	....	....	....	3	....	300	12,000
3048	Eldorado Springs	do	A. W. Duff	Dept.	1	1	20	34	0	0	4	4	0	0	3	4	2	1	3	....	500	10,000
3049	Elsberry	do	J. A. De Tienne	Dept.	1	0	10	25	0	0	0	3	....	....	3	7	3	7	3	....	300	7,000
3050	Everton	do	George Melcher	Dept.	2	1	76	70	0	0	15	13	5	3	2	1	2	1	4	....	500	7,500
3051	Excelsior Springs	Wyman High School	Leslie Bates	Dept.	2	0	16	32	0	0	6	26	....	....	2	9	2	9	3	....	300	8,350
3052	Fairfax	High School	A. E. Kennedy	Dept.	1	0	15	18	0	0	....	....	....	....	....	....	....	....	3	....	40	11,000
3053	Farmington	do	G. O. Nations, Ph. M.	Dept.	1	0	14	32	0	0	0	5	1	0	3	9	1	5	3	....	400	8,000
3054	do	High School (colored)*	W. A. Gunnell	Dept.	1	0	3	3	58	49	....	....	....	....	3	1	....	....	....	....	.....	.....
3055	Fayette	High School*	J. L. Lynch	Dept.	1	2	35	40	0	0	4	4	0	2	4	6	4	6	3	....	760	35,000
3056	Ferguson	do	W. D. Grove	Dept.	1	1	9	16	0	0	1	4	3	10	3	3	2	3	2	....	500	15,000
3057	Fillmore	do	E. E. Huffman	Dept.	1	0	7	8	44	41	....	....	....	....	....	....	....	....	3	....	200	6,000
3058	Forest City	do	Nelson Kerr	Dept.	1	0	6	19	0	0	....	....	....	....	....	....	....	....	2	....	400	6,000
3059	Fulton	do	J. C. Humphreys	Dept.	2	2	30	42	0	0	3	2	5	6	9	10	5	7	3	....	500	30,000
3060	Gallatin	do	Fred E. Haynes	Dept.	2	1	20	42	0	0	6	14	....	....	2	9	2	5	3	....	1,500	10,000
3061	do	Evans High School (colored).	A. R. Chinn	Dept.	1	0	12	8	....	....	....	....	....	....	....	....	....	....	....	....	158	.....
3062	Glasgow	High School*	A. F. Willis	Dept.	1	1	20	30	0	0	....	....	....	....	3	7	2	5	3	....	300	6,000
3063	Golden City	do	J. C. Freedle	Dept.	2	0	22	33	0	0	1	2	....	....	3	2	....	....	4	....	205	10,000
3064	Granby	do	M. R. Floyd	Dept.	1	1	20	40	0	0	....	....	....	....	4	6	....	....	3	....	150	12,000
3065	Green City	do.*	J. Robt. Cougill	Dept.	1	0	24	16	0	0	8	3	2	0	....	....	....	....	3	....	100	4,000
3066	Greenfield	do	I. N. Evrard	Dept.	2	1	29	35	18	22	....	....	....	....	9	9	9	9	4	....	400	13,000
3067	Hale	do	A. W. Baker	Dept.	1	0	4	4	62	76	2	0	....	....	....	....	....	....	2	....	190	2,500
3068	Hamilton	do	B. C. Brous	Dept.	2	1	41	58	0	0	....	....	....	....	5	5	2	3	4	....	700	12,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
3069	Hannibal	Douglass High School (colored).	J. H. Pelham	Dept..	2	1	15	26	0	0	2	0	0	4	0	5	0	1	4	....	300	$16,000
3070	.....do	High School	Miss Gertrude Ashmore.	Dept..	3	4	40	96	0	0	4	10	6	10	2	13	2	6	4	....	1,450	25,000
3071	Hardin	.....do	J. F. Painter	Dept..	1	0	17	15	0	0	1	0	2	0	....	....	....	....	2	....	100	4,000
3072	Harrisonville	.....do	Melvin J. Patterson	Dept..	2	2	64	67	0	0	24	30	10	15	5	4	4	4	4	40	2,500	25,000
3073	.....do	Prince Wipple High School (colored).	L. M. Scholl	Dept..	1	0	6	10	30	20	....	....	1	0	....	....	....	....	4	....	579	1,285
3074	Hartville	High School	D. F. Garber, B. S	Dept..	1	2	31	22	0	0	....	....	....	....	....	....	....	....	4	....	175	1,800
3075	Hermann	.....do	C. C. Thudium	Dept..	3	1	26	25	0	0	5	4	....	....	1	4	1	1	4	....	1,400	8,000
3076	Higbee	.....do.*	C. B. Adams	Dept..	2	0	30	40	0	0	....	....	....	....	....	....	....	....	3	....	300	2,000
3077	Higginsville	Douglass High School (colored).	J. D. Walton	Dept..	1	0	1	6	98	80	....	....	....	....	....	....	....	....	4	....	57	1,000
3078	.....do	High School	W. C. Sebring	Dept..	2	1	50	65	0	0	....	....	1	2	3	10	1	2	4	....	625	20,000
3079	Holden	.....do.*	P. A. Boulton	Dept..	1	1	30	30	0	0	0	3	2	0	3	14	....	....	4	....	400	15,000
3080	Hopkins	.....do.*	R. E. McCann	Dept..	2	0	27	23	0	0	....	....	....	....	6	4	4	0	4	....	650	10,000
3081	Houston	.....do	R. E. Barnard	Dept..	1	1	37	23	0	0	....	....	....	....	....	....	....	....	3	....	300	10,000
3082	Humansville	.....do	S. W. Whitaker	Dept..	2	1	21	26	0	0	3	5	....	....	....	....	....	....	4	....	200	12,000
3083	Hume	.....do	Geo. W. Pendergraft	Dept..	1	0	10	27	0	0	....	....	....	....	3	2	3	2	3	....	160	8,000
3084	Huntsville	.....do	W. O. Doyle	Dept..	1	1	30	31	0	0	....	....	....	....	7	12	1	2	3	....	400	40,000
3085	.....do	Lincoln High School (colored).	S. T. Pettigrew	Dept..	1	0	4	9	0	0	4	9	....	....	2	2	2	2	3	....	85	1,500
3086	Independence	High School	Wm. L. C. Palmer	Dept..	1	7	76	126	0	0	3	0	10	30	11	30	6	15	3	....	2,240	31,000
3087	Ironton	.....do	R. E. Wilkinson	Dept..	1	0	9	14	0	0	....	....	....	....	....	....	....	....	2	....	85	5,000
3088	Jackson	.....do	G. S. Summers	Dept..	1	1	20	25	0	0	....	....	....	....	....	....	....	....	4	....	590	15,000

3089	Jameson	....do	A. H. Lowen	Dept..	1	0	9	8	54	55	0	1	....	....	....	....	....	....	3	....	130	3,000
3090	Jamesport	....do	H. H. Edmiston	Dept..	1	1	14	15	0	0	....	....	....	....	0	3	....	....	3	....	490	4,500
3091	Jefferson City	....do	John W. Richardson	Dept..	3	1	51	69	0	0	....	....	4	4	2	15	1	2	4	....	500	35,000
3092	Jerico	....do	J. A. Lowe, A. M.	Dept..	1	0	3	3	77	82	....	....	....	....	0	2	....	....	2	....	50	2,000
3093	Joplin	....do	J. M. Gwinn	Dept..	3	7	128	205	0	0	3	0	12	5	7	18	4	6	4	....	560	29,000
3094	Kahoka	....do.*	H. A. Higgins	Dept..	1	1	24	40	0	0	0	3	2	0	4	10	2	2	3	....	560	8,000
3095	Kansas City	Central High School	E. C. White	Dept..	20	29	549	1,125	0	0	40	45	32	4	77	177	37	32	4	....	102	207,000
3096	....do	Lincoln High School (colored).	G. N. Grisham	Dept..	4	3	79	152	0	0	....	....	....	....	13	18	....	....	4	....	.....	.....
3097	....do	Manual Training High School.	Gilbert B. Morrison	Dept..	18	23	627	865	0	0	....	....	....	....	55	74	....	....	4	....	1,000	185,000
3098	....do	Westport High School	S. A. Underwood	Dept..	3	6	65	128	0	0	8	17	20	19	12	13	9	9	4	....	559	46,500
3099	Kearney	High School*	B. F. Brown	Dept..	1	1	38	40	0	0	6	4	15	10	7	4	7	2	4	....	300	10,500
3100	Keytesville	....do.*	J. E. Harvey	Dept..	1	0	17	21	0	0	....	....	....	....	6	7	....	....	2	....	300	15,000
3101	King City	....do.*	G. S. McKinney	Dept..	2	0	18	35	0	0	....	....	2	2	3	3	....	....	4	....	250	20,300
3102	Kingston	....do	M. A. Floyd	Dept..	1	0	3	6	75	80	1	2	....	....	0	3	0	1	2	....	166	2,000
3103	Kirksville	....do	Harry Laughlin	Dept..	4	2	51	82	0	0	....	....	....	....	2	1	1	1	4	....	200	27,000
3104	Kirkwood	....do	Robt. G. Kinkead	Dept..	1	6	52	69	0	0	....	....	....	....	4	13	....	....	4	....	600	50,000
3105	Knobnoster	....do	C. D. Thompson	Dept..	2	0	27	30	0	0	....	....	....	....	8	10	....	....	3	....	650	10,000
3106	Knox City	....do	J. T. Magee	Dept..	1	0	9	12	55	48	....	....	2	4	1	1	1	1	2	....	123	14,000
3107	Laclede	....do	W. S. Dodson	Dept..	1	1	8	14	0	0	....	....	....	....	....	....	....	....	2	....	.....	10,000
3108	Laddonia	....do	A. S. Faulkner	Dept..	1	0	15	31	0	0	....	....	....	....	2	3	....	....	3	....	125	4,500
3109	Lagrange	....do	O. B. Jeter	Dept..	1	1	45	37	0	0	....	....	....	....	4	7	4	7	4	....	650	10,000
3110	Lamar	....do	L. M. Garrett	Dept..	4	1	51	72	0	0	2	16	2	2	4	18	4	18	4	....	1,000	40,000
3111	Lamonte	Central High School	E. F. Wright	Dept..	1	1	13	26	0	0	....	....	....	....	1	2	....	....	3	....	325	5,000
3112	Lancaster	High School*	A. H. Smith	Dept..	3	1	21	14	0	0	6	1	3	0	5	1	4	0	4	....	400	10,000
3113	Laplata	....do	Miss Hattie Baite	Dept..	1	2	25	40	0	0	....	....	....	....	5	7	....	....	4	....	400	10,000
3114	Lathrop	....do	F. D. Hamilton	Dept..	2	0	22	34	0	0	....	....	....	....	2	2	2	0	4	....	350	10,000
3115	Lebanon	....do	F. W. Ploger	Dept..	1	2	25	27	0	0	....	....	....	....	5	6	2	5	3	....	500	2,500
3116	Lexington	....do.*	H. D. Demand (supt.)	Dept..	2	2	31	52	0	0	....	....	10	6	1	8	....	....	4	....	2,000	25,000
3117	Liberal	....do	H. M. Vorhies	Dept..	1	1	15	16	0	0	5	4	2	2	....	....	....	....	3	....	100	6,000
3118	Liberty	....do	John W. Groves	Dept..	2	2	45	67	0	0	....	....	....	....	6	8	....	....	4	....	800	26,000
3119	Licking	....do	J. E. Smith	Dept..	1	0	18	16	0	0	....	....	....	....	....	....	....	....	4	....	100	10,000
3120	Linneus	....do	H. P. Bruce	Dept..	1	1	14	19	0	0	1	3	....	....	0	3	0	2	2	....	250	10,000
3121	Louisiana	....do	R. R. Rowley	Dept..	1	2	33	54	0	0	....	....	....	....	4	7	....	....	4	....	3,000	60,000
3122	....do	Lincoln High School (colored).	J. L. Lane	Dept..	1	0	14	19	0	0	....	....	....	....	2	3	....	....	4	....	490	.....
3123	Macon	Dumas High School (colored).	T. B. Burris	Dept..	1	1	14	28	0	0	4	3	1	0	4	4	....	....	2	....	28	3,000
3124	....do	High School	Henry King	Dept..	3	2	55	67	0	0	5	7	21	16	6	14	5	8	4	....	450	30,000
3125	Madison	....do.*	H. F. Smith	Dept..	1	1	20	24	0	0	....	....	....	....	....	....	....	....	3	....	15	3,500
3126	Maitland	....do	J. W. Crosen	Dept..	1	3	30	30	0	0	1	3	2	3	2	6	....	....	4	....	350	8,000
3127	Malden	....do	B. B. Cassel	Dept..	1	1	17	18	0	0	0	10	2	0	0	2	0	1	3	....	250	8,000
3128	Maltabend	....do.*	W. C. Fisher	Dept..	1	0	15	15	0	0	....	....	....	....	1	0	....	....	3	....	60	9,000
3129	Mansfield	....do.*	W. F. Bland	Dept..	1	0	18	22	0	0	2	1	1	0	....	....	....	....	3	....	250	5,000
3130	Marionville	....do	B. F. Woodford	Dept..	1	1	17	30	0	0	....	....	....	....	2	4	0	1	4	....	531	8,000
3131	....do	Lincoln High School (colored).	J. H. Kenner	Dept..	1	0	4	15	0	0	....	....	....	....	2	2	....	....	3	....	50	.....
3132	Marshfield	High School*	H. E. Blaine	Dept..	2	0	26	41	0	0	....	....	....	....	....	....	....	....	3	....	.....	.....
3133	Maryville	....do	Chas. A. Hawkins	Dept..	2	4	100	100	0	0	3	10	10	5	11	11	5	4	4	....	700	.....
3134	Maysville	....do	Fred W. Urban	Dept..	2	0	14	20	0	0	1	0	0	0	0	1	....	....	3	....	350	20,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.									
											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
	MISSOURI—cont'd.																							
3135	Meadville	High School	D. A. Randall	Dept.	1	1	23	36	0	0	....	....	....	....	4	13	....	....			3	....	25	$10,000
3136	Memphis	....do	J. O. Boyd	Dept.	3	1	30	45	0	0	6	8	5	10	3	2	3	0			4	....	600	17,500
3137	Mexico	Garfield High School (colored).	I. J. Hicks	Dept.	1	0	7	16	0	0	....	....	....	....	1	5	1	4			3	....	300	.....
3138	Miami	High School*	Emerson C. Fisher	Dept.	3	3	33	34	0	0	5	4	6	2	4	1	2	1			4	....	.....	12,000
3139	Milan	....do	J. E. McCutchan	Dept.	3	0	24	35	0	0	0	4	....	....	1	2	0	1			4	....	700	18,000
3140	Moberly	....do.*	J. C. Lilly	Dept.	4	3	76	129	0	0	....	....	6	19	14	26	4	15			4	....	2,600	80,000
3141	....do	Lincoln High School (colored).	H. C. Vaughn	Dept.	1	0	11	11	0	0	....	....	....	....	2	0	....	....			4	....	175	1,000
3142	Monett	High School	S. L. Slane, B. S. D	Dept.	1	1	25	25	0	0	3	4	1	0	....	....	....	....			4	....	500	30,000
3143	Monroe City	....do	Miss Edith Nichols	Dept.	1	2	39	60	0	0	....	....	....	....	4	7	....	....			4	....	300	26,000
3144	Montgomery City	....do	Miss Dora E. Hams	Dept.	2	2	55	85	0	0	0	0	2	1	5	5	1	0			4	....	1,000	4,000
3145	Montrose	....do	E. M. Hall	Dept.	1	1	22	22	0	0	....	....	....	....	3	8	....	....			3	....	125	8,000
3146	Mound City	....do	Miss Ethel Bordeaux	Dept.	2	2	52	80	0	0	12	22	4	0	7	1	6	0			4	....	600	25,000
3147	Mountaingrove	....do	Wm. H. Lynch	Dept.	2	0	25	30	0	0	....	....	1	1	1	1	1	1			4	....	500	10,000
3148	Mount Vernon	....do.*	Fred R. Anguin	Dept.	1	1	12	23	0	0	....	....	....	....	3	4	2	0			4	....	125	14,000
3149	Nelson	....do	L. M. Nelson	Dept.	1	0	7	17	0	0	....	....	....	....	0	9	....	....			2	....	149	4,500
3150	Neosho	....do.*	J. T. Vaughn	Dept.	1	2	52	38	0	0	....	....	....	....	....	....	....	....			4	....	800	40,000
3151	Nevada	....do.*	W. E. Veerkamp	Dept.	3	2	120	125	0	0	15	12	5	0	10	20	5	0			4	....	1,800	36,000
3152	New Haven	....do.*	M. T. Connally	Dept.	1	0	1	7	79	113	....	....	....	....	1	4	....	....			....	....	200	2,000
3153	New Madrid	....do	W. L. Barnard	Dept.	1	0	20	24	0	0	....	....	....	....	....	....	....	....			3	....	75	10,000
3154	Newtown	....do.*	C. F. Foster	Dept.	1	0	8	4	38	51	....	....	3	3	....	....	....	....			1	....	53	1,200
3155	Norborne	....do.*	Arthur Bruton	Dept.	2	0	10	20	0	0	....	....	6	10	0	6	....	....			3	....	200	15,000
3156	Norwood	....do	T. J. Walker	Dept.	1	1	29	31	0	0	3	1	2	0	8	3	2	0			4	....	250	3,000

3157	Oakgrove	....do	W. T. Hoover, Ph. D	Dept..	1	1	20	25	0	0	8	13	8	5	1	6	1	3	3	....	500	8,000
3158	Oakridge	....do.*	C. A. Macom	Dept..	1	0	7	8	38	64	....	....	....	....	3	1	....	....	3	....	....	1,600
3159	Odessa	....do	L. J. Mitchell	Dept..	2	0	16	24	0	0	....	....	....	....	1	2	....	....	4	....	611	.....
3160	Oregon	....do	G. F. McKinney	Dept..	1	2	32	48	0	0	....	....	....	....	2	4	....	....	4	....	100	25,000
3161	Osceola	....do.*	M. F. Butler	Dept..	1	0	22	28	0	0	....	....	....	....	3	3	....	....	3	....	300	6,000
3162	Ozark	....do	D. W. Bird	Dept..	2	0	13	18	0	0	3	2	3	2	....	....	....	....	3	....	100	10,000
3163	Palmyra	....do	Miss Alice H. Meagher	Dept..	0	1	3	15	0	0	1	2	....	....	0	2	....	....	3	....	90	15,000
3164	Paris	....do	W. D. Christian	Dept..	2	1	30	40	0	0	1	3	2	1	7	11	1	3	4	....	100	10,000
3165	Pattonsburg	....do	J. L. Gallatin	Dept..	1	1	25	35	0	0	....	....	....	....	1	3	....	....	4	....	240	2,000
3166	Perry	....do	S. S. Carroll	Dept..	1	1	15	20	0	0	0	1	5	3	0	6	0	1	3	....	600	5,000
3167	Pierce City	Central High School	N. N. Hoover	Dept..	2	2	25	36	0	0	....	....	....	....	4	4	2	0	4	....	700	25,000
3168	Plattsburg	High School	J. D. Marr	Dept..	2	1	28	39	0	0	....	....	....	....	0	7	0	6	4	....	541	21,000
3169	Plesanthill	....do	H. L. Walker	Dept..	1	1	30	40	0	0	....	....	....	....	4	8	....	....	4	20	1,603	25,000
3170	Polo	....do	F. F. Thompson	Dept..	1	0	20	20	0	0	0	1	2	1	4	2	2	1	3	....	416	8,500
3171	Poplarbluff	....do.*	H. G. Bulltemann	Dept..	3	0	42	52	0	0	2	0	....	....	....	....	....	....	4	....	600	40,000
3172	Princeton	....do	J. C. Edwards	Dept..	2	1	35	39	0	0	2	5	1	0	3	11	2	4	4	....	50	18,000
3173	Purdy	....do	A. H. Thomas	Dept..	1	0	11	12	0	0	....	....	1	0	....	....	....	....	3	....	.....	1,000
3174	Queen City	....do	P. O. Sansberry	Dept..	1	1	25	20	0	0	....	....	....	....	1	4	2	1	3	....	150	10,000
3175	Republic	....do.*	C. L. M. Stinnett	Dept..	1	0	21	31	0	0	7	3	5	7	10	10	6	8	4	21	1,200	12,000
3176	Richhill	Bryant School	Mark Moody	Dept..	2	2	35	74	0	0	1	2	4	3	2	10	0	1	4	....	250	11,000
3177	Richmond	High School	J. E. Dunn	Dept..	3	0	18	25	0	0	....	....	....	....	....	....	....	....	....	....	1,200	50,000
3178	....do	Lincoln High School (colored).	J. F. Bruce	Dept..	1	0	2	8	0	0	....	....	....	....	....	....	....	....	....	....	109	1,400
3179	Ridgeway	High School	C. M. Walston	Dept..	2	1	20	28	0	0	2	3	2	0	2	4	2	4	4	....	600	11,320
3180	Rockport	....do	W. W. Gallaher (supt.)	Dept..	2	1	32	68	0	0	....	....	....	....	1	11	....	....	4	....	200	10,000
3181	Rockville	....do	R. L. Gwinn	Dept..	1	0	9	9	0	0	....	....	....	....	....	....	....	....	2	....	83	10,000
3182	Rolla	....do	Miss Sarah Bell	Dept..	1	1	20	27	0	0	....	....	....	....	2	4	....	....	3	....	500	.....
3183	St. Joseph	....do	C. E. Miller	Dept..	5	14	277	483	0	0	....	....	....	....	27	43	8	4	4	....	2,000	125,000
3184	....do	High School (colored)	Wm. H. Jones	Dept..	2	1	13	42	4	9	2	7	1	3	2	2	1	2	4	....	347	25,750
3185	St. Louis	High and Normal School.	W. J. S. Bryan	Dept..	28	42	719	1,354	0	0	....	....	....	....	66	150	....	....	4	35	2,000	408,905
3186	....do	Sumner High School (colored).	Oscar M. Waring	Dept..	7	4	62	206	0	0	3	4	2	3	5	26	1	1	4	....	206	45,000
3187	Salem	High School	F. H. Groom	Dept..	2	0	15	35	0	0	....	....	....	....	1	6	0	3	4	....	50	6,000
3188	Salisbury	....do.*	Wm. P. Noel	Dept..	1	1	11	25	0	0	....	....	....	....	0	4	....	....	3	....	200	15,000
3189	Sarcoxie	....do	J. L. Bankson	Dept..	1	1	13	14	0	0	....	....	....	....	....	....	....	....	4	....	200	6,000
3190	Savannah	....do	M. D. Thudium	Dept..	3	0	37	43	0	0	4	6	....	....	1	3	1	0	4	....	650	30,000
3191	Schell City	....do	M. A. Cleveland	Dept..	1	0	6	17	0	0	....	....	0	7	0	9	0	7	2	....	300	10,000
3192	Seneca	....do	J. C. Hennon	Dept..	2	0	15	44	0	0	3	6	4	9	0	3	0	3	4	....	500	1,000
3193	Seymour	....do	C. H. Simmons	Dept..	1	0	30	31	0	0	1	2	2	0	5	3	3	2	4	....	100	4,500
3194	Shelbina	....do	H. Blair	Dept..	2	1	39	54	0	0	1	2	....	....	1	7	1	2	4	....	900	20,500
3195	Shelbyville	....do	Ira Richardson	Dept..	2	1	23	49	0	0	3	8	....	....	1	4	1	1	4	....	262	5,650
3196	Sikeston	Graded School	J. H. Goodin	Dept..	1	0	9	23	0	0	6	15	2	0	2	3	2	3	3	....	175	20,000
3197	Southwest City	High School	F. E. Zumbrumen	Dept..	1	1	20	24	0	0	1	2	3	0	0	1	0	1	3	....	75	6,000
3198	Stanberry	....do	W. T. Stockton	Dept..	3	0	28	28	0	0	....	....	....	....	2	2	....	....	4	....	200	25,000
3199	Stewartsville	....do	E. H. Homberger	Dept..	1	0	7	11	65	59	....	....	....	....	4	4	....	....	2	....	360	.....
3200	Stockton	....do	J. R. Yelton	Dept..	1	0	12	18	0	0	....	....	....	....	4	6	....	....	3	....	.....	10,000
3201	Sturgeon	....do.*	F. M. Patterson	Dept..	1	1	17	16	0	0	....	....	....	....	1	0	....	....	3	....	300	10,000
3202	Sweetsprings	....do	M. A. O'Rear	Dept..	1	1	10	25	0	0	1	5	1	0	1	0	1	0	4	....	1,500	13,000
3203	Tarkio	....do.*	J. F. Starr	Dept..	1	2	32	40	0	0	....	....	....	....	4	5	3	3	3	....	100	20,000
3204	Thayer	....do	F. N. Dyer	Dept..	1	1	15	20	0	0	10	8	2	0	2	2	2	1	3	....	735	20,000
3205	Tipton	....do	B. S. Couch	Dept..	1	2	18	27	0	0	4	4	6	3	1	3	1	3	3	....	400	20,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
3206	Trenton	High School	W. C. Ryan	Dept.	4	1	48	106	0	0	....	....	....	....	7	17	5	4	4	....	.....	$25,000
3207	Union Star	....do	O. M. Peters	Dept.	1	0	4	16	0	0	....	....	....	....	1	1	1	1	3	....	50	4,000
3208	Unionville	....do	A. B. Pratt	Dept.	2	0	24	40	0	0	....	....	....	....	0	4	....	....	3	....	300	.....
3209	Urich	....do.*	E. M. Hall	Dept.	1	1	20	18	0	0	....	....	....	....	3	2	....	....	3	....	167	4,000
3210	Utica	....do	Cyrus G. Truitt	Dept.	1	0	5	10	58	62	1	1	....	....	2	4	....	....	3	....	100	3,000
3211	Vandalia	....do	T. B. Ford	Dept.	2	1	31	36	0	0	....	....	....	....	1	6	1	6	4	....	250	15,000
3212	Verona	....do	H. L. Davis	Dept.	1	0	12	11	0	0	....	....	....	....	....	....	....	....	2	....	60	3,000
3213	Versailles	....do	W. S. Dade, B. S. D.	Dept.	1	0	12	20	0	0	....	....	....	....	1	3	....	....	3	....	136	10,000
3214	Walker	....do.*	I. L. Marquis	Dept.	1	0	10	5	0	0	....	....	1	1	0	4	....	....	3	....	160	4,000
3215	Walnutgrove	....do	A. L. Lacy	Dept.	1	0	14	15	0	0	....	....	....	....	3	4	....	....	3	....	105	2,500
3216	Warrensburg	....do	Jas. A. Robeson	Dept.	1	5	40	85	0	0	4	7	....	....	5	11	....	....	4	....	700	9,000
3217	Warrenton	....do	G. W. Hageman	Dept.	1	0	16	14	0	0	2	1	....	....	3	1	3	1	2	....	50	5,000
3218	Warsaw	....do	Jacob Hunt	Dept.	1	0	9	8	0	0	1	0	1	0	1	1	1	0	3	....	700	7,500
3219	Washburn	....do	W. A. Farley	Dept.	1	0	25	25	0	0	2	0	0	0	....	....	....	....	2	....	60	4,000
3220	Waverly	....do.*	U. E. Cunningham	Dept.	1	0	8	5	0	0	2	2	3	1	....	....	....	....	2	....	25	.....
3221	Webb City	....do.*	J. W. Storms	Dept.	2	4	44	85	0	0	....	....	....	....	4	9	3	6	4	....	1,000	35,000
3222	Webster Groves	....do.*	Miss Sarah J. Milligan	Dept.	0	5	11	21	0	0	0	2	....	....	0	3	0	2	4	....	300	13,500
3223	Wellsville	....do	W. E. Shirley	Dept.	2	0	20	29	0	0	....	....	....	....	0	7	0	7	3	....	200	12,000
3224	Wentzville	....do	W. J. Dysart	Dept.	1	0	12	14	40	43	....	....	....	....	0	3	....	....	2	....	250	4,200
3225	Weston	....do.*	James H. Turner, B. S. D.	Dept.	1	0	12	13	0	0	....	....	5	6	....	....	....	....	3	....	450	12,000
3226	Westplains	....do.*	B. B. Cassell	Dept.	1	1	9	20	0	0	....	....	....	....	2	0	....	....	3	....	109	.....
3227	Willow Springs	....do	E. L. Hume	Dept.	1	0	8	10	0	0	....	....	....	....	0	2	....	....	3	....	150	10,000
3228	Winfield	....do	W. Salem Brown	Dept.	1	0	5	14	0	0	....	....	1	0	0	2	....	....	2	....	150	1,500
3229	Winston	....do	Henry L. Lowry, B. S.	Dept.	1	0	22	21	50	46	....	....	....	....	6	2	3	0	3	....	.....	.....

	MONTANA.																				
3230	Anaconda	High School	John B. Walker	Dept.	2	3	27	59	0	0					3	4			4		2,000	
3231	Bigtimber	do.*	J. D. Orr	Dept.	1	0	2	7	12	7									3		150	12,000
3232	Billings	do.*	H. M. Brayton	Dept.	2	1	25	27	0	0			6	11	1	4	1	2	3		723	26,000
3233	Boulder	do	Lewis Terwilliger	Ind.	1	0	9	19	0	0	1	1							3		500	11,000
3234	Bozeman	Gallatin County High School.	George B. Swan	Ind.	1	3	45	90	0	0					6	12	6	12	3		77	
3235	Butte	High School	P. A. Leamy	Dept.	1	15	188	321	0	0					10	17			4	180	1,000	125,000
3236	Chinook	do	H. A. Davee	Dept.	1	1	9	7	69	65			2	2					3		300	10,000
3237	Deerlodge	do	G. T. Bramble	Dept.	1	1	23	27	0	0					1	11			3		506	25,000
3238	Glendive	do	Theodore Lentz	Dept.	1	1	12	23	0	0			1	4	0	6	0	2	3		512	15,000
3239	Greatfalls	do	Miss Helen Edgerton	Dept.	1	4	40	78	0	0	5	14	9	5	7	12	4	3	4		250	
3240	Hamilton	do.*	J. G. McKay	Dept.	1	1	11	25	16	20	0	4	1	0	1	2	1	2	4		600	20,000
3241	Helena	do	Wm. H. Johnson	Dept.	4	6	93	225	0	0	68	126			10	18	6	12	4		800	158,000
3242	Kalispell	Flathead County High School.*	E. A. Steere	Ind.	1	2	23	57	0	0					6	4	1	3	4		56	
3243	Lewistown	Fergus County High School.	P. M. Silloway	Ind.	2	0	20	28	0	0	0	2	2	0	3	8	0	2	3		150	10,000
3244	Livingston	Park County High School.	O. M. Harvey	Ind.	1	3	37	55	0	0	3	8	1	0	3	4	3	2	4		420	
3245	Marysville	High School	N. C. Titus	Dept.	1	1	5	5	3	4	1	0	1	0					3		374	6,000
3246	Miles City	do	O. C. Pope	Dept.	1	2	18	37	0	0	4	3			6	4	2	3	3		2,000	40,000
3247	Missoula	do	Roscoe W. Beighle	Dept.	2	1	8	32	0	0	4	12							3		12	
3248	Philipsburg	do	Jonas Cook	Dept.	1	2	12	28	0	0			1	3	2	7	1	3	4		971	
3249	Red Lodge	do	John M. Kay	Dept.	1	2	10	30	0	0									3		500	10,000
3250	White Sulphur Springs.	do	J. W. Lenning	Dept.	1	0	12	18	0	0					2	3	2	2	3		200	3,000
	NEBRASKA.																					
3251	Adams	High School	Harry F. Hooper	Dept.	1	0	12	11	0	0			4	5	2	2	1	1	2		150	3,500
3252	Ainsworth	do	H. L. Barrick	Dept.	1	0	13	27	0	0	0	2			1	5	0	2	3		300	20,000
3253	Albion	do	Miss Myrtle V. Price	Dept.	1	2	31	53	0	0					2	4	1	2	3		250	28,000
3254	Alexandria	do	S. E. Mills	Dept.	1	0	14	14	0	0					1	1			2		100	3,725
3255	Alliance	do	J. T. O. Stewart	Dept.	2	1	32	37	0	0	7	10	10	5	4	3	2	3	4		500	50,000
3256	Alma	do	E. H. Morgan	Dept.	2	1	30	37	0	0	0	24	18	3	1	3	1	3	3		200	15,000
3257	Ansley	do	George Zahn	Dept.	1	0	11	17	0	0			1	1	5	5	1	1	2		250	5,000
3258	Arapahoe	do.*	R. H. Graham	Dept.	2	0	10	26	0	0	3	6			2	9	1	4	4		300	17,350
3259	Arcadia	do	R. W. Unsell	Dept.	1	0	4	16	64	64									2			5,000
3260	Arlington	do	W. T. Stockdale	Dept.	1	1	20	14	0	0			2	0	3	1	2	0	3		150	4,500
3261	Ashland	do	R. D. Overholt	Dept.	2	2	55	77	0	0	16	20	4	0	8	13	8	6	4		305	23,100
3262	Atkinson	do	Ira Lamb	Dept.	1	0	10	33	0	0			1	4	1	5	1	4	3		200	8,000
3263	Aurora	do	Joseph Sparks	Dept.	1	2	58	81	0	0	0	3	4	0	4	16	4	3	4		500	14,000
3264	Axtell	do.*	Harry F. Hooper	Dept.	1	0	6	10	61	48	1	1			2	4	1	1	1		150	3,000
3265	Bancroft	do	J. A. Stahl	Dept.	1	1	10	16	0	0	4	2			2	2	1	0	3		125	
3266	Barnston	do	J. H. Veeder	Dept.	1	0	5	8	51	63									2		75	2,500
3267	Bartley	do	—— Hendee	Dept.	1	0	6	8	0	0	0	3	2	0	0	2			2		150	
3268	Battlecreek	do	D. H. Vantine	Dept.	1	0	0	28	12	0					0	2	0	2	3			10,000
3269	Beatrice	do	Will S. Heitzman	Dept.	4	4	135	183	0	0					16	14			4		1,000	
3270	Beaver City	do	F. G. Downing	Dept.	1	2	33	50	0	0					2	9	2	9	4		300	

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.									
											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
	NEBRASKA—cont'd.																							
3271	Beaver Crossing	High School	F. C. Hollingsworth	Dept.	1	0	2	8	8	27	.....	.....	.....	.....	.....	.....	.....	.....			1	.....	20	$2,000
3272	Beemer	....do	J. A. Hohf	Dept.	1	0	8	14	0	0	3	2	.....	.....	2	5	1	5			2	.....	34	.....
3273	Bellevue	....do	Mrs. E. B. Williams	Dept.	0	1	10	9	0	0	.....	.....	.....	.....	3	3	3	3			2	.....	325	15,000
3274	Belvidere	....do	G. A. Morehouse	Dept.	1	0	15	15	0	0	3	3	.....	.....	2	3	2	3			2	.....	600	3,000
3275	Benkelman	....do	John Bauer	Dept.	1	0	2	5	0	0	.....	.....	.....	.....	0	5	.....	.....			1	.....	300	.....
3276	Bennett	....do.*	Geo. E. Jones	Dept.	1	0	21	12	0	0	2	0	1	0	7	5	.....	.....			2	.....	.....	2,000
3277	Bertrand	....do	F. E. Bicknell	Dept.	1	0	12	25	0	0	.....	.....	6	16	2	3	2	1			3	.....	400	3,676
3278	Blair	....do	C. M. Braeclen	Dept.	3	3	56	89	0	0	5	16	8	10	3	7	2	4			4	40	350	.....
3279	Bloomfield	....do	F. C. Grimes	Dept.	1	1	21	34	0	0	.....	.....	.....	.....	1	3	.....	.....			3	.....	150	8,000
3280	Bloomington	....do	W. C. Farrand	Dept.	1	1	25	35	0	0	.....	.....	.....	.....	3	5	.....	.....			4	.....	50	2,700
3281	Bluehill	....do	G. R. McCrary	Dept.	1	1	29	20	0	0	.....	.....	8	3	8	3	3	1			3	.....	200	12,250
3282	Bluesprings	....do.*	Miss Fannie M. Byerly	Dept.	0	2	26	38	0	0	.....	.....	.....	.....	1	8	0	2			4	.....	200	.....
3283	Bradshaw	....do.*	Raymond F. Marquis, B. Sc.	Dept.	1	0	22	18	0	0	3	3	.....	.....	1	2	0	1			2	.....	200	4,000
3284	Brady	....do	W. A. Getty	Dept.	1	0	4	5	0	0	.....	.....	.....	.....	1	2	.....	.....			2	.....	.....	3,405
3285	Brainard	....do	O. H. Smith	Dept.	1	0	4	5	63	55	.....	.....	.....	.....	1	4	.....	.....			2	.....	80	2,000
3286	Brock	....do	M. H. Carman	Dept.	1	0	3	8	0	0	.....	.....	.....	.....	1	2	.....	.....			2	.....	125	4,000
3287	Broken Bow	....do	Alvah J. Macy	Dept.	1	1	25	50	0	0	.....	.....	1	0	3	4	.....	.....			4	.....	.....	10,000
3288	Brownville	....do	W. P. Barrett	Dept.	1	0	8	9	0	0	.....	.....	.....	.....	3	4	.....	.....			1	.....	50	7,000
3289	Burchard	....do	J. A. Combs	Dept.	1	0	13	12	63	52	.....	.....	.....	.....	2	4	.....	.....			2	.....	96	3,000
3290	Butte	....do	H. E. Hiatt	Dept.	1	0	6	13	51	72	.....	.....	.....	.....	.....	.....	.....	.....			2	.....	.....	3,750
3291	Callaway	....do	Robt. Thomson	Dept.	1	0	12	14	0	0	.....	.....	1	4	1	4	.....	.....			2	.....	250	2,500
3292	Cambridge	....do	A. L. Langston	Dept.	1	2	39	50	0	0	3	7	10	34	7	12	4	4			4	.....	400	9,000
3293	Carleton	....do	N. J. Miller	Dept.	1	0	10	9	0	0	.....	.....	1	1	2	3	1	1			2	.....	.....	3,000

3294	Cedar Rapids	do	George E. Kindler	Dept.	1	1	17	29	0	0	0	3	2	1	3	7	0	0	3		250	6,000
3295	Central City	do	R. H. Wade	Dept.	1	2	31	45	0	0					7	8			4		250	20,000
3296	Chadron	do	W. C. Gigg	Dept.	2	0	12	40	0	0					2	17			3		250	12,500
3297	Chester	do	O. H. Hermie	Dept.	1	0	14	19	0	0	2	6			3	4	2	3	2		250	
3298	Clarks	do	J. G. Mote	Dept.	2	0	15	24	0	0	3	8	1	2	0	2	0	2	4		580	12,000
3299	Clay Center	do	R. V. Clark	Dept.	1	0	15	14	0	0	4	3			5	2	2	1	2		130	3,500
3300	Coleridge	do.*	L. E. Moyer	Dept.	1	0	8	14	0	0	1	0			2	3	1	2	2		200	5,000
3301	Collegeview	do	M. E. Kern	Dept.	1	0	12	16	0	0			4	8	2	4	2	4	2		50	15,000
3302	Columbus	do	I. H. Britell	Dept.	4	1	40	59	0	0					1	9			4	30	680	30,000
3303	Cook	do	L. R. Halvorsen	Dept.	1	0	8	11	47	44	1	1			2	1			2		60	3,000
3304	Cortland	do	C. E. Devin	Dept.	1	0	5	12	0	0					1	3	1	3	2			3,200
3305	Cozad	do.*	Clinton M. Barr	Dept.	1	1	20	30	0	0			7	9	3	7	2	5	3		100	10,000
3306	Craig	do	James A. Clark, B. S	Dept.	1	1	18	27	47	48			1	1	3	11	2	4	3		200	
3307	Crawford	do	S. E. Clark	Dept.	1	1	33	44	0	0					4	6			4		240	25,000
3308	Creighton	do	J. F. Carnahan	Dept.	2	1	19	26	0	0			1	0	2	4	1	0	4		300	8,000
3309	Creston	do	John Foley	Dept.	1	0	17	17	37	52									2		200	
3310	Crete	do	Mrs. E. K. Manville	Dept.	2	4	65	75	0	0					10	14			4		100	30,000
3311	Culbertson	do	Chas. A. Tucker	Dept.	1	0	11	9	0	0					3	2			2		60	9,300
3312	Curtis	do	Jos. R. Fulk	Dept.	1	0	22	23	0	0					1	2			3		300	
3313	Dakota	do	C. L. Culler	Dept.	2	0	13	25	0	0			2	3					3		20	7,000
3314	Davenport	do	J. E. Shutt	Dept.	1	0	16	16	0	0			1	1	7	5	1	1	2		60	3,000
3315	David City	do	W. M. Kern	Dept.	2	1	26	55	0	0					2	8			4		150	12,000
3316	Dawson	do	G. E. Martin	Dept.	2	0	14	10	0	0	0	1	1	0	4	3	1	1	2		280	1,400
3317	Decatur	do	E. A. Hanson	Dept.	1	0	10	16	0	0			1	1	0	2			4		200	3,000
3318	Dewitt	do	S. H. Martin	Dept.	1	1	20	24	0	0					1	6	1	2	3		200	10,000
3319	Diller	do	Professor Eaton	Dept.	1	0	1	9	59	65												6,500
3320	Dodge	do	O. Dooley	Dept.	1	0	12	10	0	0					1	0			3		200	20,000
3321	Doniphan	do	Miss Grace L. Ferguson	Dept.	0	2	12	10	0	0					1	1			3			
3322	Dorchester	do	B. F. McGrew	Dept.	1	0	13	16	0	0	1	0	4	3	3	5	2	2	2		175	12,500
3323	Dubois	do	E. H. Beebe	Dept.	1	0	12	3	0	0									2		64	2,500
3324	Dunbar	do	R. C. King	Dept.	1	0	4	9	47	48	1	5			0	3	0	2	2		160	3,000
3325	Edgar	do	Chas. L. Coons	Dept.	1	2	33	35	0	0	1	3	1	0	3	13	3	13	3		208	
3326	Elgin	do	S. C. Lambert	Dept.	1	0	5	14	0	0					1	5	0	1	3		106	5,000
3327	Elkhorn	do	W. W. Elliott	Dept.	1	0	13	14	0	0					5	2			2		50	6,000
3328	Elmcreek	do	E. D. Lehman	Dept.	1	0	10	15	50	40					0	7		2	2		350	8,000
3329	Elmwood	do	W. R. Boose	Dept.	1	1	21	32	0	0	2	0	2	3	4	5	3	3	3		125	
3330	Elwood	do	F. W. Montgomery	Dept.	1	0	3	12	0	0					0	2	4		2		203	4,000
3331	Emerson	do	H. F. Martin	Dept.	1	1	6	26	0	0	0	2			0	7	7		3		260	4,200
3332	Eustis	do	J. H. Kelly	Dept.	1	0	4	7	83	53						4			2		20	4,450
3333	Ewing	do	L. P. Sornson	Dept.	1	0	10	13	42	47					0	2	2		3		50	1,000
3334	Exeter	do	J. T. McKinnon	Dept.	1	1	31	36	0	0					4			4	4		650	3,000
3335	Fairbury	do.*	W. L. Stephens	Dept.	2	2	50	100	0	0	10	20	15	25	4		4	3	4		300	15,000
3336	Fairfield	do	O. C. Hubbell	Dept.	1	1	30	31	0	0	0	1			5	6	3	1	3		200	7,000
3337	Fairmont	do	E. E. Magee	Dept.	1	2	30	50	0	0					4	8	1	2	4		600	
3338	Falls City	do	Henry Nienhuis	Dept.	4	1	32	64	0	0					3	7	5	3	4		800	35,000
3339	Farnam	do.*	J. A. Briggs	Dept.	1	0	13	12	62	56	3	2	2	2	6	0	0	0	2		100	3,500
3340	Filley	do	W. W. Funk	Dept.	1	0	8	6	59	44			1	0	0	2	2	0	2		100	2,380
3341	Florence	do	E. T. Gilbert	Dept.	1	0	1	9	116	114							5		2		150	16,000
3342	Franklin	do	Ed. M. Short	Dept.	1	0	12	29	0	0	1	1	1	0	4	11	1	2	2		500	8,000
3343	Fremont	do	Miss Eoline Clark	Dept.	2	4	88	142	0	0	9	3	4	0	18	19	13	3	4	85	200	50,000
3344	Friend	do	Miss Ida Gillespie	Dept.	1	2	35	55	0	0					6	8	5	1	4	25	250	

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary. students.		Elementary students.		Preparing for college.				Graduates in 1901.[a]		College preparatory students of the class graduated in 1901.[a]					
											Classical course.		Scientific course.									
					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.																					
3345	Fullerton	High School	H. E. Funk	Dept.	1	2	30	45	0	0	2	2	....	....	7	8	2	2	4	....	300	$14,000
3346	Geneva	....do	Chas. W. Taylor	Dept.	2	1	25	65	0	0	2	8	....	....	6	11	0	0	3	....	250	10,000
3347	Genoa	....do.*	W. H. Steinbach	Dept.	1	1	14	26	0	0	....	....	....	....	....	....	....	....	3	....	220	.....
3348	Gering	....do	T. J. Thorne	Dept.	1	0	15	16	0	0	....	....	....	....	0	0	....	....	2	....	51	6,000
3349	Gibbon	....do	D. H. Fair	Dept.	1	1	17	37	0	0	3	8	5	4	2	10	2	2	3	....	250	10,000
3350	Gordon	....do	W. R. Buchanan	Dept.	1	0	17	24	0	0	....	....	....	....	0	4	....	....	3	....	200	11,250
3351	Gothenburg	Columbia High School	R. E. Giffen	Dept.	1	1	27	34	0	0	....	....	....	....	3	1	2	0	4	....	150	20,000
3352	Grafton	High School	John C. Clegg	Dept.	2	0	16	22	0	0	....	....	....	....	1	1	....	....	3	....	125	4,000
3353	Grand Island	....do	John F. Matthews	Dept.	3	3	73	110	0	0	2	3	3	5	11	14	11	14	4	....	400	.....
3354	Grant	....do	E. E. Furman	Dept.	1	0	1	7	34	30	....	....	....	....	1	7	....	....	1	....	80	800
3355	Greeley	....do	Mrs. L. M. Guttery	Dept.	2	1	18	45	0	0	4	4	2	2	3	14	1	9	4	....	562	7,500
3356	Greenwood	....do.*	T. J. Oliver	Dept.	1	1	14	22	0	0	....	....	....	....	0	8	0	3	2	....	167	4,000
3357	Gresham	....do	Percy Purviance	Dept.	1	0	3	9	54	58	0	2	1	0	3	3	2	2	2	....	20	2,000
3358	Gretna	....do	R. V. Garrett	Dept.	1	0	15	20	0	0	1	2	....	....	3	4	1	1	3	....	20	10,000
3359	Guiderock	....do	Joseph Dresbach	Dept.	1	0	18	21	0	0	....	....	....	....	1	6	....	....	3	....	80	4,000
3360	Hampton	....do	S. C. Stephenson	Dept.	1	0	6	9	54	41	....	....	....	....	2	0	....	....	2	....	150	2,500
3361	Hardy	....do	H. L. Hussong	Dept.	1	0	20	22	30	58	....	....	....	....	2	5	....	....	2	....	150	7,500
3362	Hartington	....do	C. S. Wortman	Dept.	1	1	25	40	0	0	8	12	4	7	3	8	1	5	4	....	600	15,000
3363	Harvard	....do.*	S. P. Arnot	Dept.	2	1	22	47	0	0	....	....	....	....	1	5	....	....	3	....	150	22,000
3364	Hastings	....do	W. A. Julian	Dept.	3	2	62	127	0	0	....	....	....	....	10	25	....	....	4	....	.....	.....
3365	Havelock	....do	C. W. Corey	Dept.	1	2	14	24	0	0	....	....	....	....	4	6	3	3	3	....	270	15,000
3366	Hay Springs	....do	Wm. T. Holmes	Dept.	1	0	10	9	0	0	....	....	2	1	4	2	2	1	2	....	231	6,000
3367	Hebron	....do	J. C. Donaldson	Dept.	2	2	40	51	0	0	....	....	....	....	6	7	2	1	4	....	560	.....
3368	Herman	....do	Miss Tyna A. Davis	Dept.	0	1	5	15	53	49	....	....	....	....	0	2	....	....	3	....	50	.....

3369	Hickman	do	J. W. Jones	Dept..	1	0	4	13	53	62	....	....	....	....	0	5	....	....	2	....	110	1,500
3370	Hildreth	do	T. S. Magorian	Dept..	1	0	12	16	37	26	....	....	....	....	2	5	....	....	2	....	160	1,500
3371	Holdrege	do	Miss Sadie B. Smith	Dept..	1	2	30	77	0	0	....	....	....	....	2	6	....	....	3	....	300	19,000
3372	Hooper	do	W. J. Seeley	Dept..	1	0	16	16	0	0	2	1	3	2	1	0	1	0	3	....	160	13,580
3373	Howells	do	Chas. M. Sutherland	Dept..	1	0	10	12	0	0	2	2	....	....	2	2	2	2	2	....	800	4,160
3374	Hubbell	do	Eugene Howe	Dept..	1	0	5	16	58	59	....	....	....	....	1	4	1	2	2	....	250	5,000
3375	Humboldt	do	George Crocker	Dept..	2	1	23	61	0	0	0	3	....	....	0	7	0	3	4	....	30	17,000
3376	Humphrey	do	A. R. Daugherty	Dept..	1	0	1	7	59	58	....	....	....	....	....	....	....	....	2	....	75	10,000
3377	Indianola	do	A. J. Casner	Dept..	1	1	25	38	0	0	....	....	....	....	....	....	....	....	3	....	110	25,000
3378	Jackson	do	Sister M. Benetta	Dept..	0	1	5	0	81	21	....	....	....	....	....	....	....	....	3	....	50	8,000
3379	Johnson	do	L. B. Arnot	Dept..	1	0	12	11	0	0	3	0	....	....	4	4	3	0	2	....	150	.....
3380	Juniata	do	N. H. Jones	Dept..	1	1	26	24	0	0	5	5	6	5	7	10	....	....	3	....	1,000	11,000
3381	Kearney	Longfellow School	Miss M. I. Stewart	Dept..	2	3	72	110	0	0	....	....	....	....	9	24	4	6	4	45	500	.....
3382	Kenesaw	High School	D. M. Ball	Dept..	1	0	20	15	0	0	6	0	....	....	11	3	6	0	2	....	50	5,000
3383	Kennard	do	N. W. Gaines	Dept..	1	0	5	14	0	0	1	4	....	....	1	4	0	2	2	....	125	1,000
3384	Laurel	do	Q. H. Stevens	Dept..	1	0	7	19	42	68	....	....	....	....	0	2	....	....	3	....	120	5,000
3385	Leigh	do	C. W. Wallis	Dept..	1	0	6	11	58	64	....	....	....	....	2	0	....	....	2	....	200	5,000
3386	Lexington	do.*	Jas. E. Delzell	Dept..	1	3	61	90	0	0	....	....	20	15	7	13	4	6	4	....	300	20,000
3387	Liberty	do	D. W. Crabtree	Dept..	1	0	18	17	0	0	7	6	....	....	4	4	2	2	2	....	371	6,000
3388	Lincoln	do	H. J. Davenport, Ph. D	Dept..	11	20	437	603	0	0	....	....	....	....	....	....	....	....	4	....	1,400	.....
3389	Lindsay	do	W. L. Dowling	Dept..	1	0	12	14	38	46	2	2	....	....	0	3	0	2	2	....	150	5,000
3390	Linwood	do	Jas. C. Hrushka	Dept..	1	0	6	9	0	0	....	....	0	1	3	1	0	1	2	....	10	4,000
3391	Litchfield	do	Lewis Omey	Dept..	1	0	0	15	58	58	0	1	1	2	0	2	0	1	2	....	.....	1,000
3392	Longpine	do	T. L. Knight	Dept..	1	0	8	17	0	0	3	6	....	....	1	3	1	1	3	....	250	4,000
3393	Louisville	do.*	L. P. Grundy	Dept..	1	0	6	6	24	12	....	....	....	....	6	6	6	6	3	....	20	.....
3394	Loup City	do	M. H. Mead	Dept..	1	0	6	10	0	0	0	3	....	....	3	5	0	2	2	....	120	11,000
3395	Lyons	do.*	J. F. Gaffney	Dept..	1	1	18	24	0	0	....	....	....	....	0	6	....	....	3	....	25	8,000
3396	McCook	do	C. A. Gorby	Dept..	2	1	36	49	0	0	....	....	....	....	6	7	....	....	4	....	700	23,000
3397	Madison	do	R. G. Mossman	Dept..	1	1	19	36	0	0	....	....	....	....	3	5	2	4	3	....	500	25,000
3398	Mead	do	J. F. Stoltz	Dept..	1	0	18	11	72	50	....	....	....	....	4	5	....	....	3	....	300	3,780
3399	Merna	do.*	B. B. Hawthorne	Dept..	0	1	9	10	7	7	....	....	....	....	1	2	....	....	2	....	.....	2,570
3400	Milford	do	Albert Snare	Dept..	1	0	16	16	0	0	....	....	....	....	1	4	....	....	3	....	150	5,000
3401	Milligan	do	F. B. Matlach	Dept..	1	0	10	8	61	46	....	....	....	....	3	5	2	3	2	....	100	4,000
3402	Minden	do	A. O. Thomas	Dept..	3	1	50	85	0	0	....	....	....	....	5	12	4	6	4	....	5,000	30,000
3403	Nebraska City	do	E. R. Yundt	Dept..	3	4	62	130	0	0	....	....	....	....	10	23	10	23	4	....	350	10,000
3404	Neligh	do	G. H. Whaley	Dept..	1	1	23	43	0	0	....	....	....	....	2	4	....	....	4	....	250	10,000
3405	Nelson	do	G. F. Warren	Dept..	2	1	47	46	0	0	5	6	10	0	8	7	7	5	3	....	100	2,000
3406	Nemaha	do	W. V. Steuteville	Dept..	1	0	15	16	53	56	....	....	....	....	0	4	....	....	2	....	.....	3,000
3407	Newcastle	do	A. V. Teed	Dept..	1	0	5	10	77	56	....	....	....	....	2	2	2	1	2	....	300	5,000
3408	Newman Grove	do.*	Owen Bishop	Dept..	1	0	22	29	0	0	....	....	....	....	....	....	....	....	2	....	100	.....
3409	Niobrara	do	C. N. Alden	Dept..	1	0	5	14	0	0	....	....	....	....	0	4	....	....	3	....	200	5,765
3410	Norfolk	do	D. C. O'Connor	Dept..	2	2	44	70	0	0	....	....	11	14	2	13	2	1	4	....	100	.....
3411	Northbend	do.*	E. B. Sherman	Dept..	1	1	25	32	0	0	....	....	....	....	3	1	2	1	4	....	200	15,000
3412	North Loup	do	B. F. Davis	Dept..	1	0	10	15	0	0	0	1	....	....	0	5	0	1	3	....	250	3,000
3413	North Platte	do	J. C. Orr	Dept..	2	3	50	70	0	0	....	....	10	10	5	9	3	5	4	....	350	40,000
3414	Oakdale	do	.....	Dept..	1	1	30	40	0	0	....	....	....	....	0	12	....	....	3	....	103	1,200
3415	Oakland	do	W. H. Myers	Dept..	1	1	17	22	0	0	2	2	....	....	5	5	2	2	3	....	350	14,875
3416	Odell	do	F. A. Nims	Dept..	1	2	13	12	0	0	5	4	....	....	2	1	1	1	2	....	250	5,000
3417	Ogallala	do	Harry E. Worrell	Dept..	1	0	9	13	0	0	....	....	2	1	....	....	....	....	2	....	150	20,000
3418	Ohiowa	do	W. J. Hunting	Dept..	1	1	11	14	0	0	....	....	....	....	3	1	....	....	4	....	200	.....
3419	Omaha	do	A. H. Waterhouse	Dept..	10	40	591	961	0	0	....	....	....	....	32	81	18	30	4	500	1,000	750,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
3420	O'Neill	High School	J. V. Owens	Dept.	1	1	14	29	0	0	2	1	....	....	2	2	2	1	4	....	186	$3,250
3421	Orleans	....do.*	I. C. Gregory	Dept.	1	2	43	44	0	0	11	14	3	0	3	5	1	3	4	....	275	12,000
3422	Osceola	....do	J. H. Slothower	Dept.	1	1	19	22	0	0	....	....	....	....	....	....	....	....	4	....	400	.....
3423	Osmond	....do	O. A. Preston	Dept.	1	0	2	14	0	0	....	....	....	....	....	....	....	....	3	....	200	9,400
3424	Oxford	....do	W. T. Oates	Dept.	1	1	15	25	0	0	....	....	....	....	....	....	....	....	4	....	400	12,500
3425	Palisade	....do	James O'Connell	Dept.	1	0	4	2	31	36	....	....	....	....	....	....	....	....	2	....	.....	2,125
3426	Palmer	....do	John T. Bruss	Dept.	1	0	5	3	42	47	....	....	....	....	....	....	....	....	1	....	.....	1,700
3427	Palmyra	....do	B. S. Hayden	Dept.	1	1	17	22	39	66	....	....	....	....	1	2	....	....	3	....	250	10,000
3428	Papillion	....do	G. H. Graham	Dept.	1	0	17	21	0	0	2	8	2	7	0	4	0	2	3	....	125	20,000
3429	Pawnee City	....do	C. A. Fulmer	Dept.	2	3	54	87	0	0	....	....	....	....	3	6	2	3	4	....	1,400	26,400
3430	Pender	....do	Miss Ellen M. Austin	Dept.	1	2	20	25	0	0	0	12	0	10	4	3	2	1	3	....	150	12,000
3431	Petersburg	....do	W. W. Waters	Dept.	1	1	21	21	0	0	....	....	....	....	1	3	....	....	3	....	80	.....
3432	Pierce	....do	Walter G. Hirons	Dept.	1	1	17	15	0	0	....	....	3	4	3	1	2	0	3	....	100	10,000
3433	Plainview	....do	C. W. Vest	Dept.	2	0	21	26	0	0	....	....	....	....	1	3	....	....	3	21	.....	.....
3434	Platte Center	....do	R. M. Campbell	Dept.	1	0	4	10	31	75	....	....	4	1	1	3	1	1	2	....	90	6 000
3435	Plattsmouth	....do	Miss Olive Gass	Dept.	0	5	80	131	0	0	22	42	37	46	16	20	12	18	4	....	500	9,000
3436	Ponca	....do	E. P. Wilson	Dept.	2	1	23	36	0	0	1	5	....	....	2	6	1	3	4	....	127	22,200
3437	Randolph	....do.*	F. E. Mullen	Dept.	1	1	12	21	0	0	....	....	1	0	1	5	1	0	4	12	300	20,000
3438	Ravenna	....do	R. M. Thomson	Dept.	1	1	26	29	0	0	....	....	....	....	2	4	1	1	4	....	270	25,000
3439	Redcloud	....do	H. L. Sams	Dept.	1	2	46	50	0	0	3	5	2	0	6	5	2	3	4	....	300	17,850
3440	Reynolds	....do	Mrs. Vivian Holliday	Dept.	0	1	4	3	59	39	3	3	....	....	....	....	....	....	2	....	50	2,525
3441	Rising City	....do	Miss Lettie M. Lott	Dept.	0	1	12	10	0	0	2	2	1	0	3	2	....	....	2	....	.....	.....
3442	Riverton	....do	Oran R. Bowen	Dept.	1	1	16	20	39	50	....	....	....	....	3	6	1	3	2	....	100	.....
3443	Roseland	....do	D. P. Blankenbiller	Dept.	1	0	12	16	50	39	....	....	....	....	2	1	....	....	2	....	25	2,000

3444	Rulo	do		Dept.	1	0	14	20	0	0									2		20	14,000
3445	Rushville	do	Miss Sara L. Garrett	Dept.	0	1	10	20	0	0			3	7	2	1	2	1	3		50	5,000
3446	St. Edward	do	Jas. H. Burwell	Dept.	1	1	21	26	0	0					1	3			4		125	6,000
3447	St. Paul	do	H. C. Ostien	Dept.	2	1	30	60	0	0			8	12	2	7	2	4	4		300	20,000
3448	Salem	do	W. L. Evans	Dept.	1	0	8	23	0	0			1	0	2	4	1	0	2		110	7,000
3449	Schuyler	do	I. R. Hendrickson	Dept.	2	2	38	73	0	0					2	5	1	0	4		500	34,700
3450	Scotia	do	M. H. Carleton	Dept.	1	0	10	20	0	0	3	5			5	6	3	5	2		80	4,000
3451	Scribner	do	C. Arnot	Dept.	1	1	20	30	0	0					2	8			3		1,800	12,000
3452	Seward	do	W. W. Stoner	Dept.	2	1	23	82	0	0	1	5			3	10			4		320	
3453	Shelby	do	W. M. Finegan	Dept.	1	0	7	21	0	0					2	2	1	1	3		100	2,700
3454	Shelton	do.*	Paul Goss	Dept.	1	2	17	44	0	0					0	10	0	7	4		150	8,500
3455	Shickley	do.*	F. L. Beck	Dept.	1	0	12	19	0	0					3	6			2		175	
3456	Sidney	do	L. B. Cary	Dept.	2	0	17	43	0	0	0	4							3		350	25,000
3457	Silvercreek	do	M. A. Sams	Dept.	1	1	13	9	57	58					3	3			2	12	50	4,000
3458	Sioux	do.*	C. P. Bowman	Dept.	1	1	15	25	0	0									3			
3459	South Omaha	do	Frank Seykora	Dept.	1	7	94	152	0	0					7	9	4	4	4		600	60,000
3460	Springfield	do	L. A. Carnahan	Dept.	1	1	17	20	0	0									3		150	6,500
3461	Stanton	do	H. E. Mason	Dept.	1	1	22	34	0	0	2	3			5	6	2	3	4		40	
3462	Staplehurst	do	Chas. H. Meacham	Dept.	1	0	7	12	39	33									2			
3463	Stella	do	C. H. Kindig	Dept.	2	0	8	12	0	0					5	5	5	5	2		66	4,000
3464	Sterling	do	G. A. Spelbring	Dept.	1	0	15	20	0	0					2	2			3		300	6,000
3465	Stockville	do	I. E. Wymore	Dept.	1	0	12	16	37	42									2		100	1,500
3466	Strange	do	J. E. Owen	Dept.	1	0	6	4	54	61									2		200	1,200
3467	Stratton	do	Emil R. Greabeiel	Dept.	1	0	15	19	23	38					2	4			4		40	6,000
3468	Stromsburg	do	G. W. Crozier, B. S	Dept.	1	1	17	42	0	0			3	2	3	4	1	2	4		660	8,850
3469	Stuart	do	J. L. Cahill	Dept.	1	0	18	19	0	0	1	1			2	2	1	1	3		300	12,000
3470	Sumner	do.*	John N. Caress	Dept.	1	0	6	9	47	39									2		90	3,000
3471	Superior	do	V. R. McLucas	Dept.	2	1	30	56	0	0			2	1	2	8	2	1	4		400	33,000
3472	Surprise	do	B. B. McCay	Dept.	1	0	8	9	59	68									2		115	1,005
3473	Sutton	do	C. F. Lehr	Dept.	1	1	27	33	0	0					1	2	0	2	4		485	
3474	Swanton	do.*	R. S. Deems	Dept.	1	0	10	9	54	51					1	4			2			2,000
3475	Syracuse	do	George Burgert	Dept.	2	1	34	38	0	0					8	8	8	8	3		800	2,500
3476	Tablerock	do	L. W. Wimberly	Dept.	1	1	21	24	0	0					6	4			4			
3477	Talmage	do	F. E. Morrow	Dept.	1	0	3	6	83	94					0	1			2			6,000
3478	Tecumseh	do	C. N. Anderson	Dept.	2	1	44	69	0	0					3	11			4		600	16,600
3479	Tekamah	do	W. T. Poucher	Dept.	2	0	27	33	0	0			8	3	5	1	4	1	4	27	200	30,000
3480	Tilden	do	Miss Winne E. Hartley	Dept.	0	1	8	16	28	23					2	5			3		50	3,075
3481	Tobias	do	W. F. Graham	Dept.	1	1	22	24	0	0	10	8			2	6	2	4	4		400	5,000
3482	Trenton	do	Walter R. Pate	Dept.	1	1	19	27	0	0					0	7	0	2	4		50	2,800
3483	Ulysses	do	F. A. Hyde	Dept.	2	0	26	27	0	0	1	2	5	0	3	3	2	1	4		306	10,000
3484	University Place	do	J. Milton Wright	Dept.	1	1	14	13	0	0	5	6	2	1	3	0	3	0	2		50	6,000
3485	Utica	do	Wilson Tout	Dept.	1	0	12	23	0	0	1	0							4			4,500
3486	Valentine	do.*	R. H. Watson	Dept.	1	1	25	40	0	0	3	0	1	0	4	17	1	0	4		400	17,000
3487	Valley	do	A. L. Shaw	Dept.	1	1	29	44	0	0			8	5	6	5	3	4	3		200	12,000
3488	Valparaiso	do	Miss Jessie G. Wilkins	Dept.	0	1	6	13	0	0									2		107	
3489	Verdon	do	S. A. Chidester	Dept.	1	0	22	20	0	0	10	12			3	1			2		250	4,200
3490	Waco	do	William Whelan	Dept.	1	0	3	6	81	87					1	3			2		125	
3491	Wahoo	do	Miss Sue Pillsbury	Dept.	3	2	60	76	0	0	16	12	5	0	8	16	2	5	4		1,200	30,000
3492	Wakefield	do	Jasper Hunt	Dept.	1	1	13	21	0	0			4	3	1	5	1	2	3	13	100	22,000
3493	Waterloo	do	F. E. Mendenhall	Dept.	1	0	15	9	0	0					2	5			2		500	
3494	Wausa	do	C. J. Malone	Dept.	1	0	4	19	0	0	1	0			2	4			3			7,700

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
3495	Waverly	High School	O. R. Bowman	Dept..	1	0	7	20	28	31	....	....	....	....	4	3	1	1	2	....	450	$3,000
3496	Wayne	....do	U. S. Conn	Dept..	1	2	38	52	0	0	....	....	....	....	2	4	2	4	4	....	400	12,000
3497	Weeping Water	....do	Simeon M. Moss	Dept..	2	1	25	40	0	0	....	....	5	3	4	5	4	1	4	....	100	16,550
3498	Western	....do	N. A. Housel	Dept..	2	0	14	29	0	0	1	2	0	1	1	6	1	3	3	....	150	3,000
3499	Weston	....do	D. B. Juckett	Dept..	1	0	5	4	30	40	....	....	....	....	....	....	....	....	2	....	160	.....
3500	Wilber	....do	H. Jennings	Dept..	1	1	25	24	0	0	0	1	6	8	3	7	3	7	3	....	800	14,000
3501	Wilcox	....do	Fred L. Carrico	Dept..	1	2	10	15	30	60	2	2	4	6	5	2	....	....	2	....	350	2,500
3502	Wilsonville	....do	W. M. Jackson	Dept..	1	1	15	10	0	0	3	4	2	6	3	5	1	3	3	....	175	2,500
3503	Winside	....do	Chas. H. Bright	Dept..	1	0	8	10	0	0	0	1	....	....	1	3	0	1	3	....	200	7,000
3504	Wisner	....do	M. R. Snodgrass	Dept..	2	1	20	40	0	0	....	....	....	....	3	8	....	....	4	....	231	15,000
3505	Wood River	....do	J. A. Beard, supt	Dept..	1	2	21	38	0	0	....	....	....	....	1	4	1	3	4	....	90	2,500
3506	Wymore	....do	Miss Anna S. Batten	Dept..	2	2	36	61	0	0	....	....	....	....	0	5	....	....	4	....	400	25,000
3507	York	....do	Merle S. Brown	Dept..	2	3	92	96	0	0	25	20	5	0	16	10	10	6	4	....	200	25,000
	NEVADA.																					
3508	Austin	High School*	F. E. Walts	Dept..	1	0	12	13	0	0	7	3	2	0	2	1	1	1	4	....	250	8,000
3509	Battle Mountain	....do.*	H. E. Randall	Dept..	1	0	6	8	19	17	0	1	2	0	0	2	0	2	....	....	12	.....
3510	Carson City	....do	H. H. Howe	Dept..	1	2	33	56	0	0	....	....	....	....	4	13	3	2	4	....	150	16,575
3511	Dayton	....do	J. E. Monroe	Dept..	1	1	10	9	32	31	2	1	....	....	1	2	1	0	3	....	25	1,000
3512	Elko	Elko County High School.	Harry A. Start	Ind...	1	1	20	31	0	0	0	2	....	....	1	8	1	1	4	....	650	15,000
3513	Eureka	High School*	John G. Gwartney	Dept..	2	1	23	28	0	0	....	....	2	0	5	5	2	0	3	....	150	15,000
3514	Genoa	....do	H. Clyde Filley	Dept..	1	0	3	5	31	27	....	....	....	....	....	....	....	....	3	....	38	1,000
3515	Goldhill	....do	A. E. Baugh	Dept..	1	1	4	10	0	0	....	....	....	....	2	3	1	1	3	....	200	.....

3516	Reno	....do.*	John Edwards Bray	Dept..	2	2	44	47	0	0	10	15	15	0	9	4	7	4	3	....	524	25,000
3517	Virginia City	....do	Mark R. Averill	Dept..	1	2	29	60	0	0	0	4	1	0	2	11	1	4	3	....	1,200	.....
3518	Wadsworth	....do	Edwin E. Caine	Dept..	2	1	20	21	0	0	1	3	3	0	4	7	4	3	3	....	150	16,000
3519	Winnemucca	....do	A. E. Kaye	Dept..	1	0	8	15	60	63	5	5	....	....	0	4	0	3	3	....	100	16,650
	NEW HAMPSHIRE.																					
3520	Amherst	High School	Miss Mary Ellen Fulton	Dept..	0	2	11	16	10	14	....	....	....	....	....	....	....	....	3	....	160	.....
3521	Antrim	....do	O. H. Toothaker, A. B	Dept..	2	1	18	30	0	0	....	....	....	....	0	4	....	....	4	....	150	.....
3522	Bath	Union High School	H. Q. Woodard	Dept..	1	0	4	5	30	32	....	....	....	....	0	4	0	4	4	....	.....	4,800
3523	Berlin	High School	H. G. Dibble	Dept..	1	2	22	28	0	0	4	6	9	15	1	2	1	1	4	....	40	13,800
3524	Bethlehem	....do	Samuel A. Burleigh	Dept..	1	1	6	16	0	0	....	....	....	....	0	4	....	....	4	....	250	7,000
3525	Bristol	....do	Miss E. Belle Cally	Dept..	0	1	11	11	0	0	....	....	....	....	....	....	....	....	....	....	.....	5,000
3526	Canaan	....do	A. M. Eldridge	Dept..	1	0	3	7	2	8	....	....	....	....	3	7	....	....	2	....	.....	.....
3527	Claremont	Stevens High School	Melville C. Smart	Dept..	2	6	45	47	0	0	2	2	2	0	8	8	....	....	4	....	600	28,000
3528	Concord	High School	John F. Kent	Dept..	2	6	98	124	0	0	12	19	10	15	11	29	7	11	4	216	1,000	100,000
3529	Dover	....do	Wm. J. Rushmore	Dept..	3	3	80	100	0	0	3	8	6	4	9	22	4	1	4	....	.....	20,000
3530	Enfield	....do	Edwards I. Tracy	Dept..	1	0	3	5	9	11	3	5	....	....	....	....	....	....	....	....	300	2,500
3531	Epping	....do	Fred S. Libbey	Dept..	1	0	14	3	4	16	1	0	....	....	5	1	1	0	3	....	125	7,000
3532	Exeter	....do	Albion Burbank	Dept..	1	1	48	0	0	0	....	....	....	....	11	0	....	....	3	....	.....	7,000
3533	Farmington	....do	Everett W. Varney	Dept..	2	1	25	25	0	0	4	3	4	1	9	6	0	1	4	....	300	20,000
3534	Franklin Falls	Franklin High School	Leslie L. Cleveland, A.B.	Dept..	1	5	28	49	0	0	4	2	5	0	5	9	3	1	4	....	500	40,000
3535	Goffstown	High School	R. M. Barton	Dept..	1	1	22	30	0	0	0	1	1	0	2	3	....	....	4	....	100	.....
3536	Gorham	....do	Thomas L. Marble	Dept..	2	0	14	27	0	0	1	3	....	....	1	4	....	....	4	....	.....	8,000
3537	Greenland	....do	Miss Josephine A. Pickering.	Dept..	0	1	13	12	0	0	....	....	....	....	2	3	....	....	4	....	120	2,500
3538	Groveton	....do	James O. Codding	Dept..	1	0	18	22	0	0	....	....	....	....	1	2	....	....	4	....	.....	.....
3539	Hampton	Academy and High School.*	Jack Sanborn	Dept..	1	3	21	36	0	0	....	....	....	....	3	7	....	....	4	....	25	.....
3540	Hanover	High School	Edgar Kaharl	Dept..	2	1	30	30	0	0	4	3	6	0	5	10	1	0	4	....	420	12,000
3541	Haverhill	High School and Academy.*	G. B. Frost	Dept..	1	1	8	9	4	4	1	1	1	1	....	....	....	....	4	....	150	10,000
3542	Henniker	High School	Norman J. Page	Dept..	1	2	21	14	14	15	1	1	1	0	3	1	1	0	4	....	50	.....
3543	Hillsboro Bridge	Hillsboro High School	Charles Tracy	Dept..	2	1	7	22	0	0	....	....	3	4	5	5	2	2	4	....	50	19,000
3544	Hinsdale	High School	Daniel L. Fisher	Dept..	2	1	40	20	0	0	4	2	....	....	8	6	4	2	4	....	200	4,000
3545	Hollis	....do	Chas. A. Harris	Dept..	1	0	8	18	13	12	....	....	....	....	1	6	....	....	4	....	400	10,500
3546	Jefferson	....do	Miss Flora J. Wheeler	Dept..	0	1	7	8	6	4	3	1	....	....	3	3	3	1	4	....	30	2,000
3547	Keene	....do	Robert A. Ray	Dept..	3	4	77	100	0	0	4	10	10	5	20	24	10	20	4	....	600	.....
3548	Laconia	....do	Walter H. Young	Dept..	2	5	50	85	0	0	8	7	2	0	5	19	3	2	4	....	100	4,000
3549	Lancaster	Academy and High School.	W. O. Smith, A. M	Dept..	1	2	22	38	0	0	0	5	2	7	2	9	1	5	4	....	42	15,000
3550	Lempster	High School*	Harold D. King	Dept..	1	1	7	10	15	10	....	....	....	....	....	....	....	....	....	....	.....	.....
3551	Lisbon	....do	Charles L. Wallace	Dept..	1	2	23	28	0	0	6	3	4	2	5	4	1	0	4	....	550	31,000
3552	Littleton	....do	Frank B. Pelton	Dept..	1	2	31	38	0	0	....	....	....	4	1	4	16	3	0	4	400	.....
3553	Manchester	....do	G. H. Libby	Dept..	5	11	150	275	0	0	30	35	24	16	19	50	13	10	4	30	700	350,000
3554	Marlboro	....do	Thomas Allen, A. B	Dept..	1	0	5	17	0	0	....	....	....	....	2	4	1	0	3	....	.....	.....
3555	Meredith	....do	Walter J. Morrill	Dept..	1	0	18	13	0	0	....	....	2	0	2	5	....	....	3	....	375	10,000
3556	Milford	....do	James C. Flagg	Dept..	2	3	40	50	0	0	5	7	6	0	8	10	2	4	4	40	200	65,000
3557	Milton Mills	....do	Ernest Legg	Dept..	1	0	4	11	6	9	....	....	....	....	....	....	....	....	....	....	.....	8,000
3558	Nashua	....do	Lemuel S. Hastings	Dept..	2	7	103	127	0	0	14	9	8	3	17	25	7	4	4	....	1,000	100,000
3559	New Boston	....do	Miss Mildred C. Warren	Dept..	0	1	17	12	0	0	....	....	....	....	....	....	....	....	4	....	50	2,500

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.										College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.							
											Classical course.		Scientific course.									
					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
	NEW HAMPSHIRE—continued.																					
3560	Newmarket	High School	Wm. T. Atwood	Dept.	1	1	12	14	0	0	.....	.....	1	0	2	1	.....	.....	4	.....	.....	$20,000
3561	Newport	Richards High School*	Charles L. Curtis	Dept.	1	3	45	48	0	0	5	7	.....	.....	5	4	.....	.....	4	25	300	50,000
3562	Newton	High School	E. N. Lovewell	Dept.	1	0	9	20	0	0	.....	.....	.....	.....	1	6	.....	.....	4	.....	.....	.....
3563	Peterboro	do	N. D. Clarke	Dept.	1	2	19	23	0	0	1	4	1	1	3	2	1	1	4	.....	50	8,000
3564	Pittsfield	do	Warren E. Fisher	Dept.	1	2	29	48	0	0	1	0	2	0	4	9	1	0	4	.....	150	8,000
3565	Plymouth	do	Austin H. Keyes	Dept.	1	3	34	52	0	0	4	2	6	1	6	6	5	5	4	30	.....	.....
3566	Portsmouth	do	Allen H. Knapp	Dept.	3	6	110	141	0	0	8	10	.....	.....	7	18	6	15	4	.....	1,100	50,000
3567	Raymond	do.*	Miss Emma F. Griffin	Dept.	0	2	7	10	12	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3568	Rochester	do	F. G. Getchell	Dept.	1	4	60	73	0	0	6	8	4	6	11	7	1	1	4	.....	50	25,000
3569	Salmon Falls	Franklin High School	Everett A. Pugsley	Dept.	1	0	8	13	12	2	.....	.....	.....	.....	2	1	.....	.....	5	.....	.....	6,000
3570	Somersworth	High School	C. C. Ferguson	Dept.	1	5	47	51	0	0	7	17	18	10	4	7	4	2	4	.....	300	25,000
3571	Sunapee	High Grammar School	John L. Mason, jr	Dept.	1	0	4	6	25	12	.....	.....	.....	.....	4	6	.....	.....	4	.....	.....	.....
3572	Troy	High School	Miss Sara J. Holland	Dept.	0	1	4	11	0	0	.....	.....	.....	.....	0	1	.....	.....	2	.....	20	12,000
3573	Walpole	do	George O. Smith	Dept.	1	0	12	13	0	0	.....	.....	.....	.....	2	3	.....	.....	3	.....	.....	.....
3574	Warner	Symonds High School*	Arthur R. Webster	Dept.	1	1	20	28	0	0	.....	.....	2	3	1	7	1	2	4	48	350	10,000
3575	West Lebanon	High School	Geo. W. Gilman	Dept.	1	0	13	10	55	56	3	1	1	6	2	0	.....	.....	4	.....	200	11,000
3576	Whitefield	do	Wm. B. Noyes	Dept.	1	1	12	9	0	0	1	1	.....	.....	1	1	.....	.....	4	.....	200	7,500
3577	Wilton	do	Ernest W. Robinson	Dept.	1	1	13	23	0	0	.....	.....	.....	.....	4	2	.....	.....	4	.....	.....	.....
3578	Winchester	do	Vryling W. Buffum	Dept.	0	2	12	17	0	0	.....	.....	.....	.....	4	7	.....	.....	4	.....	.....	.....
3579	Woodsville	Union High School	S. W. Robertson	Dept.	1	1	17	23	0	0	2	0	1	0	1	5	1	0	4	.....	.....	25,000

	NEW JERSEY.																				
3580	Asbury Park	High School	Fred S. Shepherd	Dept.	2	9	49	67	0	0	----	----	----	----	2	2	2	2	4	----	1,248	100,000
3581	Bayonne	....do	P. H. Smith	Dept.	2	6	38	104	0	0	----	----	4	2	7	14	2	0	4	----	320	----
3582	Belvidere	....do	R. M. Van Horn	Dept.	2	0	25	26	0	0	2	0	1	2	2	8	----	----	3	----	500	16,000
3583	Bloomfield	....do	Wm. E. Chancellor	Dept.	5	3	35	77	28	18	5	5	3	0	6	12	4	2	4	----	774	35,000
3584	Boonton	....do	J. M. McCallic	Dept.	0	3	28	50	0	0	----	----	----	----	4	8	1	2	4	----	800	----
3585	Bordentown	....do	Wm. Macfarland	Dept.	1	2	19	22	0	0	----	----	----	----	2	4	----	----	3	----	360	30,000
3586	Bridgeton	....do	E. J. Hitchner	Dept.	3	7	108	134	0	0	2	0	3	0	22	24	----	----	4	----	600	60,000
3587	Caldwell	....do	Clarence E. Hedden, A. B	Dept.	1	3	22	23	0	0	3	1	2	0	4	8	3	2	4	----	836	20,000
3588	Camden	Manual Training and High School.	James E. Bryan	Dept.	2	12	105	211	0	0	1	2	3	4	12	25	3	0	4	----	200	130,000
3589	Cape May	High School	F. H. Hain	Dept.	1	4	10	16	22	37	----	----	2	0	----	2	----	----	3	----	1,000	40,000
3590	Carlstadt	....do	George Kintner	Dept.	1	0	8	3	0	0	----	----	----	----	----	----	----	----	1	----	390	14,000
3591	Chatham	....do	A. F. Stauffer	Dept.	1	1	25	10	0	0	----	----	----	----	----	----	----	----	4	----	500	10,000
3592	Clinton	....do	E. Dale Field	Dept.	1	1	11	22	0	0	1	1	----	----	0	2	0	1	2	----	150	5,000
3593	Closter	Harrington Township High School.	Miss M. A. Hooker	Dept.	0	2	13	18	0	0	0	1	----	----	1	5	0	1	2	----	562	----
3594	Cranford	Grant High School	Wendell M. Thomas	Dept.	0	2	10	20	0	0	----	----	----	----	1	2	1	2	3	----	600	----
3595	Dover	High School	J. Howard Hulsart	Dept.	1	4	55	65	0	0	----	----	11	3	10	10	3	1	4	----	174	7,000
3596	Dunellen	....do	Lester Meserull	Dept.	1	0	9	16	0	0	0	4	----	----	1	4	1	3	2	----	325	16,000
3597	East Orange	....do	Chas. W. Evans	Dept.	5	18	198	265	0	0	18	20	20	4	20	41	18	22	4	----	2,825	135,000
3598	Egg Harbor City	....do	Henry M. Cressman	Dept.	2	3	10	8	0	0	----	----	----	----	4	4	----	----	2	----	625	9,000
3599	Elizabeth	Battin High School	W. J. Shearer	Dept.	7	8	184	287	0	0	----	----	----	----	34	68	5	3	3	----	643	45,000
3600	Englewood	High School	Marcellus Oakey	Dept.	2	3	33	50	0	0	5	4	----	----	1	6	1	0	3	----	525	25,000
3601	Flemington	Reading Academy High School.	Marcus L. Glazer	Dept.	1	2	21	31	0	0	1	1	----	----	1	3	1	1	4	----	299	15,000
3602	Fort Lee	High School	Charles P. Du Bois	Dept.	1	0	4	1	14	11	----	----	----	----	4	1	----	----	4	----	400	5,000
3603	Freehold	....do	John Enright	Dept.	2	4	82	76	0	0	3	2	4	0	9	16	2	0	4	----	1,100	40,000
3604	Gloucester City	....do	Orville P. De Witt, A. M	Dept.	1	1	8	6	12	10	----	----	----	----	1	1	----	----	4	----	----	----
3605	Hackensack	....do	Nelson Haas, Ph. D	Dept.	3	4	85	102	0	0	2	0	5	3	21	16	3	1	4	----	300	----
3606	Hackettstown	....do	A. L. Johnson	Dept.	2	1	35	49	0	0	----	----	----	----	----	----	----	----	4	----	784	40,000
3607	Haddonfield	....do.*	David Davis	Dept.	2	4	18	17	40	36	1	0	3	0	----	----	----	----	3	----	300	13,000
3608	Hammonton	....do	N. C. Holdridge, M. A	Dept.	1	5	27	37	0	0	----	----	----	----	15	7	----	----	3	----	500	32,000
3609	Hightstown	....do	Miss Helen D. Grover	Dept.	0	1	0	6	172	200	----	----	----	----	0	6	----	----	1	----	312	17,200
3610	Hoboken	....do	La Fayette Talbot	Dept.	2	9	87	161	0	0	----	----	6	4	15	32	6	4	4	----	175	32,000
3611	Irvington *	....do	Frank H. Morrell	Dept.	1	1	14	29	0	0	----	----	----	----	2	13	----	----	2	----	----	----
3612	Jersey City	....do	J. J. Hopkins	Dept.	4	15	259	661	0	0	17	32	43	31	24	81	7	4	4	----	1,365	69,618
3613	Keyport	....do.*	Jas. T. Schock	Dept.	1	3	24	42	0	0	----	----	----	----	7	16	----	----	3	----	850	20,000
3614	Lake Como	North Spring Lake School	J. Provost Stout	Dept.	2	1	11	5	0	0	----	----	----	----	0	2	----	----	3	----	208	----
3615	Lakewood	High School	Chas. E. Osborne, Ph. B	Dept.	1	3	26	23	0	0	1	0	3	0	1	3	1	0	3	----	749	37,120
3616	Linden	....do	E. S. Lundy	Dept.	1	0	4	4	96	86	----	----	4	0	----	----	----	----	3	----	400	18,000
3617	Long Branch	Chattle High School *	Christopher Gregory	Dept.	2	8	78	129	0	0	3	2	4	0	9	20	2	2	4	----	1,000	60,000
3618	Madison	High School	L. A. Beardsley	Dept.	1	3	15	35	0	0	----	----	4	5	----	----	----	----	4	----	----	40,000
3619	Manasquan	....do	Samuel B. Van Stone	Dept.	1	4	34	36	0	0	----	----	6	4	5	8	3	4	4	----	331	20,000
3620	Matawan	....do	W. A. Miller	Dept.	1	1	7	8	0	0	----	----	----	----	0	1	----	----	3	----	300	20,000
3621	Millville	....do	S. R. W. Parrish	Dept.	2	2	50	96	0	0	1	3	1	2	1	10	1	1	4	----	1,400	----
3622	Montclair	....do	Randall Spaulding	Dept.	4	11	133	173	0	0	16	19	20	16	15	30	15	11	4	----	2,700	----
3623	Moorestown	....do	George E. Megargee	Dept.	1	3	17	28	0	0	----	----	----	----	3	10	----	----	3	----	742	----
3624	Morristown	....do	W. L. R. Haven	Dept.	3	5	56	75	0	0	5	0	8	6	5	14	1	1	4	----	----	----
3625	Mount Holly	....do	W. Collom Cook	Dept.	1	2	23	22	0	0	----	----	4	2	5	1	----	----	3	----	820	40,000

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	NEW JERSEY—c't'd.																					
3626	Newark	High School	W. E. Stearns	Dept.	19	30	584	924	0	0	71	55	54	24	44	113	8	28	4	....	3,014	$315,000
3627	.....do	Kearney High School	Don C. Bliss	Dept.	2	2	20	44	0	0	....	....	6	10	4	4	2	0	4	....	450	.....
3628	.....do	Newark Technical School	Charles A. Colton	Ind.	13	0	234	21	0	0	....	....	....	....	14	0	....	....	5	....	1,200	75,000
3629	New Brunswick	Livingston Avenue High School.	I. A. Lee	Dept.	4	4	99	149	0	0	1	1	8	0	7	16	3	0	4	....	2,000	.....
3630	New Providence	High School	Walter J. Decker	Dept.	1	0	4	4	36	25	....	....	....	....	0	1	....	....	4	....	673	6,000
3631	Newton	.....do	Charles J. Majory, Pd. D.	Dept.	1	2	36	52	0	0	....	....	....	....	6	16	....	....	3	....	.....	.....
3632	Nutley	Franklin High School	Wm. R. Wright	Dept.	1	2	10	24	0	0	3	0	1	0	4	9	3	0	3	....	1,500	.....
3633	Orange	High School	William M. Swingle	Dept.	5	4	95	94	0	0	....	....	....	....	13	15	3	4	4	....	.....	.....
3634	Palmyra	.....do	Nelson L. Roray	Dept.	1	1	6	30	0	0	....	....	1	1	....	....	....	....	3	....	120	12,000
3635	Passaic	.....do.*	M. H. Small	Dept.	5	5	98	144	0	0	....	....	....	....	8	24	....	....	4	....	.....	.....
3636	Paterson	.....do	J. A. Reinhart	Dept.	6	14	262	382	0	0	3	8	4	0	35	66	8	9	4	....	1,700	35,000
3637	Perth Amboy	.....do	M. E. Vaughan	Dept.	3	1	82	68	0	0	16	9	15	5	1	13	1	2	4	....	80	45,000
3638	Plainfield	North Plainfield High School.	Miss Susie E. Glass	Dept.	3	8	31	72	0	0	....	....	....	....	7	6	5	3	4	....	2,079	.....
3639	.....do	Stillman High School	J. W. Travell	Dept.	3	5	89	145	22	20	17	13	18	30	12	12	11	4	4	89	1,000	30,000
3640	Pleasantville	High School	A. W. Moon	Dept.	1	0	19	31	0	0	....	....	....	....	....	....	....	....	2	....	916	.....
3641	Port Republic	.....do	W. L. Rohn	Dept.	1	0	4	9	15	16	....	....	....	....	....	....	....	....	2	....	60	1,000
3642	Princeton	.....do	J. M. Arnold	Dept.	3	0	11	20	0	0	5	3	3	10	0	2	0	2	4	....	500	50,000
3643	Rahway	.....do	Wm. O. Robinson	Dept.	1	2	25	35	0	0	....	....	....	....	5	9	0	1	3	....	245	.....
3644	Ramsey	.....do	Willard A. Stowell	Dept.	1	0	8	16	0	0	....	....	....	....	1	7	....	....	1	....	510	8,200
3645	Raritan	.....do.*	Geo. A. West	Dept.	1	0	8	8	0	0	....	....	....	....	....	....	....	....	2	....	360	12,000
3646	Redbank	.....do	S. V. Arrowsmith	Dept.	1	6	68	69	0	0	5	0	2	0	9	16	....	....	3	....	921	.....
3647	Ridgewood	.....do	B. C. Wooster	Dept.	2	2	24	25	0	0	....	....	....	....	6	4	....	....	3	....	650	50,000

3648	Rockaway	Borough High School	G. R. Gerard	Dept.	1	2	12	28	0	0					4	8			3		125	12,000
3649	Roselle	do	Geo. S. Ellis, Ph. B	Dept.	1	1	7	14	0	0	4	3			1	3	1	1	3		417	12,100
3650	do	Livingston High School	David Davis	Dept.	1	0	7	15	0	0	1	0			1	8	1	0	2		300	15,000
3651	Rutherford	Park Avenue School*	W. C. Ingalls	Dept.	1	2	27	40	0	0	3	0	2	0	9	15	2	0	2		1,100	
3652	Salem	High School*	W. A. Storrie	Dept.	1	3	45	83	0	0					7	7			5		50	10,000
3653	Scotchplains	Fanwood Township School, No. 1.	John R. Moray	Dept.	1	1	4	16	0	0			1	2	0	2	0	2	3		700	20,000
3654	Scullville	High School, No. 2*	Ray C. Longbothum	Dept.	1	1	3	3	22	27									2		111	1,500
3655	Somerville	High School	Miss R. Anna Miller	Dept.	0	4	28	64	0	0	4	3	3	0	3	12	2	0	3		500	39,000
3656	South Amboy	do	R. M. Fitch	Dept.	1	2	19	32	0	0					1	8			3		917	44,000
3657	South Orange	do	A. L. Brainerd	Dept.	1	5	48	68	19	27	7	8	2	0	3	16	1	3	4		189	65,000
3658	Stockton	do	E. T. Bush	Dept.	1	0	6	6	0	0					3	3			1			4,000
3659	Summit	do	John K. Lathrop	Dept.	3	5	28	28	0	0	1	0	9	6	6	0	5	0	4		1,500	
3660	Swedesboro	do	Miss Sue H. Coles	Dept.	0	1	10	18	0	0			2	1	3	3	1	0	3		121	5,000
3661	Tenafly	do	Ralph S. Maugham	Dept.	1	0	3	2	120	113					3	2			1		993	12,000
3662	Toms River	do	A. S. Tilton	Dept.	1	2	20	31	38	33					1	5	0	1	4		600	
3663	Trenton	do	W. A. Wetzel, Ph. D	Dept.	2	16	200	350	0	0			20	6	30	55	4	4	4		500	140,000
3664	do	New Jersey Model School	James M. Green, Ph. D	Dept.	7	16	71	107	0	0	14	1	11	7	14	13	11	1	4		4,500	150,000
3665	Union	Connecticut Farms High School.	Ambrose B. Kline	Dept.	1	0	2	5	37	42									3		300	3,500
3666	Vineland	High School	Dilworth G. Eschbach	Dept.	1	6	73	78	0	0	0	2	5	0	5	13	2	2	4		1,500	
3667	Washington	do	James H. Griffith	Dept.	3	1	31	65	0	0			0	4	4	11	0	4	4		600	30,000
3668	Weehawken	Town of Union High School.	Nathan C. Billings	Dept.	6	5	73	112	0	0					9	14	2	2	4			10,000
3669	Westfield	Lincoln High School*	Wm. A. Edwards	Dept.	1	3	50	52	0	0	5	5	5	10	3	8			4		400	30,000
3670	West Hoboken	High School	Elliott J. Tomlinson	Dept.	2	1	16	48	0	0					1	19			3		1,400	
3671	West Orange	do	Edward D. McCollom	Dept.	2	3	30	50	0	0	6	4	4	0	4	7	2	5	4	30	1,000	
3672	Woodbridge	do	John H. Love	Dept.	1	2	14	31	0	0			3	0	5	7	3	0	4		344	28,000
3673	Woodbury	do	E. J. Frey	Dept.	0	2	9	36	0	0									4		750	32,200
3674	Woodstown	do	Fred A. Benton	Dept.	1	1	10	36	0	0	0	1	0	0	1	5			4		300	
	NEW MEXICO.																					
3675	Albuquerque	High School*	J. F. Messenger	Dept.	2	1	20	19	0	0			9	11					2		150	
3676	Carlsbad	do	H. E. Berner	Dept.	1	0	10	21	0	0									3		320	20,000
3677	Deming	do*	W. W. Robertson	Dept.	2	1	16	22	0	0	8	10			4	3	1	3	3		250	15,000
3678	East Las Vegas	do	Edgar L. Hewett	Dept.	6	2	35	30	0	0					4	1			4			
3679	Gallup	do	D. M. Richards	Dept.	1	1	9	8	0	0			5	6	3	3	2	3	2		375	18,000
3680	Raton	do	Wm. F. McClelland	Dept.	3	1	23	38	0	0	1	7	3	1					3		860	35,000
3681	Santa Fe	do	Giles L. Marsh	Dept.	2	1	15	16	0	0			1	0	2	1	1	0	4		30	
	NEW YORK.																					
3682	Adams	High School	Ransom H. Snyder	Dept.	1	3	35	40	0	0	4	6	2	0					4		1,000	13,000
3683	Addison	do	F. H. Miller	Dept.	1	4	40	63	0	0	5	2	11	10	0	13	0	4	4		950	50,000
3684	Afton	do	Chas. S. Gibson	Dept.	1	2	25	33	0	0	3	0			2	1	1	0	4		1,483	4,000
3685	Akron	do.*	A. T. Rinker, Ph. B	Dept.	1	3	30	70	0	0					1	9			4		750	15,000
3686	Albany	do	Oscar D. Robinson, A.M., Ph. D	Dept.	12	17	306	451	0	0					37	54			4		21,000	
3687	Albion	do	Neil K. White	Dept.	3	4	84	113	0	0	8	4	15	0	4	7	2	0	4		522	45,000
3688	Alexander	do	L. D. Roberts	Dept.	1	1	15	13	38	40					0	1			4		1,396	9,400

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.									
											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		
	NEW YORK—cont'd.																							
3689	Alexandria Bay	High School	C. H. Bulson, Ph. B.	Dept.	1	3	30	22	0	0	2	2	1	0	6	2	2	1	4	....	518	.....		
3690	Allegany	....do	Burdette Phillips	Dept.	1	1	13	23	0	0	1	4	.....	.....	0	3	.....	.....	4	....	1,125	$19,225		
3691	Altmar	Union School	Louis A. Bean	Dept.	1	1	10	17	51	41	.....	.....	.....	.....	.....	.....	.....	.....	3	....	531	3,000		
3692	Amityville	High School	Chas. W. Hawkins	Dept.	1	2	25	35	0	0	.....	.....	1	1	2	2	1	1	4	....	600	9,500		
3693	Amsterdam	....do	James Baird	Dept.	3	5	110	142	0	0	.....	.....	.....	.....	10	12	5	3	4	....	896	28,200		
3694	Andes	....do.*	H. E. Wilford	Dept.	1	1	17	22	25	30	2	1	1	0	0	2	0	2	4	....	750	3,170		
3695	Andover	....do	Albert C. Gillette, Ph. B.	Dept.	1	2	23	30	0	0	5	3	.....	.....	5	5	.....	.....	4	....	700	6,500		
3696	Angelica	Wilson Academy	Edward Maguire	Dept.	1	2	20	47	0	0	1	3	2	3	1	7	1	2	4	....	643	12,156		
3697	Angola	High School	C. S. Palmer, B. L.	Dept.	1	3	40	60	0	0	.....	.....	2	4	0	11	0	3	4	....	600	12,000		
3698	Antwerp	....do	Edwin C. Hoemer, A. M.	Ind.	1	2	3	14	89	94	.....	.....	.....	.....	.....	.....	.....	.....	4	....	479	35,000		
3699	Argyle	....do	Edwin M. Sanford	Dept.	1	2	21	24	36	26	0	2	.....	.....	1	6	0	2	4	....	619	2,500		
3700	Attica	....do	Arthur M. Preston, A. M.	Dept.	1	4	71	77	0	0	26	22	17	19	5	6	4	3	4	....	2,004	35,000		
3701	Auburn	Academic High School	F. J. Bartlett	Dept.	6	8	162	199	0	0	30	25	.....	.....	16	28	16	28	4	....	1,500	115,000		
3702	Au Sable Forks	Union School	Vivian Sadler	Dept.	1	1	8	10	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	....	650	2,500		
3703	Avoca	....do.*	W. B. Patrick	Dept.	1	1	20	40	0	0	6	3	5	4	0	1	.....	.....	4	....	650	8,000		
3704	Avon	High School	R. J. Wallace	Dept.	2	1	31	50	0	0	5	1	2	3	3	6	2	5	4	....	1,057	8,100		
3705	Babylon	....do	Wm. H. Lisk	Dept.	1	2	20	29	0	0	.....	.....	.....	.....	4	3	1	1	4	....	1,489	47,200		
3706	Bainbridge	....do	F. W. Crumb, M. A	Dept.	1	3	46	48	0	0	7	3	6	4	3	8	2	4	4	....	1,400	20,000		
3707	Baldwinsville	Academy	Horace D. Rickard	Dept.	1	4	45	82	0	0	5	4	1	0	10	4	4	1	4	....	1,388	11,600		
3708	Ballston Spa	High School	A. A. Lavery	Dept.	1	5	28	42	0	0	5	0	.....	.....	2	15	2	0	4	....	675	50,000		
3709	Batavia	....do	John Kennedy	Dept.	1	9	96	147	0	0	4	12	9	2	9	9	2	4	4	....	11,788	.....		
3710	Bath-on-Hudson	....do.*	William H. Good	Dept.	1	3	35	40	0	0	3	8	11	5	7	11	2	6	4	....	384	45,000		
3711	Bayshore	....do	Charles W. Mulford	Dept.	1	2	15	21	0	0	.....	.....	.....	.....	0	9	.....	.....	4	....	1,352	45,000		
3712	Belfast	....do	Frederick W. Gray	Dept.	1	2	47	70	0	0	7	4	.....	.....	1	4	.....	.....	4	....	420	7,000		

3713	Belmont	High School	Chas. H. Munson, A. B	Dept.	1	3	30	35	0	0	2	1	5	2	6	5	5	0	5	....	800	22,000
3714	Bergen	.....do	E. A. Ladd, Ph. B	Dept.	1	1	22	27	0	0	1	0	2	0	7	2	....	....	4	....	1,040	7,000
3715	Binghamton	.....do.*	S. G. Landon	Dept.	6	18	300	391	0	0	7	9	7	0	23	37	14	9	4	....	3,853	88,344
3716	Bolivar	.....do	Miss Ella I. Crandall	Dept.	0	2	18	43	0	0	....	....	1	0	0	3	0	3	4	....	700	5,500
3717	Boonville	.....do	Walter T. Comper, M. A	Dept.	1	4	56	68	0	0	6	2	10	4	9	3	5	2	4	....	835	14,000
3718	Brewster	.....do	Geo. F. Zimmerman	Dept.	1	2	17	36	0	0	5	4	3	0	5	6	4	2	4	....	442	24,000
3719	Bridgewater	.....do	J. B. Swinney	Dept.	1	1	18	22	26	34	1	4	5	1	1	4	1	3	4	....	650	.....
3720	Brocton	.....do	P. E. Marshall	Dept.	1	2	40	45	0	0	4	5	....	....	3	3	1	2	4	....	700	9,420
3721	Brookfield	.....do	Edward E. Whitford	Dept.	1	1	34	22	0	0	5	4	....	....	1	1	1	1	4	....	616	2,894
3722	Brooklyn	Boys' High School	John Mickleborough	Dept.	44	0	1306	0	0	0	250	0	150	0	72	0	72	0	4	....	4,985	380,000
3723	.....do	Commercial High School	William L. Felter, Ph. D.	Dept.	26	0	700	0	0	0	....	....	....	....	86	0	....	....	3	....	43	75,000
3724	.....do	Erasmus Hall High School	Walter B. Gunnison	Dept.	34	30	540	1,654	0	0	50	50	....	....	34	152	12	16	4	....	3,800	.....
3725	.....do	Evening High School, No. 1.	James J. McCabe	Dept.	9	0	303	114	a797	a336	....	....	....	....	....	....	....	....	....	....	....	.....
3726	.....do	Evening High School, No. 2.	Edward Bush	Dept.	8	2	216	151	a763	a234	....	....	....	....	....	....	....	....	....	....	....	.....
3727	.....do	Girls' High School	Calvin Patterson	Dept.	5	83	0	2,794	0	0	0	45	0	244	0	326	0	30	4	....	4,722	535,200
3728	.....do	Manual Training High School.	Charles D. Larkins	Dept.	20	13	519	626	0	0	....	....	87	40	16	52	10	4	4	....	3,006	.....
3729	Buffalo	Central High School	Frederick A. Vogt	Dept.	11	37	695	913	0	0	18	7	80	50	37	60	18	4	4	....	3,938	223,093
3730	.....do	Masten Park High School	Frank S. Fosdick	Dept.	6	28	599	741	0	0	52	22	103	8	89	113	25	7	4	....	1,391	281,794
3731	Cambridge	High School*	Ernest E. Smith	Dept.	1	3	27	46	0	0	0	2	....	....	4	13	0	1	4	....	4,500	25,150
3732	Camden	.....do	E. S. Babcock, A. M	Dept.	1	2	26	35	0	0	....	....	....	....	....	....	....	....	4	....	1,058	19,000
3733	Campbell	Union School*	Reed J. Snyder	Ind.	1	0	16	14	37	30	....	....	2	0	4	5	2	0	3	....	365	4,000
3734	Canajoharie	High School	Schuyler F. Herron, M. A.	Dept.	2	4	48	73	0	0	1	4	11	3	4	7	4	4	4	....	2,969	42,060
3735	Canandaigua	Academy	J. Carlton Norris	Dept.	3	7	94	136	0	0	....	....	....	....	4	5	3	3	4	....	5,899	150,815
3736	Canaseraga	High School	L. D. Wilcox	Dept.	1	1	20	28	0	0	1	0	1	0	....	....	....	....	4	....	700	7,490
3737	Canastota	.....do	Geo. H. Ottaway	Dept.	1	4	25	51	0	0	1	0	6	0	1	6	....	....	4	....	1,482	30,899
3738	Candor	.....do	Edgar L. Andrews	Dept.	1	1	23	39	0	0	0	1	3	1	2	1	2	1	4	....	700	10,515
3739	Canisteo	.....do	F. K. Cougdon, M. A	Dept.	1	4	40	70	0	0	2	0	....	....	4	6	2	0	4	....	700	.....
3740	Canton	.....do	Chas. L. Mosher	Dept.	1	4	73	78	0	0	12	14	....	....	6	8	6	8	4	....	550	36,500
3741	Cape Vincent	.....do	Clarence A. Fetterly, A. M.	Dept.	1	1	9	14	0	0	0	1*	1	0	....	....	....	....	4	....	766	8,650
3742	Carthage	.....do	M. F. Perry	Dept.	1	4	45	55	0	0	4	2	6	3	5	0	3	0	4	....	1,200	35,000
3743	Castile	.....do	Geo. H. Stratton	Dept.	1	1	27	31	0	0	4	6	1	0	1	1	....	....	4	....	675	7,300
3744	Castleton	Union School	Frank Clapper	Dept.	1	0	4	7	0	0	....	....	....	....	....	....	....	....	3	....	90	5,000
3745	Catskill	High School	Mrs. H. M. Mace	Dept.	4	3	55	65	0	0	8	7	10	5	9	9	4	1	4	....	700	40,000
3746	Cattaraugus	.....do	George A. Bolles, A. M., Ph. D.	Dept.	1	3	40	60	0	0	....	....	25	10	7	6	5	4	4	....	2,500	10,000
3747	Central Square	.....do	C. O. Du Bois	Dept.	1	1	34	22	28	35	....	....	4	4	2	2	....	....	4	....	600	6,000
3748	Champlain	Union School	Nathan E. Avery	Dept.	1	1	18	25	0	0	1	0	0	0	1	3	1	0	4	....	1,129	12,800
3749	Charlotte	High School	Herbert G. Reed	Dept.	1	2	37	43	0	0	2	2	3	0	3	2	1	0	4	....	780	22,408
3750	Chateangay	.....do	Eugene F. McKinley	Dept.	1	4	40	66	0	0	1	2	2	1	6	7	1	2	4	....	2,400	12,000
3751	Chatham	.....do	Wilbur H. Lynch	Dept.	1	7	36	77	0	0	....	....	....	....	6	13	....	....	4	....	....	.....
3752	Chester	.....do	Wm. A. Wheatley	Dept.	1	3	20	40	0	0	....	....	....	....	1	4	....	....	4	....	1,800	4,000
3753	Chittenango	Yates High School	William M. Fort	Dept.	1	2	17	29	0	0	1	5	10	6	1	9	1	8	4	....	2,500	15,000
3754	Churchville	High School*	N. Lee	Dept.	1	2	30	40	0	0	10	8	0	4	2	4	....	....	4	....	1,000	14,000
3755	Cincinnatus	Union School*	H. F. Lake	Dept.	1	1	17	23	39	45	....	....	....	....	0	2	....	....	4	....	325	3,000
3756	Clarence	Parker High School	Frank K. Sutley	Dept.	1	3	45	45	0	0	4	2	....	....	4	5	2	5	4	....	1,500	14,300

*Statistics of 1899-1900. *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 1900–1901.*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	NEW YORK—cont'd.																					
3757	Clayton	High School	Ernest Robinson	Dept.	1	3	41	56	0	0	....	....	14	8	10	6	8	4	4	....	685	$28,253
3758	Clayville	.....do	Stanard D. Butler	Dept.	1	2	31	33	0	0	3	2	3	0	3	2	3	2	4	....	653	7,500
3759	Clifton Springs	.....do	Henry G. Wolcott	Dept.	2	1	24	35	0	0	....	....	4	0	....	....	....	....	4	....	....	....
3760	Clinton	.....do	Percy L. Wight	Dept.	2	3	45	67	0	0	25	3	2	2	2	5	2	0	4	....	2,040	37,000
3761	Clyde	.....do	Howard N. Tolman	Dept.	1	7	70	65	0	0	....	....	....	....	2	7	....	....	4	....	2,000	46,120
3762	Clymer	Union School	Henry J. Wallace, A. B	Dept.	1	0	17	18	33	42	....	....	....	....	0	1	....	....	4	....	265	3,800
3763	Cobleskill	High School	W. H. Ryan, A. M	Dept.	1	3	54	67	0	0	3	8	8	3	8	13	8	4	4	....	2,000	47,705
3764	Cohoes	Egbert's High School	Miss Kate J. Martin	Dept.	0	4	18	58	0	0	4	6	4	8	2	6	2	2	4	....	1,350	28,000
3765	Coldspring	Haldane High School	Otis Montrose	Dept.	1	1	26	27	0	0	....	....	1	0	4	0	1	0	4	24	2,620	41,550
3766	Cooperstown	High School	W. D. Johnson	Dept.	1	5	99	91	0	0	5	0	12	8	5	10	2	2	4	....	5,355	25,000
3767	Copenhagen	.....do	F. A. Walker	Dept.	1	1	30	41	36	43	2	1	....	....	....	....	....	....	4	....	2,134	6,964
3768	Corfu	.....do	M. De La Fayette Clapp	Dept.	1	1	10	14	50	56	....	....	1	0	1	6	1	0	4	....	550	5,000
3769	Corinth	.....do	A. M. Hollister, A. M., Ph. D.	Dept.	1	3	29	51	0	0	3	6	2	6	3	11	1	3	4	....	1,209	28,000
3770	Corning	Academy	Leigh R. Hunt	Dept.	1	4	80	68	0	0	1	0	4	1	7	5	7	5	4	....	798	60,000
3771	Cornwall-on-Hudson.	High School	Fred C. White	Dept.	2	2	20	30	0	0	0	1	1	0	2	5	2	5	4	....	1,000	24,010
3772	Cortland	Union School	F. E. Smith	Dept.	1	2	58	53	0	0	5	6	....	....	5	5	....	....	4	....	1,488	15,000
3773	Coxsackie	High School	Geo. Wm. Fairgrieve	Dept.	1	2	30	26	0	0	2	2	....	....	....	....	....	....	4	....	1,142	30,000
3774	Crownpoint	Union School	Arthur B. Vossler	Dept.	1	1	15	30	35	50	2	4	....	....	1	2	1	1	3	....	490	5,000
3775	Cuba	High School	Burr Lewis	Dept.	3	2	58	53	0	0	6	3	2	0	3	1	1	1	4	....	500	17,000
3776	Dansville	.....do	Edward J. Bonner	Dept.	1	4	52	90	0	0	3	2	2	0	8	5	2	0	4	....	210	30,000
3777	Delevan	.....do.*	Albert B. Hall	Dept.	1	3	17	38	0	0	1	0	....	....	1	7	1	0	4	....	700	9,450
3778	Deposit	.....do	Wm. L. Harris, A. B	Dept.	1	4	40	65	0	0	0	1	4	6	5	4	2	0	4	....	2,500	20,000

3779	Dolgeville	do	James Eggenberger	Dept.	1	2	28	34	0	0	2	0	....	....	2	2	1	0	4	....	700	18,000
3780	Dryden	do	George Clark, jr.	Dept.	1	2	18	30	0	0	0	1	3	6	2	5	2	2	4	....	631	8,600
3781	Dundee	do	J. M. Thompson	Dept.	2	2	30	45	0	0	3	3	3	4	3	4	2	0	4	....	509	10,000
3782	Dunkirk	Academy	Evans S. Parker	Dept.	1	6	68	114	0	0	10	16	....	....	5	10	5	2	4	....	1,400	.....
3783	Earlville	High School	F. M. Markham	Dept.	1	1	12	25	0	0	....	....	....	....	2	1	1	0	4	....	500	15,000
3784	East Aurora	do	C. L. McGavern	Dept.	1	5	47	71	0	0	3	4	6	0	5	5	1	1	4	....	3,666	69,000
3785	East Bloomfield	do	J. Finton Bullock	Dept.	1	2	17	29	0	0	1	3	2	0	2	1	2	0	4	....	1,300	6,000
3786	East Pembroke	Senior School	Wm. H. Dyer	Dept.	1	1	23	26	41	27	1	1	2	0	4	3	1	1	4	....	500	3,500
3787	East Syracuse	High School	Samuel R. Brown, A. M.	Dept.	2	4	67	81	0	0	....	....	....	....	6	2	3	0	4	....	2,458	13,237
3788	Elizabethtown	do	C. W. Dunn	Dept.	1	1	6	9	57	63	....	....	....	....	....	....	....	....	4	....	500	6,000
3789	Ellenville	do	John W. Chandler	Dept.	1	4	33	82	0	0	4	2	....	....	1	7	1	0	4	....	700	30,955
3790	Ellicottville	do	Clifton J. Melrose	Dept.	1	1	39	48	0	0	5	3	2	1	4	4	2	1	4	....	1,120	18,000
3791	Ellington	do	Ernest B. Luce	Dept.	1	2	22	22	49	52	10	8	....	....	4	5	4	3	4	....	700	5,000
3792	Elmira	Academy	Howard Conant	Dept.	2	13	299	386	0	0	....	....	....	....	24	31	10	15	4	....	3,250	67,575
3793	Fair Haven	Union School	H. G. Bishop	Dept.	1	1	18	34	0	0	....	....	....	....	....	....	....	....	4	....	425	9,000
3794	Fairport	High School	Arthur C. Simmons, A. B.	Dept.	1	4	40	72	0	0	6	12	2	1	2	13	2	9	4	....	751	43,800
3795	Falconer	do	J. S. Wright	Dept.	1	1	17	14	0	0	4	2	2	0	1	0	....	....	4	....	520	15,000
3796	Far Rockaway	do	Sanford J. Ellsworth	Dept.	1	4	20	26	0	0	....	....	1	0	3	2	2	0	4	....	1,028	.....
3797	Fayetteville	do.*	A. E. Chase	Dept.	1	2	15	35	0	0	....	....	....	....	1	4	....	....	4	....	1,875	30,000
3798	Fishkill	Union School	Edward B. Du Mond	Dept.	1	1	8	13	51	62	....	....	....	....	....	....	....	....	2	....	598	10,560
3799	Florida	S. S. Seward Institute	G. C. Schaible	Dept.	1	0	14	14	0	0	2	2	....	....	....	....	....	....	4	....	800	25,000
3800	Flushing	High School	John H. Clark, A. M.	Dept.	2	13	128	163	0	0	12	15	13	0	9	13	8	4	4	....	3,454	55,200
3801	Fonda	do	E. B. Robbins	Dept.	1	2	23	40	0	0	1	2	0	2	1	3	0	1	4	....	1,800	20,431
3802	Forestville	do	A. C. Anderson	Dept.	1	2	35	53	0	0	....	....	....	....	4	3	4	3	4	....	1,326	14,150
3803	Fort Covington	Academy	J. Leslie Cummings, Ph. B.	Dept.	1	2	44	38	0	0	2	7	2	2	2	2	2	2	4	....	350	3,950
3804	Fort Edward	High School	W. S. Coleman	Dept.	1	3	27	32	0	0	....	....	4	2	2	4	1	1	4	....	3,000	28,400
3805	Fort Plain	do	Howard Gray	Dept.	1	2	36	31	0	0	5	2	....	....	4	6	3	2	3	....	989	23,000
3806	Frankfort	do	Samuel J. Slawson	Dept.	2	3	24	50	0	0	5	6	3	0	3	8	3	1	4	....	400	11,500
3807	Franklinville	Ten Broeck Free Academy.*	Hamilton Terry, A. B	Ind.	1	3	35	30	25	35	....	....	....	....	2	7	0	3	4	....	500	30,000
3808	Frewsburg	Union School	George R. Raynor	Dept.	1	1	24	25	0	0.	....	....	....	....	1	4	....	....	4	....	475	6,381
3809	Fulton	High School	B. G. Clapp	Dept.	3	7	120	189	0	0	10	8	12	6	1	10	0	5	4	....	600	60,000
3810	Fultonville	do	Henry Wheaton, A. B.	Dept.	1	1	7	16	0	0	1	2	2	2	1	0	1	0	4	....	1,250	18,125
3811	Gainesville	Union School	R. Clifton Gibbs	Dept.	1	1	10	24	31	43	....	....	....	....	1	2	....	....	4	....	400	3,500
3812	Geneva	High School	W. H. Truesdale	Dept.	3	9	136	200	0	0	32	20	8	22	9	12	8	3	4	107	6,681	71,885
3813	Gilbertsville	do	Harvey M. Dann, A. B	Dept.	1	1	10	14	0	0	....	....	4	2	....	....	....	....	4	....	1,200	6,515
3814	Glens Falls	do	Archibald J. Matthews	Dept.	1	10	77	153	24	31	....	....	....	....	2	16	2	4	4	....	6,734	44,540
3815	Gloversville	do	George M. Davison	Dept.	1	7	134	213	0	0	4	4	1	0	11	18	4	12	4	....	950	32,850
3816	Goshen	do	G. H. Baskerville, A. B	Dept.	1	3	36	59	0	0	1	2	9	2	5	6	4	1	4	....	1,914	32,875
3817	Gouverneur	do	H. De W. De Groat	Dept.	2	5	75	125	0	0	....	....	....	....	3	8	2	6	4	....	1,200	.....
3818	Gowanda	do	Robert W. Hughes	Dept.	1	2	50	48	0	0	....	....	5	8	6	3	....	....	4	....	1,050	29,535
3819	Granville	do	Raymond E. Brown	Dept.	1	3	53	64	0	0	9	12	8	6	1	4	1	4	4	....	1,321	13,562
3820	Greene	do	John W. Lumbard, A. B.	Dept.	2	2	30	37	0	0	1	2	3	0	2	2	1	1	4	....	1,955	7,400
3821	Greenwich	do	C. L. Morey, Ph. B	Dept.	1	2	40	40	0	0	3	0	8	10	4	3	2	0	4	....	2,725	17,650
3822	Groton	do	Chas. S. Williams	Dept.	1	4	39	51	0	0	4	4	6	0	9	9	6	3	4	....	1,025	.....
3823	Hamburg	do	Wm. B. Chriswell	Dept.	1	2	54	46	0	0	1	0	4	0	4	5	3	0	4	....	1,977	.....
3824	Hamilton	do	Charles H. Van Tuyl	Dept.	1	3	40	100	0	0	....	....	....	....	0	6	0	3	4	....	1,025	.....
3825	Hammond	Union School	A. D. Wetherell	Ind.	1	0	16	17	30	30	....	....	....	....	0	2	....	....	4	....	275	3,000
3826	Hammondsport	High School	Myron C. Plough	Dept.	1	2	21	26	0	0	5	2	2	1	6	7	3	2	4	....	500	23,000
3827	Hancock	do	Edwin W. Cady, A. M.	Dept.	1	3	35	75	0	0	0	1	1	0	3	7	0	1	4	32	758	60,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	NEW YORK—cont'd.																					
3828	Haverstraw	High School*	L. O. Markham	Dept.	1	5	45	55	0	0	6	26	7	2	6	6	4	3	4	....	1,024	$42,768
3829	Hempstead	....do	Ezra F. Knapp, supt	Dept.	1	4	23	52	0	0	3	2	8	4	2	2	2	2	4	....	1,102	38,000
3830	Herkimer	....do	Miss Rosa A. Thomas	Dept.	2	4	71	102	0	0	14	8	3	3	9	17	4	3	4	....	1,400	.....
3831	Hermon	....do	Jesse F. Stinard	Dept.	1	1	8	13	0	0	1	0	....	....	1	4	....	....	4	....	523	.....
3832	Highland	Union School	Austin S. Donaldson	Dept.	1	0	3	5	75	78	2	2	....	....	....	....	....	....	2	....	700	2,500
3833	Highland Falls	....do	S. H. McIlroy	Dept.	2	1	29	30	0	0	....	....	1	1	3	2	....	....	4	....	300	25,000
3834	Hinsdale	....do	Frederick Leighton	Ind.	1	0	3	8	20	32	....	....	....	....	0	2	....	....	4	....	835	5,000
3835	Hobart	High School	E. J. Graham	Dept.	1	1	18	19	39	56	....	....	1	0	1	2	1	0	4	....	908	6,750
3836	Holland Patent	....do	D. Howard Naylor	Ind.	1	2	42	39	0	0	2	5	1	0	5	4	1	1	4	....	1,217	11,100
3837	Holley	....do	H. D. Bartlett	Dept.	1	2	36	47	0	0	10	6	2	0	6	2	1	0	4	....	1,260	21,800
3838	Homer	Academy	Lewis H. Tuthill	Dept.	1	3	40	49	0	0	2	1	2	0	2	10	1	0	4	....	2,000	40,000
3839	Honeoye	Union School	Wm. W. Pingrey	Dept.	1	1	3	13	54	41	1	0	2	0	....	....	....	....	4	....	475	5,000
3840	Hoosick Falls	High School	H. H. Snell	Dept.	2	4	71	98	0	0	1	1	3	0	7	9	2	0	4	....	2,220	68,150
3841	Hornellsville	....do	Elmer S. Redman, Ph. D.	Dept.	2	10	103	124	0	0	17	19	31	21	7	15	3	4	4	....	2,127	125,905
3842	Horseheads	....do	George T. Miller	Dept.	1	3	51	50	0	0	....	....	....	....	5	5	5	5	4	....	980	25,950
3843	Howard	Graded School	Bert Van Wie	Dept.	1	0	1	4	21	20	0	2	....	....	....	....	....	....	4	....	36	2,600
3834	Hudson	High School	Frank J. Sagendorph	Dept.	0	5	67	81	0	0	1	1	4	2	5	14	....	....	4	....	776	19,237
3845	Huntington	....do	Arthur E. Chase, B. A.	Dept.	1	4	37	48	0	0	0	1	8	4	6	7	3	0	4	....	1,000	40,700
3846	Ilion	....do	A. W. Abrams	Dept.	1	5	68	100	2	1	....	....	....	....	7	11	2	3	4	....	2,179	16,350
3847	Irvington	....do	R. A. McDonald	Dept.	2	2	28	53	0	0	3	4	2	0	0	7	0	3	4	....	3,000	.....
3848	Islip	....do	Matthew I. Hunt	Dept.	1	4	20	25	0	0	....	....	....	....	0	1	....	....	4	....	862	23,600
3849	Ithaca	....do	F. D. Boynton	Dept.	6	10	293	378	24	29	....	....	....	....	34	71	34	21	4	....	1,700	115,000
3850	Jamaica	....do	Chas. J. Jennings	Dept.	4	7	80	130	0	0	....	....	....	....	8	14	2	2	4	....	2,100	.....
3851	Jamestown	....do	Milton J. Fletcher, A. B	Dept.	6	18	275	309	0	0	10	7	8	9	20	24	9	6	4	....	4,535	85,672

3852	Johnstown	do	Alvin A. Lewis	Dept..	2	5	72	297	0	0	8	8	30	46	3	8	2	2	4	....	6,078	.....
3853	Jordan	Free Academy	Arthur C. Nute	Dept..	1	4	39	41	0	0	3	1	0	0	8	10	5	1	1	....	1,376	20,500
3854	Keeseville	High School	Ernest E. Hinman	Dept..	1	2	26	32	0	0	3	2	2	0	3	2	3	1	4	....	1,874	9,900
3855	Kingston	Academy*	M. J. Michael	Dept..	3	7	130	180	0	0	....	....	....	....	5	15	4	5	4	....	1,560	52,840
3856	Knowlesville	Union School	George W. Gressman	Dept..	1	0	4	7	51	45	1	0	....	....	....	....	....	....	2	....	550	8,000
3857	Lancaster	High School	Burt Byron Farnsworth	Dept..	1	4	41	51	0	0	....	....	....	....	3	3	3	3	4	....	1,300	12,000
3858	Lawrence	do	Fred De L. King	Dept..	1	3	14	34	0	0	....	....	2	3	2	2	2	0	4	....	1,500	52,000
3859	Leonardsville	Union School and Academy.	James F. Gleason	Dept..	1	1	10	13	0	0	....	....	....	....	1	3	0	1	4	....	120	3,000
3860	Leroy	High School	J. C. Benedict	Dept..	2	3	32	75	0	0	2	4	2	2	5	5	3	0	4	....	1,365	24,000
3861	Lestershire	Union School*	E. T. Graves	Dept..	1	0	5	10	0	0	....	....	....	....	....	....	....	....	4	....	294	16,703
3862	Liberty	High School	Geo. J. Dann, A. M	Dept..	1	2	23	28	0	0	....	....	6	3	7	1	6	0	4	....	573	15,000
3863	Limestone	Union School	Frederick R. Darling	Dept..	1	1	20	30	0	0	....	....	2	0	1	1	....	....	3	....	900	10,400
3864	Lisle	Union School and Academy.	H. V. Ruleson, Ph. B	Dept..	1	1	25	19	28	37	1	2	....	....	4	2	1	0	2	....	995	7,500
3865	Littlefalls	High School	Charles H. Warfield	Dept..	2	4	59	90	0	0	9	0	8	13	9	13	6	8	4	....	5,250	66,650
3866	Liverpool	do	Manford D. Green	Dept..	1	1	36	40	0	0	....	....	....	....	1	4	....	....	4	....	1,250	.....
3867	Long Island City	do	P. E. Demarest, Pd. D	Dept..	2	9	96	187	0	0	6	0	5	0	7	13	1	0	4	....	1,200	.....
3868	Lowville	State Street School	Arthur M. Johnson	Dept..	1	2	15	45	25	5	....	....	....	....	8	15	....	....	3	....	1,500	25,000
3869	Lyndonville	High School	J. H. Filer	Dept..	1	1	50	33	33	29	3	4	....	....	2	0	2	0	4	....	864	5,217
3870	Lyons	do	W. H. Kinney	Dept..	2	2	34	71	0	0	1	2	3	4	1	12	1	2	4	....	3,956	.....
3871	Macedon	do	H. F. Collister	Dept..	1	1	11	39	0	0	....	....	....	....	0	2	....	....	4	....	504	8,800
3872	Madison	Union School and Academy.	Everett E. Edgerton	Dept..	1	1	9	14	12	15	....	....	....	....	2	4	....	....	4	....	400	2,000
3873	Madrid	Union School	Frank H. Wallace	Dept..	1	1	21	20	49	54	....	....	....	....	4	7	....	....	4	....	.....	7,000
3874	Manlius	High School	A. S. Knapp	Dept..	1	3	40	60	0	0	....	....	10	2	4	3	3	0	4	....	1,700	5,800
3875	Marathon	Union School*	W. A. Coon	Dept..	1	2	28	27	0	0	2	1	1	0	2	2	1	1	4	....	225	8,000
3876	Marcellus	High School	Levi W. Herrick	Dept..	1	2	27	33	0	0	0	2	2	0	3	2	3	1	4	....	981	17,500
3877	Margaretville	do	Reuben L. Countryman	Dept..	1	2	23	32	0	0	3	0	2	0	1	10	1	1	4	....	1,200	7,105
3878	Massena	do.*	Edwin C. Hogmire, A. M	Dept..	1	3	40	35	0	0	1	1	....	....	3	3	1	1	4	....	430	20,000
3879	Mayville	do	Thomas E. Lockhart	Dept..	1	2	38	39	0	0	0	1	1	2	1	5	1	2	4	....	1,057	47,396
3880	Mechanicsville	do	Louis R. Wells	Dept..	1	2	40	60	0	0	....	....	....	....	....	....	....	....	4	....	5,000	50,000
3881	Medina	do	T. H. Armstrong	Dept..	2	6	65	80	0	0	10	20	10	5	5	6	2	3	4	....	2,400	.....
3882	Mexico	Academy and High School.	A. H. Norton, B. S	Dept..	2	3	69	68	0	0	1	1	4	1	10	4	4	3	4	....	2,500	19,000
3883	Middleburg	High School	Silas C. Kimm, A. M., Ph. D.	Dept..	1	3	50	50	0	0	6	6	4	4	4	5	4	5	4	....	1,400	15,000
3884	Middle Granville	Union School	F. W. Davies	Dept..	1	1	16	31	0	0	2	5	....	....	3	3	2	3	4	....	585	10,000
3885	Middleport	High School	Edward J. Manly	Dept..	1	3	34	48	0	0	8	7	....	....	6	7	....	....	4	....	900	22,500
3886	Middletown	do	James F. Tuthill	Dept..	2	2	49	75	0	0	....	....	....	....	8	23	....	....	4	....	1,205	.....
3887	Middleville	Academy	Gustavus S. Hardy	Dept..	1	0	8	7	53	73	....	....	....	....	....	....	....	....	4	....	657	7,000
3888	Mineville	High School	S. D. McClellan	Dept..	1	2	26	32	0	0	3	5	....	....	2	4	2	4	4	....	858	6,284
3889	Mohawk	do	S. A. Watson	Dept..	1	3	51	43	0	0	....	....	5	4	4	3	0	1	4	....	691	24,283
3890	Montgomery	do	James I. Harkness	Dept..	1	1	18	22	0	0	1	1	....	....	1	5	1	2	4	....	1,115	19,000
3891	Monticello	do.*	Alexander J. Glennie	Dept..	1	3	30	40	0	0	2	2	2	1	0	1	....	....	4	....	1,138	20,405
3892	Moravia	do	John D. Bigelow	Dept..	2	4	42	78	0	0	2	0	1	0	3	7	2	0	4	....	1,055	3,919
3893	Morris	do	Frank Stanbro	Dept..	1	2	15	20	0	0	....	....	....	....	2	4	....	....	4	....	1,500	2,400
3894	Morrisville	do	Clifford Stark	Dept..	1	2	12	13	38	72	....	....	....	....	1	5	0	2	4	....	600	5,000
3895	Mount Kisco	Union School	W. J. Millar	Dept..	1	1	25	32	0	0	....	....	2	0	2	2	1	0	3	....	1,762	25,000
3896	Mount Morris	High School	L. N. Steele, A. M	Dept..	1	3	28	55	0	0	....	....	4	6	2	2	2	1	4	....	1,400	20,000
3897	Mount Vernon	do	A. B. Davis, A. M	Dept..	2	12	149	208	0	0	25	40	10	3	10	26	9	9	4	....	1,203	87,500

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	NEW YORK—c't'd.																					
3898	Naples	Union and High School.	H. T. Skerritt, A. M	Dept.	1	2	31	33	0	0	3	1	5	4	4	4	2	2	4	....	1,500	$15,000
3899	Newark	Union School	Chas. A. Hamilton, A. M.	Dept.	1	5	50	84	0	0	3	4	2	2	2	1	1	0	4	....	1,900	13,800
3900	Newark Valley	High School	J. Stanton Kingsley	Dept.	2	2	56	57	0	0	.....	.....	12	8	4	5	4	1	4	....	2,100	16,000
3901	New Berlin	....do	Arthur R. Mason	Dept.	1	2	20	42	0	0	0	1	2	0	2	5	2	1	4	....	428	4,900
3902	Newburg	Academy	William H. Doty	Dept.	5	14	176	208	61	52	3	1	2	7	19	34	5	8	4	....	1,173	121,950
3903	Newfield	Union School	Frederic V. Webster	Dept.	2	1	9	28	39	30	3	2	.....	.....	3	4	.....	.....	4	....	478	4,318
3904	New Hartford	High School	Arthur M. Scripture	Dept.	1	2	25	35	0	0	1	3	3	0	2	4	2	3	4	....	715	6,000
3905	New Rochelle	....do	Miss Ida M. Babcock	Dept.	2	7	89	98	0	0	4	18	8	0	5	5	3	1	4	....	275	.....
3906	New York	DeWitt Clinton High School.	John T. Buchanan	Dept.	68	13	3024	0	0	0	561	0	318	0	133	0	88	0	4	....	1,600	282,500
3907	.....do	East Side Evening High School.	Wm. C. Hess	Dept.	9	0	623	0	*a*1,408	0	.....	.....	.....	.....	44	0	.....	.....	3	....	.....	.....
3908	.....do	Harlem Evening High School (males).	Edward A. Page	Dept.	10	0	748	0	*a*1,878	0	.....	.....	.....	.....	51	0	.....	.....	3	....	.....	.....
3909	.....do	Harlem Evening High School for Women.	Miss Louise W. Bell	Dept.	0	6	0	243	0	*a*1,205	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3910	.....do	New York Evening High School for Men.	Samuel Ayers	Dept.	8	0	863	0	*a*2,217	0	.....	.....	.....	.....	35	0	.....	.....	.....	.....	.....	.....
3911	.....do	New York Evening High School for Women.	Miss Mary E. Tate	Dept.	0	6	0	567	0	*a*745	0	4	.....	.....	0	0	.....	.....	.....	.....	.....	.....
3912	.....do	PeterCooperHighSchool	Edward J. Goodwin	Dept.	28	37	945	1,370	0	0	163	83	48	19	34	109	10	10	4	....	2,400	235,685
3913	.....do	Wadleigh High School	John G. Wight, Ph. D	Dept.	6	81	0	3,070	0	0	.....	.....	.....	.....	0	197	0	17	4	....	900	.....
3914	.....do	West Side Evening High School for Women.	Miss Mary C. McGuire	Dept.	0	7	0	316	0	*a*380	.....	.....	.....	.....	0	0	.....	.....	3	....	.....	.....

3915	New York Mills	Union School	W. S. Droman	Dept..	1	0	4	11	9	10	....	....	....	....	....	....	....	....	3	....	550	7,000
3916	Niagara Falls	High School	Reuben A. Taylor	Dept..	2	8	81	148	0	0	0	1	2	2	11	17	2	3	4	....	564	.....
3917	Nichols	Union School	Edson L. Moore	Ind ..	1	1	15	17	47	46	....	....	....	....	....	....	....	....	3	....	500	4,790
3918	North Brookfield	....do	Howard F. Brooks	Dept..	2	0	12	8	14	13	....	....	....	....	....	....	....	....	3	....	500	4,000
3919	North Cohocton	North Cohocton and Atlanta High School.	Angelo O. Tucker	Dept..	1	2	27	47	0	0	3	3	1	2	5	4	....	....	4	....	837	8,422
3920	North Tonawanda	High School	Frank J. Beardsley	Dept..	2	7	102	91	4	3	4	7	6	0	10	12	3	2	4	....	624	47,000
3921	Northville	Union School*	Samuel E. Longwell	Dept..	1	1	8	29	0	0	1	1	....	....	1	1	0	1	4	....	500	8,000
3922	Norwich	High School	B. C. Van Ingen	Dept..	1	5	75	151	0	0	2	5	10	30	10	17	5	5	4	....	5,359	.....
3923	Norwood	....do	Wm. C. Davis	Dept..	1	2	40	47	0	0	2	2	1	0	2	3	1	1	4	15	800	20,000
3924	Nunda	....do	Elmer E. McDowell	Dept..	1	2	25	37	0	0	0	2	....	....	2	2	....	....	4	....	1,100	11,850
3925	Nyack	....do	Ira H. Lawton	Dept..	1	5	52	69	0	0	....	....	5	1	11	13	4	1	4	....	1,732	.....
3926	Oakfield	....do	A. H. Downey	Ind ..	1	1	23	22	0	0	1	1	5	0	3	1	2	1	4	....	1,000	8,000
3927	Ogdensburg	Academy	Fred Van Dusen, A. M., Ph. D.	Dept..	3	5	92	89	55	34	....	....	....	....	5	7	3	0	4	....	500	48,040
3928	Olean	High School	Olin Wilson Wood	Dept..	2	12	178	263	0	0	....	....	....	....	14	14	14	14	4	....	2,902	.....
3929	Oneida	....do	Avery W. Skinner, A. B.	Dept..	2	6	93	126	0	0	12	4	30	36	19	14	16	12	4	....	5,992	51,815
3930	Oneonta	....do	Robt. S. Roulston	Dept..	1	5	81	107	0	0	4	4	6	7	8	13	5	4	4	....	544	35,600
3931	Onondaga Valley	Onondaga Academy	Homer W. Harris, A. B	Dept..	1	3	58	69	0	0	3	4	6	0	4	4	3	1	4	....	1,200	20,500
3932	Orchard Park	High School	John E. Morgan	Dept..	1	1	15	20	49	48	....	....	....	....	2	2	....	....	4	....	1,207	5,000
3933	Ossining	....do	Miss Ida W. Bennett	Dept..	0	7	64	84	0	0	....	....	....	....	1	4	....	....	4	....	2,516	14,145
3934	Oswego	....do	Charles W. Richards	Dept..	3	8	145	250	0	0	2	3	10	5	17	42	8	18	4	....	620	17,860
3935	Ovid	....do	Benj. E. Birge	Dept..	1	2	20	29	0	0	....	....	....	....	1	2	....	....	4	....	900	20,000
3936	Owego	Academy	Herbert L. Russell	Dept..	2	4	50	63	0	0	12	3	6	0	10	13	9	3	4	....	1,037	.....
3937	Oxford	....do	Robert K. Toaz	Dept..	1	3	46	44	0	0	4	2	20	12	7	3	6	1	4	....	500	30,000
3938	Oyster Bay	High School	Clifford A. Woodard	Dept..	1	3	12	29	0	0	6	0	....	....	1	3	1	0	4	....	256	51,000
3939	Painted Post	Union School and Academy.	B. E. Hicks	Dept..	1	1	20	40	0	0	5	6	....	....	3	0	2	0	4	....	350	13,000
3940	Palatine Bridge	Union School	David G. George	Dept..	1	0	8	8	42	52	2	1	1	0	1	0	1	0	4	....	1,265	.....
3941	Palmyra	Classical High School	W. J. Deans, M. A	Dept..	1	5	56	71	0	0	1	2	15	25	7	6	2	3	4	....	3,614	35,000
3942	Parish	High School	Edwin Cornell	Dept..	1	2	10	8	25	30	....	....	....	....	1	1	....	....	4	....	750	9,300
3943	Patchogue	....do	W. E. Gordon	Dept..	1	4	74	54	0	0	....	....	....	....	8	6	2	0	4	....	1,700	30,000
3944	Peekskill	Drum Hill High School	John Millar	Dept..	0	3	38	54	0	0	2	0	1	0	3	4	1	0	3	....	600	65,000
3945	....do	Oakside High School	A. D. Dunbar	Dept..	1	4	55	53	0	0	....	....	....	....	5	4	....	....	3	....	750	62,500
3946	Penn Yan	Academy*	Howard Conant	Dept..	1	5	86	102	0	0	8	12	10	0	8	16	4	4	4	....	250	15,000
3947	Perry	High School	Herbert C. Jeffers, B. S.	Dept..	2	2	65	85	0	0	1	1	25	30	2	9	2	4	4	....	1,146	30,000
3948	Peterboro	Union School	Roy B. Kelley	Dept..	1	1	19	27	32	28	2	1	....	....	....	....	....	....	3	....	420	9,000
3949	Phelps	High School	Willis A. Ingalls	Dept..	1	2	32	45	0	0	....	....	4	5	4	9	3	6	4	....	789	15,912
3950	Philadelphia	....do	Hiram D. Hull	Dept..	1	1	11	16	15	17	1	3	....	....	1	5	1	4	4	....	940	7,450
3951	Phoenix	....do	J. Schuyler Fox	Dept..	1	5	52	58	0	0	1	1	7	7	2	10	2	3	4	....	890	19,400
3952	Pittsford	....do	Benj. G. Estes	Dept..	1	2	29	29	0	0	12	14	....	....	3	3	0	1	4	....	622	18,677
3953	Plattsburg	....do	Miss Helen D. Woodward	Dept..	1	8	98	78	0	0	9	3	13	7	7	11	6	1	4	....	1,764	82,000
3954	Pompey	Union School	Harvey O. Hutchinson	Ind...	1	1	10	16	50	40	....	....	4	2	1	1	1	1	4	....	.....	4,000
3955	Port Byron	High School*	C. H. Phelps	Dept..	1	2	27	30	0	0	....	....	....	....	0	1	....	....	4	....	300	15,000
3956	Port Chester	....do	Miss Mary E. Keliher	Dept..	0	4	35	53	0	0	1	1	....	....	2	4	....	....	4	....	1,599	44,350
3957	Port Henry	....do	P. F. Burke	Dept..	1	4	18	33	0	0	....	....	3	5	2	4	1	4	4	....	837	14,500
3958	Port Jervis	....do	Edward P. Smith	Dept..	2	5	64	125	0	0	5	1	5	6	10	15	4	3	4	....	509	15,000
3959	Port Leyden	....do	Allen B. Rider	Dept..	1	1	25	45	0	0	5	5	....	....	1	5	1	1	4	....	1,000	7,000
3960	Portville	Union School	H. H. Fritts	Dept..	1	1	15	20	0	0	....	....	....	....	0	2	....	....	4	....	945	3,600
3961	Poughkeepsie	High School	James Winne	Dept..	3	11	160	240	0	0	....	....	....	....	13	18	3	5	4	....	.....	100,000

* Statistics of 1899–1900.

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 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	NEW YORK—cont'd.																					
3962	Pulaski	Union School and Academy.	Chas. M. Bean	Dept..	2	5	58	72	0	0	8	2	6	0	6	8	4	2	4	....	2,290	$14,500
3963	Redereck	Union Seminary	Walter A. Ward	Dept..	1	2	35	37	0	0	....	....	....	....	1	2	....	....	4	....	346	7,000
3964	Red Hook	Union School	D. C. Lehman	Dept..	1	0	17	12	0	0	....	....	....	....	....	....	....	....	4	....	400	4,000
3965	Rensselaer	High School*	Louis F. Robins	Dept..	1	4	20	42	0	0	....	....	5	2	1	4	....	....	4	....	401	45,000
3966	Rhinebeck	....do	Burtis E. Whitaker	Dept..	1	1	17	37	0	0	2	2	....	....	2	1	2	0	4	....	331	17,975
3967	Richburg	....do	James M. Reed	Dept..	1	1	23	28	0	0	2	2	....	....	2	4	....	....	4	....	1,106	3,000
3968	Richfield Springs	....do	E. B. Callahan	Dept..	1	3	27	85	0	0	1	2	3	0	5	12	1	5	4	....	1,079	25,000
3969	Ripley	Union School	Hiram J. Baldwin	Dept..	1	1	8	24	0	0	....	....	....	....	2	5	....	....	4	....	450	18,050
3970	Riverhead	High School	George A. Brown	Dept..	1	2	36	43	0	0	....	....	....	....	0	2	....	....	4	....	650	35,000
3971	Rochester	....do	Albert H. Wilcox	Dept..	9	32	544	620	0	0	15	12	11	8	31	67	26	20	4	....	2,168	.....
3972	Rockville Center	South Side High School	J. Anthony Bassett, A.M.	Dept..	1	3	20	32	0	0	3	2	1	0	1	5	1	0	4	....	2,500	40,000
3973	Rome	High School	F. M. Wilson	Dept..	1	7	106	137	0	0	16	2	2	0	16	15	8	3	4	....	.....	.....
3974	Rouse Point	Union School	George M. Lasell	Dept..	1	2	5	17	0	0	....	....	....	....	0	2	....	....	4	....	1,437	9,550
3975	Rushford	....do.*	S. K. Brecht	Dept..	1	2	16	20	0	0	1	3	3	0	1	2	....	....	4	....	650	6,916
3976	Rushville	....do	John M. Wise	Dept..	1	1	15	20	38	36	....	....	....	....	....	....	....	....	4	....	400	16,300
3977	Sag Harbor	....do	C. W. Armstrong, Pd. B.	Dept..	2	5	14	27	0	0	3	5	....	....	....	....	....	....	4	....	971	28,750
3978	St. Johnsville	....do	C. G. Campbell	Dept..	2	2	39	54	0	0	2	3	2	0	3	3	2	0	4	....	1,174	18,000
3979	St. Regis Falls	....do	J. I. Tallman	Dept..	1	1	15	22	0	0	0	1	2	0	1	2	1	0	4	....	925	8,400
3980	Salamanca	High School	Thos. S. Bell, A.B., A.M.	Dept..	1	5	71	130	0	0	1	0	3	1	4	11	0	1	4	....	2,040	27,600
3981	Salem	Washington Academy	Lewis M. Dougan	Dept..	1	2	25	30	0	0	5	5	....	....	6	4	1	1	3	....	200	10,000
3982	Sandyereek	High School	Frank E. Arthur	Dept..	1	2	23	34	9	17	....	....	0	1	2	4	0	1	4	....	.....	10,750
3983	Sandyhill	....do	F. A. Tifft	Dept..	1	6	41	90	0	0	....	....	5	5	1	5	0	1	4	....	2,068	20,000
3984	Saranac Lake	....do	James E. Weld	Dept..	1	2	21	28	0	0	....	....	4	3	4	1	1	0	4	21	1,516	12,075

3985	Saratoga Springs	....do.*	Walter S. Knowlson	Dept..	1	5	58	107	0	0	5	8	13	19	14	17	6	2	4	....	1,517	48,000
3986	Saugerties	....do	Fred N. Moulton	Dept..	1	3	20	57	0	0	2	2	6	8	1	3	1	3	4	....	3,605	23,825
3987	Sauquoit	Union School	Clifton C. Walker	Dept..	1	1	8	6	33	27	5	0	1	0	3	2	2	0	4	....	325	1,950
3988	Savannah	High School	E. G. Merritt	Dept..	1	3	28	36	0	0	4	3	1	0	3	3	3	1	4	....	1,450	13,500
3989	Savona	....do	W. C. King	Dept..	1	1	23	30	40	51	....	....	....	....	0	2	....	....	4	....	587	5,576
3990	Sayville	....do	Wm. C. Noll, Ph. B.	Dept..	1	2	25	21	0	0	4	2	....	....	4	3	....	....	4	....	730	27,287
3991	Schenectady	Union Classical Institute.	Arthur Marvin	Dept..	5	7	67	112	0	0	12	9	16	3	7	19	6	7	4	....	1,354	23,000
3992	Schenevus	High School	C. A. Butler	Dept..	2	2	47	45	0	0	1	0	2	0	1	0	1	0	4	....	1,000	10,000
3993	Schoharie	Academy	Wm. F. H. Breeze	Dept..	2	1	18	23	0	0	....	....	4	0	....	....	....	....	4	....	800	14,500
3994	Schroon Lake	Union School	M. E. Janes	Dept..	1	0	12	8	28	42	2	0	1	0	2	0	2	0	4	....	375	3,794
3995	Schuylerville	High School	Nelson L. Coleman, A. B.	Dept..	2	2	37	49	0	0	1	1	2	0	4	1	2	0	1	....	1,200	21,650
3996	Scottsville	Union High School	F. H. Brown, A. M.	Dept..	1	2	28	39	0	0	8	14	9	11	5	8	2	0	3	....	816	.....
3997	Seneca Falls	Mynderse Academy	Miss Linda T. Drake	Dept..	0	5	70	95	0	0	1	0	11	6	5	10	4	2	4	....	2,225	.....
3998	Sharon Springs	Union School	Howard J. Jump	Dept..	1	1	14	14	54	50	0	1	....	....	0	3	0	1	4	....	575	750
3999	Sherbune	High School	Charles R. Loomis	Dept..	1	3	17	24	0	0	2	0	....	....	4	2	2	0	4	....	1,620	11,700
4000	Sherman	....do	Seward S. Travis	Dept..	2	2	63	45	0	0	3	2	1	0	3	5	3	3	4	....	1,000	.....
4001	Shortsville	....do	William D. Hewes	Dept..	1	1	24	27	0	0	....	....	4	2	6	4	2	3	4	....	650	19,236
4002	Sidney	....do	Archibald S. Knight	Dept..	1	3	22	41	0	0	1	8	2	0	3	7	2	2	4	....	2,279	32,900
4003	Silvercreek	....do	J. L. Walthart	Dept..	2	3	41	61	0	0	8	16	4	6	2	11	1	1	4	....	2,849	40,611
4004	Sinclairville	....do	S. F. Moran	Dept..	1	2	20	15	0	0	4	3	....	....	2	2	2	2	4	....	500	8,500
4005	Skaneateles	....do	H. F. Miner, A. M.	Dept..	1	4	43	56	0	0	5	1	2	0	5	5	2	0	4	....	1,729	14,000
4006	Smithville Flats	Smithville Union School.	Wm. T. Hutchings	Dept..	1	0	8	9	30	27	1	0	....	....	....	....	....	....	4	....	743	3,543
4007	Solvay	High School	C. O. Richards	Dept..	1	4	39	30	0	0	....	....	10	8	5	4	4	3	4	....	1,200	7,800
4008	Southampton	....do	Charles E. Keck	Dept..	1	2	24	28	0	0	5	2	3	3	1	2	1	0	4	....	800	17,200
4009	South Glens Falls	....do	Chester G. Sanford	Dept..	1	3	12	21	0	0	....	....	....	....	1	0	....	....	4	....	875	27,208
4010	South New Berlin	Union School	Jay D. Lester	Dept..	1	0	8	10	42	61	0	1	....	....	1	1	....	....	2	....	450	2,500
4011	Spencer	High School	Julian M. Round, A. B	Dept..	1	1	30	34	0	0	7	12	6	11	1	4	1	4	4	....	430	10,000
4012	Springville	Griffith Institute*	N. S. Steele	Dept..	2	4	60	90	0	0	2	1	3	6	7	14	....	....	4	50	1,300	20,000
4013	Stamford	Seminary	S. L. Howe, A. B., A. M.	Dept..	1	4	40	60	0	0	0	2	4	2	6	9	4	4	4	40	3,550	15,000
4014	Stillwater	High School	Willis N. Hinman	Dept..	1	1	22	24	0	0	....	....	0	2	....	....	....	....	4	....	1,260	18,000
4015	Syracuse	....do	Wm. K. Wickes, A. M.	Dept..	8	34	688	925	0	0	....	....	....	....	33	55	23	15	4	....	4,516	105,350
4016	Tarrytown	Washington Irving High School.	Albert W. Emerson, Ph. D	Dept..	2	3	35	47	0	0	1	2	3	2	2	2	1	1	4	....	3,000	.....
4017	Theresa	High School	M. J. Blanden	Dept..	1	1	22	32	0	0	0	1	3	2	2	2	2	0	4	....	500	9,000
4018	Ticonderoga	....do	Fred V. Lester	Dept..	1	3	31	77	14	23	5	15	1	0	2	7	2	3	4	....	683	10,850
4019	Tioga Center	Union School	Horace N. Willey	Dept..	1	0	13	14	17	25	....	....	....	....	1	2	....	....	1	....	350	2,500
4020	Tonawanda	High School	Farley J. Withington	Dept..	1	5	49	76	0	0	3	1	4	0	6	7	....	....	4	....	.....	.....
4021	Troy	....do	Martin H. Walrath	Dept..	5	6	106	180	0	0	34	14	....	....	16	26	....	....	4	....	2,453	66,719
4022	Trumansburg	Union and High School	F. M. Westfall, A. M	Dept..	1	3	30	45	0	0	8	10	....	....	1	2	1	2	4	....	.....	23,060
4023	Tully	High School	E. S. Martin	Dept..	1	3	32	44	0	0	5	2	....	....	7	19	5	2	4	....	902	5,000
4024	Union	Union School	J. L. Lusk	Dept..	1	2	25	40	0	0	....	....	....	....	5	5	....	....	3	....	1,600	3,000
4025	Union Springs	High School	Jesse C. Bell	Dept..	1	2	21	29	0	0	3	2	3	4	1	4	2	1	4	....	1,290	18,100
4026	Utica	Academy	Arthur L. Goodrich	Dept..	6	10	229	271	0	0	40	22	....	....	16	39	12	15	4	....	2,275	.....
4027	Valatie	High School	W. L. Millais	Dept..	1	1	30	29	0	0	1	1	0	2	1	5	1	3	4	....	1,400	12,000
4028	Vernon	....do	J. Earl Carmichael	Dept..	1	2	19	33	0	0	1	0	7	4	2	3	....	....	4	....	650	6,000
4029	Victor	....do	Edward J. Rowe	Dept..	1	2	36	45	0	0	4	0	....	....	2	3	1	0	4	....	1,160	14,294
4030	Waddington	Union School*	Geo. H. Nutly	Dept..	1	1	19	21	47	48	1	0	....	....	1	0	....	....	4	....	269	4,900
4031	Walton	High School	J. R. Fairgrieve	Dept..	1	6	85	110	0	0	12	14	1	0	5	10	4	5	4	....	2,500	.....
4032	Wappingers Falls	Wappingers Graded School.	Samuel Mansfield	Dept..	1	0	6	9	152	167	....	....	....	....	2	3	....	....	2	....	682	14,970
4033	Warrensburg	High School	Ezra W. Benedict, A. B	Dept..	1	3	9	19	0	0	0	1	0	1	1	4	....	....	4	....	1,405	37,680

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	NEW YORK—cont'd.																					
4034	Warsaw	High School	Geo. W. Glasier	Dept..	2	3	70	104	0	0	18	24	10	10	10	10	6	5	4	....	14,195	$50,000
4035	Warwick	Institute	L. W. Hoffman	Dept..	1	3	20	30	0	0	2	4	10	10	3	4	1	1	4	....	1,500	25,000
4036	Washingtonville	High School*	Louis R. Herzog	Dept..	1	1	8	13	63	64	....	....	0	2	1	5	3	....	2	....	316	6,750
4037	Waterford	do	Henry J. Gibson	Dept..	1	2	42	63	0	0	1	2	2	0	....	....	....	....	4	....	....	.....
4038	Waterloo	do	Thomas C. Wilber	Dept..	2	4	60	84	0	0	1	1	2	3	3	7	2	4	4	....	850	66,518
4039	Waterport	Union School	Morell B. Baker	Dept..	1	1	3	8	34	27	3	2	....	....	0	2	....	....	3	....	500	3,000
4040	Watertown	High School	Gary M. Jones	Dept..	2	10	148	263	0	0	14	9	12	3	16	28	8	3	4	....	3,100	.....
4041	Waterville	do	Curtis Miller, jr	Dept..	2	2	58	60	0	0	10	4	3	0	4	8	3	2	4	....	250	31,000
4042	Watervliet	do	James A. Ayers, A. M	Dept..	1	2	21	21	0	0	5	0	....	....	....	....	....	....	4	....	50	35,000
4043	Watkins	do	Samuel S. Johnson	Dept..	2	2	48	79	0	0	2	3	7	1	8	3	2	0	4	....	389	4,300
4044	Waverly	do	H. J. Walter (supt.)	Dept..	2	4	55	112	0	0	4	1	1	0	7	16	2	4	4	....	3,500	35,000
4045	Webster	do	Eugene E. Collister	Dept..	1	2	28	53	0	0	10	25	3	8	2	3	2	2	4	....	900	.....
4046	Weedsport	do	Lazelle R. Hopkins	Dept..	1	2	50	66	0	0	2	0	2	2	11	4	....	....	4	....	1,600	10,000
4047	Wellsville	do	Lewis W. Craig	Dept..	1	4	29	86	0	0	0	1	4	10	2	17	0	3	4	....	940	30,600
4048	Westernville	Union School	Harmon Van Arnam	Dept..	1	0	3	5	24	34	....	....	....	....	....	....	....	....	1	....	....	1,500
4049	Westfield	High School	Preston K. Pattison, A. M	Dept..	3	2	79	77	0	0	4	3	6	0	15	10	15	10	4	....	2,532	64,000
4050	West Hebron	Union School	G. E. Baldwin, B. A., M. A	Ind...	1	1	18	27	42	38	2	4	....	....	1	3	1	2	4	....	350	1,400
4051	Westport	High School	Edgar W. Ames	Dept..	1	1	20	24	0	0	....	....	....	....	2	8	....	....	4	....	200	.....
4052	West Winfield	do.*	E. M. Randolph, A. B	Dept..	3	1	25	35	0	0	7	8	4	6	2	3	2	1	4	....	800	20,000
4053	Whitehall	do	Miss Mary M. Humphrey	Dept..	0	5	55	52	0	0	1	1	1	0	1	3	0	1	4	....	1,500	44,470
4054	Whiteplains	do	G. H. McNair	Dept..	3	4	84	101	0	0	18	20	39	37	10	11	8	2	4	....	847	26,535
4055	Whitesboro	do	C. V. Bookhout	Dept..	2	2	30	40	0	0	....	....	5	1	4	5	3	1	4	....	750	12,562
4056	Whitney Point	do	H. G. Grubel	Dept..	1	2	17	38	0	0	2	0	....	....	4	11	....	....	4	....	.....	.....
4057	Williamsville	do	D. B. Albert	Dept..	2	0	30	30	0	0	....	....	2	0	3	0	3	0	4	....	800	15,000

4058	Wilson	....do	C. C. Scheck	Dept..	1	2	41	46	0	0	4	0	0	2	7	5	2	0	4	....	1,836	24,455
4059	Windsor	....do	Chas. W. Vandegrift	Dept..	1	2	11	39	0	0	....	....	....	....	0	1	....	....	4	....	425	.....
4060	Wolcott	Leavenworth Institute and High School.*	Howard N. Tolman	Dept..	1	3	32	68	0	0	....	....	....	....	2	8	....	....	4	....	731	30,000
4061	Woodhull	Union School	Edwin A. Stuart	Dept..	1	1	11	13	39	47	....	....	1	0	1	1	1	0	4	....	350	5,300
4062	Worcester	High School	Henry L. Tipple, Ph. B.	Dept..	1	2	20	25	0	0	5	3	1	2	4	2	2	1	4	....	700	16,000
1063	Wyoming	Middlebury Academy and High School.	Charles H. Seaver, B. A.	Dept..	1	2	10	30	0	0	2	2	1	0	3	1	2	1	4	....	500	5,000
4064	Yonkers	High School	Thos. O. Baker	Dept..	7	13	233	260	0	0	....	....	....	....	15	25	14	12	4	....	895	122,126
	NORTH CAROLINA.																						
4065	Acton	Sand Hill High School	E. G. Roberts	Ind...	1	0	20	15	33	32	10	9	2	5	....	....	....	....	....	....	.....	.....
4066	Alexander	Flint Hill High School	G. H. Blankenship	Ind...	1	0	27	17	30	28	....	....	....	....	....	....	....	....	3	....	300	500
4067	Ashboro	Graded and High School.	N. C. Newbold (supt.)	Dept..	1	2	10	26	30	24	2	5	2	0	....	....	....	....	3	....	197	1,800
4068	Asheville	High School	Thos. B. Hamby	Dept..	3	2	110	140	0	0	....	....	....	....	5	12	....	....	4	....	2,000	35,000
4069	Candler	Hominy Valley Institute.	O. F. Thompson	Dept..	1	0	9	9	50	35	....	....	....	....	....	....	....	....	4	....	16	2,000
4070	Cobbs	Bellview High School*	William M. Stanecll	Dept..	1	1	11	3	89	54	....	....	....	....	2	1	2	1	4	....	.....	2,000
4071	Concord	High School	Miss Laura Leslie	Dept..	2	1	13	28	0	0	....	....	4	5	6	8	2	2	3	....	300	.....
4072	Durham	Whitted High School (colored).*	W. G. Pearson	Dept..	1	1	6	29	13	20	....	....	....	....	0	12	0	7	3	....	480	10,000
4073	Eli	Bethany Academy*	J. L. Fisher	Dept..	1	0	9	8	40	42	5	2	....	....	....	....	....	....	....	....	50	500
4074	Goldsboro	High School*	Robt. E. Coker	Dept..	1	2	45	63	0	0	....	....	....	....	3	6	....	....	3	....	3,000	20,000
4075	Greensboro	....do	E. D. Broadhurst	Dept..	1	3	55	64	0	0	....	....	....	....	5	11	....	....	3	....	600	6,000
4076	Henderson	....do	Miss Lila Tucker	Dept..	0	2	20	35	0	0	0	15	10	0	0	16	0	10	2	....	.....	4,000
4077	Hookerton	....do	Miss Emma M. Palmer	Dept..	0	1	1	6	12	14	1	3	....	....	....	....	....	....	....	....	.....	.....
4078	Lee	Spring Creek Seminary	C. S. Kirkpatrick	Ind...	1	0	10	8	80	86	....	....	....	....	....	....	....	....	....	....	.....	.....
4079	Lexington	Pilgrim Academy	H. A. M. Holshouser, A. B.	Ind...	1	0	4	3	42	38	1	0	2	1	....	....	....	....	4	....	.....	1,000
4080	Lowell	High School	J. K. Hand	Ind...	1	1	7	8	33	39	....	....	....	....	....	....	....	....	1	....	.....	.....
4081	Monroe	....do	R. C. Barrett	Dept..	2	0	15	26	0	0	3	0	....	....	3	0	3	0	....	....	.....	20,000
4082	Mountairy	....do	Frank H. Curtiss	Dept..	1	1	25	20	0	0	5	5	3	0	....	....	....	....	3	....	.....	3,500
4083	Newbern	....do	Harry P. Harding	Dept..	1	2	38	45	0	0	....	....	....	....	2	7	1	5	3	....	2,000	25,000
4084	Reidsville	Graded School	Miss Emma Hammond	Dept..	1	1	8	21	0	0	....	....	....	....	2	6	....	....	3	....	150	20,000
4085	....do	Graded School (colored)	J. E. Hogan	Dept..	2	0	12	21	0	0	....	....	....	....	0	4	....	....	3	....	25	1,000
4086	Salisbury	High School	Chas. L. Coon	Dept..	4	0	20	18	0	0	18	10	....	....	....	....	....	....	4	....	.....	.....
4087	Severn	....do	J. W. Fleetwood	Dept..	1	0	4	5	20	20	3	5	....	....	....	....	....	....	3	....	.....	.....
4088	Shelby	Graded School	S. G. Harden	Dept..	1	1	10	21	0	0	5	12	....	....	....	....	....	....	3	....	100	3,000
4089	Springhope	Academy	Chas. T. Ball	Dept..	1	1	12	9	33	46	2	4	....	....	....	....	....	....	3	....	.....	1,000
4090	Tarboro	Union High School	Robert M. Davis	Dept..	2	1	22	48	0	0	....	....	....	....	1	3	....	....	4	....	1,029	5,750
4091	Washington	Graded School	Needham E. Ward	Dept..	1	1	17	25	0	0	3	3	4	2	6	8	4	3	2	....	500	.....
4092	Waynesville	....do	W. C. Allen	Dept..	1	1	11	24	0	0	5	20	2	0	1	6	1	5	3	....	350	10,000
	NORTH DAKOTA.																						
4093	Bathgate	High School	Thomas J. Taylor	Dept..	1	0	7	4	0	0	....	....	....	....	....	....	....	....	3	....	450	.....
4094	Bismarck	....do	William Moore	Dept..	1	2	14	62	0	0	....	....	....	....	....	....	....	....	4	....	750	25,000
4095	Buffalo	....do.*	H. M. Cook	Dept..	1	0	8	14	28	29	....	....	1	5	0	3	0	3	2	....	350	6,500
4096	Casselton	....do.*	F. B. Wells	Dept..	1	2	25	25	0	0	....	....	6	8	0	2	0	2	4	....	300	15,000
4097	Crystal	....do	U. S. G. Henry	Dept..	1	0	7	19	43	56	1	3	....	....	2	3	0	1	3	....	175	5,000
4098	Devils Lake	....do.*	John A. Haig	Dept..	1	1	9	23	0	0	4	8	....	....	2	0	2	0	4	....	300	20,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	NORTH DAKOTA—continued.																					
4099	Dickinson	High School	Lewis F. Crawford	Dept.	1	1	8	18	0	0	2	2	0	1	1	4	....	....	3	....	562	.....
4100	Drayton	....do	W. J. Alexander	Dept.	1	1	20	30	0	0	....	....	5	5	6	7	4	4	4	....	400	$6,000
4101	Edgeley	....do	Wm. B. Bentz	Dept.	1	0	6	7	26	30	....	....	....	....	3	1	....	....	2	....	180	.....
4102	Ellendale	....do	W. M. Lawyer	Dept.	1	1	20	31	0	0	....	....	....	....	1	8	....	....	4	....	1,200	12,000
4103	Fargo	....do	Miss Eliza A. Kent	Dept.	3	7	91	122	0	0	....	....	....	....	....	....	....	....	4	....	.....	.....
4104	Grand Forks	....do.*	Miss Jennie Allen	Dept.	1	5	46	74	0	0	....	....	....	....	5	7	3	5	4	....	.....	.....
4105	Hillsboro	....do	E. L. Whitney	Dept.	2	1	16	24	0	0	5	4	....	....	1	2	1	1	4	....	450	25,000
4106	Hunter	....do	W. C. T. Adams, A. M	Dept.	1	1	17	17	0	0	5	3	3	2	....	....	....	....	4	....	430	11,000
4107	Inkster	....do	B. M. Cook	Dept.	1	0	3	7	67	73	....	....	....	....	1	5	....	....	2	....	50	7,000
4108	Jamestown	....do	Miss Anna Morrow	Dept.	1	3	42	58	0	0	....	....	1	1	0	5	....	....	4	....	700	.....
4109	Lamoure	....do	C. W. De Graff	Dept.	1	0	10	15	50	70	....	....	....	....	1	1	....	....	3	....	350	5,000
4110	Langdon	....do	Richard Heyward	Dept.	1	0	14	23	0	0	....	....	4	8	....	....	....	....	4	....	285	8,000
4111	Larimore	....do	P. S. Berg	Dept.	1	1	11	19	0	0	....	....	4	6	0	4	....	....	4	....	1,250	15,000
4112	Lisbon	....do	T. C. Williams	Dept.	1	2	24	28	0	0	....	....	1	9	1	9	1	9	4	....	400	23,000
4113	Mandan	....do	J. E. McCartney, Ph. D	Dept.	1	3	13	19	0	0	....	....	4	8	0	2	0	2	4	....	500	35,000
4114	Minnewaukon	....do	W. J. Bruchman	Dept.	1	0	5	6	60	66	....	....	2	3	....	....	....	....	3	....	225	18,000
4115	Minot	....do	S. Henry Wolfe	Dept.	1	1	9	15	0	0	1	0	....	....	....	....	....	....	4	....	300	20,000
4116	Minto	....do.*	E. L. Kimball	Dept.	1	1	12	14	0	0	....	....	....	....	....	....	....	....	4	....	300	15,000
4117	New Rockford	....do	E. R. Thomas	Dept.	1	0	5	20	0	0	....	....	2	1	....	....	....	....	4	....	250	13,000
4118	Oakes	....do.*	Edwin P. Crocker	Dept.	1	0	2	14	0	0	0	3	....	....	0	2	0	2	4	....	400	5,000
4119	Page	....do	H. M. Cook, Ph. B	Dept.	1	0	5	10	55	60	....	....	1	4	....	....	....	....	2	....	50	2,000
4120	Park River	....do	W. E. Hoover	Dept.	1	3	15	20	0	0	....	....	....	....	....	....	....	....	4	....	.....	.....
4121	Pembina	....do	W. A. Godward	Dept.	1	0	14	18	0	0	7	10	....	....	2	1	2	1	4	....	450	15,000

4122	St. Thomas	do	George Martin	Dept.	1	1	7	11	0	0	3	5	2	2					4		750	10,000
4123	Valley City	do	Geo. W. Hanna	Dept.	2	1	23	24	0	0			1	0					4		500	35,000
4124	Wahpeton	do.*	W. R. Kilpatrick	Dept.	2	2	24	26	0	0			1	3	2	6	1	3	4		500	30,000
	OHIO.																					
4125	Aberdeen	High School	N. D. Johnson	Dept.	1	0	13	16	0	0									3			
4126	Adamsville	do.*	Edward Spencer	Dept.	1	1	23	18	47	28					1	0			4		50	5,000
4127	Adelphi	do	Clyde O. France	Dept.	1	0	7	16	0	0	0	2			0	2			4		125	5,000
4128	Akron	do	D. C. Rybolt	Dept.	8	12	300	350	0	0	4	18	30	0	12	13	7	5	4		1,000	
4129	Albany	do	A. H. Dixon	Dept.	1	2	22	23	0	0					5	1			3			4,000
4130	Alexandria	St. Albans Township High School.	G. E. Wright	Dept.	1	1	19	14	45	55	2	0			4	3	2	0	4		250	8,000
4131	Alliance	High School	J. W. Guthrie	Dept.	2	2	70	97	0	0					11	17			3		3,000	35,000
4132	Alpha	Beaver Creek High School.	F. C. Hubbell	Dept.	1	1	24	19	0	0					2	5	2	5	4		400	14,500
4133	Amanda	High School	Geo. M. Morris	Dept.	1	1	17	19	53	57					2	2			4		270	3,600
4134	Amesville	do	A. W. Shinn	Dept.	1	1	24	16	28	32					3	3			4			6,000
4135	Andover	do	R. P. Clark	Dept.	3	1	43	60	0	0	12	10	2	0	6	8	2	4	4		300	10,000
4136	Anna	do.*	S. E. Pearson	Dept.	1	1	28	22	0	0			2	3	3	0	2	0	4		100	7,500
4137	Antwerp	do	J. H. Secrest	Dept.	2	0	30	40	0	0	3	0	3	0	4	2	1	1	3		300	25,000
4138	Applecreek	do	H. D. Will	Dept.	2	1	19	13	43	32					2	0			2		105	3,500
4139	Arcadia	Washington Township High School.	A. N. Krieg	Dept.	1	0	19	22	0	0			3	3					3		50	15,000
4140	Arcanum	High School	H. H. Friend	Dept.	2	0	22	25	0	0	6	4	2	0	2	4	1	2	4		400	20,000
4141	Archbold	do.*	C. G. Miller	Dept.	2	0	14	13	0	0			1	0	1	2			4		75	20,000
4142	Ashley	do	C. B. Stoner	Dept.	2	0	28	39	0	0	5	4			7	13	5	4	3		300	10,000
4143	Ashtabula	do	A. H. Pontius	Dept.	3	2	74	128	0	0					2	10	2	10	4		350	50,000
4144	Ashtabula (Station A).	Harbor High School	W. H. King	Dept.	1	2	24	25	0	0	1	2	6	4	2	3	2	3	4		600	30,000
4145	Ashville	Harrison Township High School.	E. C. Myers	Dept.	1	0	18	19	0	0	1	0			2	4			4		50	
4146	Athens	High School	C. C. Henson	Dept.	2	3	27	48	0	0					3	11			4		1,000	
4147	Attica	do	Mrs. E. W. Bradley	Dept.	1	1	20	30	0	0	2	3			0	6	0	2	4		300	12,500
4148	Atwater	do.*	P. E. Norton	Dept.	1	0	4	2	21	28											25	
4149	Avondale	do.*	J. D. Hunt	Dept.	1	0	9	10	47	39					2	0					40	4,500
4150	Ayersville	do	F. G. Blue	Dept.	1	0	4	2	16	22												
4151	Bainbridge	do	M. E. Wilson	Dept.	1	0	10	12	0	0									4		100	15,000
4152	Bairdstown	do	J. L. Lyon	Dept.	1	0	2	5	41	43												2,000
4153	Baltic	do	F. C. Loomis	Dept.	1	1	19	24	19	15			4	2	3	3	3	3	4		200	5,000
4154	Baltimore	do	J. H. Horton	Dept.	1	0	12	15	40	50	3	2			7	2			3		250	5,000
4155	Barberton	do	Geo. M. Korns, B. S	Dept.	2	1	20	20	0	0			3	0	1	2	0	1	4		1,000	25,000
4156	Barnesville	do	W. C. Bowers	Dept.	2	1	42	54	0	0	3	5			6	12			3		1,500	30,000
4157	Bartlett	Wesley Township High School.	Frank Miller	Dept.	1	0	2	4	12	6												1,200
4158	Basil	High School	Stanley Lawrence	Dept.	1	0	19	25	0	0	1	0	1	0	2	0	2	0	3		235	5,000
4159	Batavia	do.*	J. E. Collins	Dept.	2	0	40	37	0	0	12	8	4	2	6	10	3	6	4		200	
4160	Batesville	do	G. S. Hastings	Dept.	1	0	16	16	31	31					0	1	0	1	3			4,000
4161	Bath	do	A. A. McNeil	Dept.	1	0	16	7	0	0			2	0	4	2	2	0	3		150	2,000
4162	Beach City	do	A. B. Wingate	Dept.	2	0	14	20	0	0			2	0	5	2	2	0	3		50	7,000
4163	Beallsville	do	W. K. Greenbank	Dept.	1	0	8	10	0	0	2	1	1	0	2	2	2	0	3		100	6,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
4164	Beaver	High School	Wm. R. Shoemaker	Dept..	1	0	5	3	41	37	....	....	....	....	....	....	....	....	4	....	.....	$1,800
4165	Beaverdam	do	C. L. Fess	Dept..	1	0	8	16	0	0	....	....	....	....	2	6	....	....	4	....	.....	4,000
4166	Bedford	do.*	J. L. Wright	Dept..	1	1	30	24	0	0	....	....	....	....	11	7	....	....	3	....	300	12,000
4167	Bellaire	do	Miss Alice Cunningham	Dept..	1	3	23	46	0	0	1	1	....	....	0	5	....	....	4	....	1,600	.....
4168	Bellbrook	do	J. B. Gemberling	Dept..	1	1	4	17	44	44	....	....	....	....	2	3	....	....	4	....	320	5,000
4169	do	Sugarcreek Township High School.*	S. O. Hale	Dept..	1	1	13	12	0	0	1	1	....	....	2	2	1	1	4	....	50	.....
4170	Belle Center	High School	A. C. Alleshouse	Dept..	2	0	30	33	0	0	5	6	....	....	3	5	3	1	4	....	240	18,000
4171	Bellefontaine	do.*	H. A. Cassidy	Dept..	2	4	106	105	0	0	....	....	....	....	6	11	....	....	4	....	300	.....
4172	Bellevue	do	H. C. Bates	Dept..	2	2	51	72	0	0	....	....	....	....	3	9	2	2	4	....	600	33,000
4173	Bellville	do	S. J. Lafferty	Dept..	2	0	33	29	0	0	....	....	2	0	3	4	2	0	4	....	300	25,000
4174	Belmont	do	S. C. Murphy	Dept..	1	0	25	23	0	0	1	1	....	....	....	....	....	....	2	....	100	4,000
4175	Beloit	do	Ford O. Harrison	Dept..	1	0	16	10	37	45	....	....	....	....	....	....	....	....	3	....	400	5,000
4176	Belpre	do	S. E. Weaver	Dept..	2	0	11	25	0	0	....	....	....	....	1	3	1	1	4	....	640	12,050
4177	Bentonville	do	W. S. Campbell	Dept..	1	0	10	10	45	43	....	....	....	....	....	....	....	....	....	....	.....	3,000
4178	Berea	do	Miss Cornelia Bultman	Dept..	1	2	50	57	0	0	....	....	3	0	10	15	....	....	3	....	800	.....
4179	Berne	Carlisle High School	W. M. Hesson	Dept..	1	0	10	10	30	25	....	....	....	....	....	....	....	....	....	....	.....	.....
4180	Beverly	High School	J. F. Wagner	Dept..	1	0	14	15	0	0	....	....	....	....	1	2	....	....	3	....	200	17,500
4181	Bladensburg	do.*	M. C. Cummins	Dept..	1	0	7	11	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
4182	Blake Mills	Lockport High School	R. A. Murphy	Dept..	1	0	4	6	52	68	....	....	....	....	....	....	....	....	....	....	.....	.....
4183	Blanchester	High School	E. L. Hatton	Dept..	2	0	22	24	0	0	0	2	5	3	2	5	1	1	3	....	300	35,000
4184	Bloomingburg	do.*	Jesse McCord	Dept..	1	0	10	10	0	0	....	....	....	....	0	3	....	....	3	....	.....	3,000
4185	Bloomville	do	J. E. Sherck	Dept..	1	1	19	26	0	0	5	4	....	....	4	5	1	1	4	....	200	6,000
4186	Bluecreek	Jefferson Township High School.	W. E. Fite	Ind...	1	0	5	13	0	0	....	....	....	....	....	....	....	....	4	....	.....	1,000

4187	Bluffton	High School	Miss Blanche McPeak	Dept.	1	1	29	27	0	0	1	1	....	....	2	5	1	0	3	....	320	30,000
4188	Bolivar	....do	L. G. Kuhn	Dept.	1	0	6	9	34	56	....	....	....	....	....	....	....	....	4	....	.....	.....
4189	Bourneville	Twin Township High School.*	Albert S. Wilson	Dept.	1	0	7	4	8	10	....	....	2	2	3	0	1	0	3	....	300	1,500
4190	Bowerston	High School	J. E. Finefrock	Dept.	1	0	12	13	0	0	....	....	....	....	0	5	....	....	3	....	50	5,000
4191	Bowersville	....do.*	Clinton Madden	Dept.	1	0	4	1	81	69	....	....	1	0	1	0	1	0	3	....	176	750
4192	Bowling Green	....do	C. M. Swingle	Dept.	2	3	70	112	0	0	....	....	8	12	9	21	2	5	4	....	400	.....
4193	Bradford	....do	H. S. Thompson	Dept.	2	0	13	25	0	0	....	....	....	....	1	4	....	....	4	....	.....	.....
4194	Bradner	....do	B. O. Bistline	Dept.	1	1	15	25	0	0	1	0	....	....	....	....	....	....	4	....	300	16,000
4195	Brandt	Bethel Township High School.*	R. S. Parsons	Dept.	2	0	46	32	0	0	0	2	3	0	4	3	1	2	3	....	700	8,000
4196	Bremen	High School	M. E. Osbourne	Dept.	1	0	14	16	44	60	....	....	....	....	....	....	....	....	3	....	80	10,000
4197	Bridgeport	....do	W. E. Riggs	Dept.	3	1	44	63	0	0	10	20	12	2	3	15	2	10	4	....	500	35,000
4198	Brilliant	....do	W. I. Everson	Dept.	1	0	8	20	56	65	0	5	....	....	0	5	....	....	4	....	.....	7,000
4199	Bristolville	....do	Ernest C. Gray	Dept.	1	1	15	18	35	37	2	0	....	....	2	2	1	0	3	....	75	3,000
4200	Brooklyn	....do.*	Chas. M. Knight	Dept.	1	1	18	23	0	0	....	....	1	2	1	4	1	2	3	....	150	40,000
4201	Brookville	Perry Township High School.	J. Reuben Beaehler	Dept.	1	0	21	14	0	0	0	2	2	0	5	2	2	2	4	....	365	3,000
4202	Broughton	Broughton-Hedges High School.	George O. Riee	Dept.	1	0	6	13	47	71	....	....	4	7	....	....	....	....	3	....	.....	5,000
4203	Brownhelm	High School	W. E. Crandall	Dept.	1	0	15	15	0	0	2	4	....	....	3	3	....	....	2	....	47	4,000
4204	Bueyrus	....do.*	E. H. K. McComb	Dept.	2	1	63	81	0	0	3	6	1	2	5	15	4	4	4	....	1,300	15,000
4205	Burlington	....do	W. E. Myres	Dept.	1	0	10	20	35	45	3	3	1	0	....	....	....	....	4	....	200	2,500
4206	Burton	Township High School*	C. E. Barney	Dept.	1	1	15	25	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
4207	Butler	High School	E. J. Ramey	Dept.	1	0	15	15	0	0	....	....	1	0	....	....	....	....	3	....	200	10,000
4208	Byesville	....do	T. Elmer Trott	Dept.	1	0	8	13	0	0	....	....	....	....	4	3	....	....	3	....	.....	3,000
4209	Calais	....do	S. O. Hannahs	Dept.	1	0	2	4	37	38	....	....	....	....	....	....	....	....	3	....	.....	.....
4210	Caldwell	....do	E. E. McLaughlin	Dept.	2	0	21	16	0	0	4	3	2	0	4	3	4	3	4	....	625	10,000
4211	Caledonia	....do	S. S. Simpson	Dept.	1	0	13	29	0	0	....	....	....	....	6	7	....	....	3	....	200	8,000
4212	Cambridge	....do	Perry E. Burt	Dept.	2	2	36	73	0	0	11	5	1	0	5	5	4	3	4	....	.....	.....
4213	Camden	....do	J. E. Randall	Dept.	2	0	18	24	0	0	....	....	....	....	2	2	....	....	4	....	525	7,000
4214	Cameron	....do	R. K. Walton	Dept.	1	0	9	10	41	57	2	1	2	0	....	....	....	....	4	....	.....	6,000
4215	Campbellstown	Jaekson Township High School.	C. R. Coblentz	Dept.	1	0	18	13	0	0	0	1	....	....	3	2	....	....	3	....	300	1,500
4216	Canal Dover	Dover High School	F. P. Geiger	Dept.	3	1	22	37	0	0	3	1	1	1	0	2	....	....	4	....	1,000	.....
4217	Canal Fulton	High School*	John H. Focht	Dept.	1	1	26	22	0	0	1	0	4	6	6	12	6	12	3	....	200	30,000
4218	Canal Winehester	....do	W. T. Heilman	Dept.	1	1	23	19	0	0	0	3	5	0	5	4	4	2	4	....	247	10,000
4219	Canfield	....do	J. H. C. Lyon	Dept.	2	0	18	23	0	0	6	6	....	....	5	6	5	6	....	....	201	.....
4220	Canton	....do	John M. Sarver	Dept.	7	7	140	253	0	0	....	....	....	....	19	43	....	....	4	....	500	140,000
4221	Cardington	....do	N. D. O. Wilson	Dept.	1	2	34	33	0	0	7	3	5	0	3	2	1	0	4	....	600	30,000
4222	Carey	Union High School	Thos. A. Bonser	Dept.	2	1	23	29	0	0	1	1	2	0	4	5	1	1	4	....	900	31,500
4223	Carlisle	High School	C. H. Young	Dept.	1	0	4	8	39	45	....	....	....	....	1	2	....	....	3	....	300	10,000
4224	Carroll	....do	W. S. Brandt	Dept.	1	0	17	13	43	39	....	....	....	....	....	....	....	....	4	....	.....	4,075
4225	Carrollton	....do	W. H. Ray	Dept.	2	0	30	23	0	0	....	....	....	....	4	3	....	....	4	....	300	8,000
4226	Carthage	....do	P. C. Hill	Dept.	1	2	9	23	0	0	....	....	....	....	....	....	....	....	3	....	900	30,000
4227	Casstown	....do	Howard G. Carter	Dept.	1	0	11	4	34	29	....	....	....	....	0	2	....	....	3	....	209	3,000
4228	Castalia	Margaretta Township High School.	J. J. Houser (supt.)	Dept.	2	0	20	30	0	0	....	....	....	....	2	5	....	....	3	....	100	.....
4229	Cecil	High School	T. H. Marshall	Dept.	1	0	5	3	70	57	....	....	....	....	....	....	....	....	....	....	.....	3,000
4230	Cedarville	....do	R. A. Brown	Dept.	1	1	28	36	0	0	....	....	6	5	7	6	6	4	4	....	100	12,000
4231	Celina	....do.*	Miss Orie M. Miller	Dept.	1	2	40	46	0	0	....	....	....	....	7	8	....	....	4	....	370	40,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
4232	Centerburg	High School	Jasper Van Horn	Dept.	2	0	29	24	0	0	.....	.....	.....	.....	0	2	.....	.....	4	.....	710	$10,250
4233	Centerville	Washington Township High School.	W. H. Leiter	Dept.	2	0	20	26	0	0	3	3	.....	.....	1	4	1	3	4	.....	350	4,000
4234	Chagrin Falls	High School	F. P. Shoemaker	Dept.	1	2	40	50	0	0	2	4	4	16	4	12	2	6	3	.....	1,000	25,000
4235	Chandlersville	....do	Geo. O. Kean	Dept.	1	0	9	18	24	27	0	2	1	0	.....	.....	.....	.....	.....	.....	.....	1,000
4236	Chardon	....do.*	H. S. Forte	Dept.	1	2	60	65	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	800	20,000
4237	Cherry Fork	Wayne Township High School.	S. J. Ellison	Dept.	1	0	10	25	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	800
4238	Cheshire	High School	D. A. Ward	Dept.	1	0	8	9	58	33	.....	.....	.....	.....	1	0	.....	.....	3	.....	123	2,500
4239	Chesterhill	Chesterfield High School*	S. H. Mott	Dept.	2	0	17	16	37	37	.....	.....	3	2	1	1	1	0	4	.....	450	5,000
4240	Chesterville	High School	A. B. Whitney	Dept.	1	1	20	19	24	23	.....	.....	.....	.....	2	2	2	2	4	.....	500	6,500
4241	Chillicothe	....do	Ralph R. Upton, A. B., LL. M.	Dept.	3	3	102	118	0	0	10	15	.....	.....	10	20	10	20	4	48	300	42,000
4242	Chippewa Lake	....do.*	Lewis Randall	Dept.	1	0	11	13	13	16	1	0	1	1	4	3	1	1	3	.....	50	1,600
4243	Christiansburg	Addison High School	B. W. Gearheart	Dept.	1	0	15	13	34	31	.....	.....	1	0	3	1	1	0	4	.....	150	5,000
4244	Cincinnati	Hughes High School	E. W. Coy	Dept.	8	14	255	322	0	0	20	18	35	20	36	44	25	20	4	30	2,500	75,000
4245	Cincinnati (Station H).	Norwood High School	W. S. Cadman (supt.)	Dept.	2	3	37	72	0	0	.....	.....	.....	.....	3	13	.....	.....	4	.....	500	30,000
4246	Cincinnati (Walnut Hills).	Walnut Hills High School.	J. Remsen Bishop	Dept.	7	15	388	576	0	0	50	40	10	2	43	113	28	50	4	96	2,000	150,000
4247	Cincinnati	Woodward High School	Augustus M. Van Dyke	Dept.	8	12	310	370	0	0	14	5	5	2	33	52	1	8	4	75	2,800	53,000
4248	Circleville	Everts High School	O. C. Hulvey	Dept.	2	4	85	100	0	0	10	8	5	0	12	16	2	5	4	80	.....	50,000
4249	Clarington	High School	Chas. Troy	Dept.	2	0	25	35	0	0	2	2	.....	.....	2	4	2	2	4	.....	.....	8,000
4250	Clarksburg	Deerfield Township High School.	J. W. Reynolds	Dept.	1	0	10	12	0	0	1	1	2	1	1	7	1	1	3	.....	50	5,000

4251	Clarksville	High School	Luther M. Hunt	Dept.	1	0	18	18	0	0			1	0	3	4			3		35	5,000
4252	Cleveland	Central High School	Edward L. Harris	Dept.	18	25	639	723	0	0	65	31	40	30	60	99	39	20	4		5,825	
4253	do	East High School	Benjamin U. Rannells	Dept.	12	13	338	487	0	0	106	81	77	127	18	50	13	29	4			
4254	do	Lincoln High School	James W. McLane	Dept.	9	8	175	247	0	0	14	4	20	30	15	25	8	5	4		1,000	
4255	do	South High School	Gustav A. Ruetenik	Dept.	7	6	148	219	0	0	30	62	65	0	14	32	10	13	4		1,100	75,000
4256	do	West High School	Theo. H. Johnston	Dept.	7	15	241	372	0	0					28	63	8	11	4		1,800	
4257	Clifton	High School*	M. M. McConkey	Dept.	1	0	15	18	57	55					6	6			3		350	10,000
4258	Clinton	do	M. C. Heminger	Dept.	1	0	15	14	0	0	3	4			4	5			3			3,000
4259	Clintonville	Township High School	A. C. Fries	Dept.	1	1	21	27	0	0	10	12			2	8	1	2	4		100	6,000
4260	Clyde	High School	Chas. A. Dawson	Dept.	2	1	21	41	0	0	2	3	2	0	1	5	0	2	4		725	15,500
4261	Coalgrove	do	W. D. Sydenstricker	Dept.	1	0	15	15	0	0					5	2	1	1	3		237	2,000
4262	College Corner	Union School	W. G. Smith	Dept.	2	1	23	39	0	0					4	8			4		300	12,000
4263	Collins	Townsend Township High School.	W. G. Scroggie	Dept.	1	1	24	25	0	0					5	7			3			16,000
4264	Collinwood	High School	Frank P. Whitney	Dept.	2	1	20	41	15	22	3	2	2	0	1	1			4		1,200	40,000
4265	Columbiana	do	Miss Linda L. Snyder	Dept.	1	1	25	18	0	0					10	4	7	0	3		493	12,000
4266	Columbus	Central High School	Chas. E. Albright	Dept.	9	17	299	360	0	0	35	66	68	9	28	42	20	32	4			75,000
4267	do	East High School	F. B. Pearson	Dept.	6	12	266	311	0	0	6	8			17	35	12	14	4			
4268	do	North High School	Chas. D. Everett	Dept.	10	15	337	404	0	0					19	36			4			
4269	do	South High School	Charles S. Barrett	Dept.	2	2	38	40	0	0	4	4	4	4					4			
4270	Columbus Grove	High School	H. D. Grindle (supt.)	Dept.	2	1	30	35	0	0	3	2	2	1	2	6	1	2	4		500	15,000
4271	Congress	do.*	L. S. Knight, A. M	Dept.	2	1	23	10	16	28	1	1							3		500	8,000
4272	Conneaut	do.*	J. F. Ullery	Dept.	2	3	68	96	0	0	4	5			5	15			4		400	
4273	Conover	Lena and Conover High School.	G. W. Hoffman	Dept.	1	1	11	9	24	21					0	1	0	1	3		50	10,000
4274	Continental	Marice City High School.	Geo. R. Miller	Dept.	1	0	11	25	0	0					2	4			3			18,000
4275	Convoy	High School	J. L. Fortney	Dept.	1	0	12	9	0	0					3	0			3		200	10,000
4276	Copley	do	Frank L. Lytle	Dept.	1	0	11	20	2	1									4		270	3,500
4277	Corning	do	George W. De Long	Dept.	2	1	25	44	0	0			2	1	2	2	1	0	4		600	10,000
4278	Cortland	do	A. H. High	Dept.	2	1	29	40	0	0	4	7	2	3	5	3	1	1	4		800	15,000
4279	Corwin	do	W. T. Thompson	Dept.	1	1	2	3	20	30			1	1	1	2	1	1	3		100	2,800
4280	Coshocton	do	L. E. Baughman	Dept.	5	0	37	80	0	0					7	10	4	2	4		1,000	30,000
4281	Covington	do.*	Lee A. Dollinger	Dept.	2	1	61	60	0	0					7	5	4	0	4		1,000	35,000
4282	Crestline	do.*	W. F. Rimer	Dept.	2	1	25	31	0	0	2	2	2	0	5	4	4	0	4		600	
4283	Creston	do.*	Jas. L. Zaring	Dept.	1	0	25	26	0	0	6	4	2	0	1	4	1	1	3		206	4,200
4284	Cridersville	do.*	G. E. Kelly	Dept.	1	0	10	22	0	0					2	0	2	0	3		300	5,000
4285	Crooksville	Harrison Township High School.	M. G. Calhoon	Dept.	1	0	15	13	0	0					6	2			3		70	3,000
4286	Croton	Hartford High School	A. S. Hill	Dept.	1	2	21	19	0	0	7	3	1	0	2	0			4		567	2,000
4287	Cuba	High School	Clinton Madden	Dept.	1	0	11	6	43	46			1	0					3		175	6,000
4288	Cumberland	do	D. R. Wallace	Dept.	1	0	7	14	52	52	3	2	2	3					3		200	12,000
4289	Cuyahoga Falls	do	O. A. Cole	Dept.	1	2	41	67	0	0	3	6	8	10	3	7	3	4	4		100	
4290	Cygnet	do	J. C. Buto	Dept.	1	0	15	15	0	0									3		30	2,500
4291	Dalton	do	T. W. Kimber	Dept.	1	0	29	21	0	0					2	9			3		300	10,000
4292	Danville	Danville and Buckeye High School.	W. H. Yearley	Dept.	2	1	28	25	0	0	6	3			2	3	0	1	3		645	4,500
4293	Darbyville	Muhlenburg Township High School.	W. F. Gephart	Dept.	2	1	10	11	0	0	3	4			3	1	2	0	3		20	
4294	Dayton	Steele High School	Chas. L. Loos, jr	Dept.	18	17	523	623	0	0					49	92	25	10	4		2,155	
4295	Dean	Van Buren Township High School.*	Chas. J. Fox	Ind.	1	0	3	4	22	28					1	0			2		92	2,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
4296	Deavertown	High School*	J. Chas. Stone	Dept..	2	0	18	12	21	39	....	....	....	....	....	....	....	....	....	....	.....	$2,000
4297	Deerfield	....do	James A. Silver	Dept..	1	0	3	11	31	27	....	....	....	....	0	3	....	....	3	....	88	1,000
4298	Degraff	....do	L. H. Beeler	Dept..	2	2	54	61	0	0	6	8	4	2	9	16	4	10	4	....	450	20,000
4299	Delaware	....do.*	Miss Ida M. Windate	Dept..	2	5	103	139	0	0	17	20	13	10	12	13	4	4	4	....	.....	25,000
4300	....do	Warrensburg High School	Milton Utley	Ind...	1	1	4	4	33	36	2	0	....	....	....	....	....	....	3	....	.....	1,200
4301	Delroy	High School	John R. Kail	Dept..	1	0	15	20	45	43	....	....	....	....	2	5	....	....	4	....	150	8,000
4302	Delphos	....do	E. W. Hastings	Dept..	2	0	30	48	0	0	....	....	....	....	0	12	....	....	3	....	600	5,000
4303	Delta	....do	R. H. Dunbar (supt.)	Dept..	2	1	25	35	0	0	4	6	2	1	10	4	2	2	4	....	600	28,000
4304	Dennison	....do	George G. Stahl	Dept..	3	1	15	28	0	0	....	....	....	....	0	6	....	....	4	....	200	40,000
4305	Derby	Township High School*..	J. B. Fairchild	Dept..	1	0	10	10	60	50	....	....	....	....	2	0	2	0	4	....	.....	4,000
4306	Deshler	High School	C. W. Sloan	Dept..	1	1	22	33	0	0	....	....	....	....	3	6	....	....	4	....	200	.....
4307	Dexter City	....do	Mark Warren	Dept..	1	0	2	4	37	40	....	....	....	....	....	....	....	....	4	....	15	1,200
4308	Dodds	Utica High School	T. H. Rogers	Dept..	1	0	3	3	26	30	....	....	1	1	....	....	....	....	3	....	157	3,000
4309	Dover	High School	Artios D. Nye	Dept..	1	0	20	19	0	0	....	....	....	....	1	2	....	....	3	....	.....	20,000
4310	Doylestown	....do	E. E Adair	Dept..	1	0	13	17	0	0	....	....	....	....	2	4	....	....	3	....	300	20,000
4311	Dresden	....do	D. J. Schaefer	Dept..	2	0	32	23	0	0	4	2	....	....	2	3	1	1	4	....	750	15,000
4312	Dublin	Washington Township High School.	S. T. Price	Dept..	1	1	13	15	0	0	2	2	1	0	....	....	....	....	4	....	120	.....
4313	Dunkirk	High School	F. J. Stinchcomb	Dept..	2	0	12	21	0	0	....	....	....	....	....	....	....	....	4	....	250	40,000
4314	Dupont	....do	W. A. Neeper	Dept..	1	0	3	10	0	0	....	....	....	....	0	4	....	....	1	....	.....	2,000
4315	East Claridon	....do	D. E. Graver	Ind...	1	1	16	12	9	10	....	....	....	....	....	....	....	....	4	....	80	3,500
4316	East Cleveland	....do	W. H. Kirk	Dept..	2	4	47	60	0	0	4	3	11	9	6	7	4	3	4	....	1,800	.....
4317	East Liverpool	....do	Miss Florence Updegraff	Dept..	4	3	77	131	0	0	....	....	6	8	8	20	6	8	4	....	1,750	.....
4318	East Palestine	....do	C. L. Merwin	Dept..	1	2	25	35	0	0	....	....	....	....	2	3	1	1	4	....	500	.....

4319	East Townsend	Townsend High School*	W. G. Scroggie	Dept.	1	0	23	22	0	0	5	2	2	0					4		30	16,000
4320	Eaton	High School	Will Buck	Dept.	3	1	48	57	0	0	0	2	1	0	7	13	2	3	4		1,000	10,500
4321	Edgerton	do	G. R. Anderson	Dept.	1	1	17	25	0	0					1	4			4		150	10,000
4322	Edinburg	do	John M. McLaughlin	Dept.	1	0	15	14	19	20					3	5			3		75	5,000
4323	Edison	do	E. W. Green (supt.)	Dept.	1	0	7	11	56	48									3		400	8,000
4324	Edon	do	Lester Palmer	Dept.	1	0	20	14	0	0									3		20	10,000
4325	Eldorado	do	C. S. Bunger	Dept.	1	0	10	10	48	41					3	3			3		600	5,000
4326	Elida	do	William McGirr	Dept.	1	0	18	15	0	0									3			5,000
4327	Elmore	do	I. A. Knight	Dept.	2	0	17	19	18	17					3	5	1	1	3			15,000
4328	Elyria	do	Horace M. Ebert	Dept.	4	6	124	178	0	0	20	28	14	0	16	21	7	2	4		1,000	26,000
4329	Empire	do	J. H. Lowry	Dept.	1	0	5	5	0	0			0	2					3		100	5,000
4330	Enon	do.*	J. A. Hershey	Dept.	1	0	2	3	42	52									3			3,000
4331	Etna	do	C. V. Bebout	Dept.	1	0	15	9	19	14					1	2			4		50	1,500
4332	Euclid	do	E. L. Abbey	Dept.	3	1	28	20	0	0	5	3	2	0	4	6	2	3	4		550	10,000
4333	Euphemia	Harrison Township High School.	Chas. E. Bowles	Dept.	1	0	20	7	55	65	1	2	1	0	3	3	2	2	3		100	4,625
4334	Fairfield	High School	C. C. Huntington	Dept.	1	0	9	9	5	5	2	1			3	1	2	0	3		300	5,000
4335	Fairhaven	do	C. S. Roberts	Dept.	1	0	9	14	35	17			1	3					4		75	2,000
4336	Fairport Harbor	Fairport High School*	T. W. Byrns	Dept.	1	0	5	4	33	40	1	0			0	1			4		150	5,000
4337	Farmersville	High School	Emmit Everitt	Dept.	1	0	15	14	30	51					2	2	0	1	4		200	14,000
4338	Felicity	do	A. T. Marsh	Dept.	1	1	13	9	56	60					2	1			3		100	8,000
4339	Findlay	do	J. F. Smith	Dept.	2	5	144	177	0	0	12	16	7	10	15	26	5	8	4		500	7,000
4340	Fletcher	do	J. W. Pogue	Dept.	1	0	13	8	40	54					2	1	2	1	4		150	6,500
4341	Florida	do.*	J. W. Loomis	Dept.	1	0	13	27	0	0	1	2	1	0					3			
4342	Flushing	do	A. M. Brown	Dept.	1	1	16	20	0	0									4		100	7,000
4343	Forest	do	Miss Grace Albright	Dept.	1	1	14	25	0	0					2	3			3		157	10,200
4344	Forgy	Bethel Township High School.	F. W. Huston	Dept.	1	1	29	21	0	0	2	0	1	0	4	1	1	0	4		650	3,500
4345	Fort Recovery	High School	James Ross	Dept.	1	1	22	20	0	0	0	3	4	0	7	1	2	0	4		600	25,000
4346	Fostoria	do.*	Miss Ida McDermott	Dept.	3	3	85	91	0	0	4	2	2	0	17	11	6	2	4		530	50,000
4347	Frankfort	do	Geo. P. Chatterton	Dept.	1	1	28	18	0	0	5	4	2	0	1	1	1	1	4		450	600
4348	Franklin	do	Robert E. Vail	Dept.	3	1	39	76	0	0	0	2	3	0	6	19	0	2	4		4,500	5,000
4349	Frazeysburg	do	James M. Carr	Dept.	2	0	28	38	0	0	1	0	1	0	4	3			3		200	10,000
4350	Fredericksburg	do	W. E. Wenner	Dept.	1	0	11	16	0	0			1	0	1	5	1	0	4		200	13,000
4351	Fredericktown	do	W. F. Allgire	Dept.	2	0	27	24	0	0			3	2	3	1	2	0	4		500	17,000
4352	Freeport	do	W. N. Beetham	Dept.	1	0	22	23	0	0					3	2	2	1	4		120	2,175
4353	Fremont	do	Will D. Ross	Dept.	4	1	93	111	0	0					17	11			4			
4354	Fultonham	Academy	L. M. Higgins	Dept.	1	0	4	8	0	0	3	0			1	2	1	0	3		125	15,000
4355	do	Uniontown High School	W. H. McDaniel	Dept.	1	0	20	13	41	48					1	2			3		50	2,500
4356	Gohanna	High School	C. M. Earhart	Dept.	1	0	8	12	37	33	2	0			2	2			3		250	8,000
4357	Galena	do	Ira Gregory	Dept.	2	0	12	13	33	42					0	1	0	1	4		200	5,000
4358	Galion	do	W. F. Rimer	Dept.	2	2	53	77	0	0	5	4	7	3					4			
4359	Gallipolis	Washington Academy High School.	Chas. W. Boetticher	Dept.	3	1	40	60	0	0	0	6	3	3	3	10	3	3	4	20		
4360	Gambier	High School	A. C. D. Metzger	Dept.	3	2	16	28	0	0	4	5	1	0	1	6	1	4	4		600	6,000
4361	Garfield	do.*	C. C. Dehoff	Dept.	1	0	6	15	45	45					0	1			4		100	
4362	Garrettsville	do	C. T. Northrop	Dept.	2	1	34	55	0	0			9	6	6	13	4	6	4		3,000	30,000
4363	Geneva	do	H. B. McCollum (supt.)	Dept.	4	1	47	77	0	0	1	3			13	23	1	7	4		200	50,000
4364	Genoa	do	James McInnis	Dept.	1	0	8	20	0	0					5	6			3		300	10,000
4365	Georgetown	do	A. F. Waters	Dept.	2	1	24	29	0	0					1	5	0	1	4		300	
4366	German	Palestine High School*	R. C. Owens	Dept.	1	0	3	2	35	35												3,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
4367	Germantown	High School	E. W. Struggles	Dept.	3	0	18	27	0	0	.....	.....	.....	.....	2	3	.....	.....	4	.....	200	.....
4368	Gettysburg	do	Elliott Simmons	Dept.	1	0	24	11	5	6	.....	.....	2	1	3	4	2	1	3	.....	200	$12,000
4369	Gibsonburg	do	J. R. Huffman	Dept.	2	0	20	30	0	0	0	3	.....	.....	2	6	1	3	4	.....	400	18,000
4370	Girard	do	J. C. York	Dept.	2	0	19	28	0	0	.....	.....	.....	.....	2	15	.....	.....	3	.....	66	.....
4371	Glendale	do	Eugene H. Foster	Dept.	1	3	19	20	0	0	0	4	1	0	1	6	1	4	4	.....	700	40,000
4372	Glenville	do	Miss Stella S. Ray	Dept.	2	3	20	26	0	0	5	5	5	0	1	2	1	0	4	.....	600	.....
4373	Glouster	do	J. F. Henderson	Dept.	2	1	20	45	0	0	1	2	4	3	2	4	1	2	4	.....	200	.....
4374	Gnadenhutten	do	O. J. Luethi	Dept.	2	0	22	20	0	0	3	1	.....	.....	.....	.....	.....	.....	3	.....	300	11,000
4375	Goodhope	Wayne Township High School.	O. S. Nelson	Dept.	1	0	12	8	0	0	.....	.....	1	3	.....	.....	.....	.....	3	.....	100	1,650
4376	Grafton	High School	W. A. Hiscox (supt.)	Dept.	1	1	13	28	0	0	0	4	.....	.....	0	9	0	4	3	.....	500	20,000
4377	Grand Rapids	do	J. A. Feik	Dept.	1	0	12	19	0	0	5	4	2	3	2	2	1	2	3	.....	50	10,000
4378	Granville	do	G. W Leahy	Dept.	2	1	22	46	0	0	6	10	2	3	.....	.....	.....	.....	4	.....	1,200	30,000
4379	Gratis	Winchester Union School.	U. Solon Loofbourrow	Dept.	1	0	12	8	58	68	0	1	.....	.....	4	1	.....	.....	.....	.....	450	4,000
4380	Green Camp	High School	Z. X. Corey	Dept.	1	0	13	21	50	53	2	0	.....	.....	2	5	1	0	3	.....	300	10,000
4381	Greenfield	do	J. L. Cadwallader (supt.)	Dept.	1	2	18	27	0	0	.....	.....	.....	.....	3	5	.....	.....	4	.....	1,000	45,000
4382	Greenford	Green Township High School.	L. W. Hulin	Dept.	1	0	12	15	0	0	.....	.....	.....	.....	3	0	.....	.....	4	.....	300	5,000
4383	Greenspring	High School	U. L. Light	Dept.	1	0	19	16	0	0	1	1	1	0	.....	.....	.....	.....	1	.....	300	20,000
4384	Greentown	do	David T. Bishop	Dept.	1	0	19	7	55	41	.....	.....	.....	.....	3	2	.....	.....	3	.....	246	8,500
4385	Greenville	do	J. L. Selby	Dept.	4	1	70	101	0	0	0	1	.....	.....	4	10	0	1	4	.....	.....	.....
4386	Greenwich	do	Miss Ella J. Shields	Dept.	1	1	29	43	0	0	.....	.....	0	3	0	3	0	2	4	.....	600	10,000
4387	Grove City	do	W. O. Lambert, Ph. B	Dept.	1	0	12	28	0	0	6	10	.....	.....	1	8	2	2	3	.....	290	6,000
4388	Groveport	do.*	Geo. C. Dietrich	Dept.	2	0	22	23	0	0	5	10	5	0	3	1	3	0	4	.....	350	12,000

4389	Gustavus	Central High School	C. W. Harshman	Dept.	1	0	26	30	0	0									3		20	4,000
4390	Hamden Junction	Hamden High School	C. H. Copeland	Dept.	1	0	12	10	0	0	5	4	3	0					3		75	8,000
4391	Hamersville	Clark Township High School.*	B. P. Vandament	Ind.	1	0	23	20	0	0									3			1,800
4392	Hamilton	High School	W. P. Cope	Dept.	5	7	126	179	0	0	2	2	20	15	20	42	8	8	4		1,225	65,000
4393	Hamler	do	E. J. O'Neill	Dept.	1	0	14	14	0	0									3		120	9,000
4394	Hanging Rock	Hamilton High School	E. Osbert Irish	Dept.	1	0	7	9	0	0									4		343	4,000
4395	Hannibal	High School	R. C. Franz	Dept.	1	0	12	13	57	51	1	1	1	0	3	2	1	1	4		75	6,000
4396	Hanover	do	F. P. Householder	Dept.	2	0	15	20	45	55	1	2			1	3			4		300	
4397	Hanoverton	do	J. J. Brown	Dept.	1	0	14	10	34	24									3			6,000
4398	Harrisburg	do	W. H. Howard	Dept.	1	0	14	16	39	36					2	4			4			5,000
4399	Harrison	do	Thos. P. Pierce	Dept.	1	1	14	23	0	0					2	2			4			10,000
4400	Harrisville	do	Wm. A. Forsythe	Dept.	0	1	17	14	28	35	4	5			1	3	1	2	4		150	4,000
4401	Harrod	do	J. J. Rumbaugh	Dept.	1	0	9	15	50	61	4	7	2	5					2			3,000
4402	Hartford	do	Wallace C. Leffingwell	Dept.	1	1	24	28	0	0					1	4	1	1	4		300	5,000
4403	Hartville	Lake Township High School.	Frederic Heckman	Dept.	1	0	13	14	0	0	1	2			1	4	1	4	3		75	4,000
4404	Hartwell	High School	J. L. Trisler	Dept.	1	2	34	50	0	0					4	7	4	7	4		1,200	40,000
4405	Harveysburg	do	F. M. Reynolds	Dept.	1	0	10	15	65	43					0	3			3		203	12,000
4406	Haskins	do	S. W. Bowman	Dept.	1	0	23	20	44	25									2		200	15,000
4407	Hayesville	do	D. E. Black	Dept.	2	0	24	23	31	34	0	2	1	2	1	6	1	5	4		500	10,000
4408	Hebron	do	F. E. Kirk	Dept.	2	0	20	20	0	0									4		250	5,000
4409	Helena	do	E. W. Roush	Dept.	1	0	0	5	8	17									2		50	1,700
4410	Hicksville	do	W. A. Salter	Dept.	2	1	39	38	0	0					4	5			4		400	25,000
4411	Higginsport	do	C. F. Hanselman	Dept.	1	1	17	17	0	0	3	0							4		100	20,000
4412	Highland	New Lexington High School.	Delos S. Ferguson	Dept.	1	0	10	8	37	40					3	1	2	1	3		40	7,000
4413	Hilliard	High School	H. E. Axline	Dept.	1	1	18	20	45	43			1	0	2	4			4		100	5,000
4414	Hillsboro	do	H. E. Coward	Dept.	3	3	58	79	0	0					10	19	8	2	4	47	130	40,000
4415	Holgate	do	J. H. Smith	Dept.	2	0	16	24	0	0	0	2	2	5	2	3	1	1	3		30	15,000
4416	Home City	Delhi Station High School	J. O. Falkinburg	Dept.	1	2	11	30	0	0			1	2	0	5	0	2	4		100	9,000
4417	Homer	Burlington Township High School.	L. H. Smith	Dept.	1	0	15	15	15	15	4	4	2	2	3	4	2	1	4		53	2,000
4418	Hopewell	Township High School	S. L. Rutledge	Dept.	1	0	15	9	0	0					2	3			2			1,000
4419	Hoytville	High School	C. E. Otto	Dept.	1	0	10	9	0	0					4	3			3			11,100
4420	Hudson	do.*	W. B. Randolph	Dept.	1	1	20	33	0	0	0	1	1	1	2	10	1	2	3		600	10,000
4421	Huntsburg	do.*	Miss Cornelia Bultman	Dept.	1	2	20	22	51	50	6	2			4	3	4	2	4		200	6,000
4422	Huntsville	Union School	George W. Mehl	Dept.	1	0	6	15	54	75	0	1			0	1			4		150	4,000
4423	Huron	High School	W. H. Block	Dept.	1	1	17	31	0	0	0	2			1	3	1	2	4		163	
4424	Iberia	do.*	F. H. Flickinger	Dept.	1	2	13	23	39	34									4		50	3,200
4425	Independence	do	J. W. Severy	Dept.	1	0	14	8	0	0					0	2			4		250	10,000
4426	Inland	Green Township High School.	D. C. Cooper	Dept.	1	0	19	17	0	0	2	0							3		60	
4427	Ironton	Kingsbury High School	Chas. H. Stetson	Dept.	2	2	58	106	0	0	4	6	4	0	9	18	5	2	4	30	575	
4428	Jackson	High School	W. J. Shumate	Dept.	3	1	52	88	0	0			5	7	11	18	5	7	4		600	
4429	Jackson Center	do	Chas. A. Sager	Dept.	1	0	16	14	0	0	1	1	0	1	1	2	1	2	3		150	
4430	Jacksontown	do.*	W. L. Atwell	Dept.	1	1	17	13	33	27	8	7							3		300	2,000
4431	Jacksonville	do	S. M. Johnson	Dept.	1	0	15	17	0	0	2	0			4	5			3		40	4,000
4432	Jamestown	do	Geo. P. Harmount	Dept.	1	1	14	36	0	0					0	5			4		157	15,000
4433	Jefferson	Educational Institute	Miss Mary I. Hoskins	Dept.	1	4	39	44	0	0			9	3	8	4	4	2	4		650	50,000
4434	Jeffersonville	High School	M. J. Flannery	Dept.	1	0	14	18	0	0	2	0			2	2	2	0	4		100	18,000

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
4435	Jerome	High School	E. H. Hatton	Dept.	1	0	13	20	57	60	3	1	....	....	5	1	5	1	3	....	400	$2,000
4436	Jerry City	....do	H. E. Hall	Dept.	1	0	20	14	0	0	3	1	....	....	4	3	2	1	3	....	200	5,000
4437	Jersey	....do	C. L. Riley	Dept.	1	0	20	17	34	24	....	....	2	3	0	3	....	....	4	....	20	2,030
4438	Jewett	....do	Geo. W. Grissinger	Dept.	1	0	7	16	0	0	....	....	....	....	0	7	....	....	3	....	200	5,300
4439	Junction City	....do	C. L. Martzolff	Dept.	1	0	18	17	46	56	....	....	....	....	....	....	....	....	4	....	25	2,500
4440	Kalida	....do	G. M. Hoaglin	Dept.	1	0	11	22	0	0	2	4	....	....	....	....	....	....	3	....	50	5,000
4441	Kent	....do	H. A. Lind	Dept.	1	3	44	71	0	0	....	....	....	....	....	....	....	....	4	....	900	.....
4442	Kenton	....do.*	J. A. Culler	Dept.	4	1	80	130	0	0	10	10	3	0	8	12	2	0	4	....	50	50,000
4443	Killbuck	....do	C. G. Johnson	Dept.	1	1	16	14	49	36	0	1	....	....	2	2	0	1	4	....	.....	7,000
4444	Kimbolton	....do	G. W. Berry	Dept.	1	0	2	7	3	14	....	....	....	....	....	....	....	....	....	....	.....	.....
4445	Kings Creek	....do	D. C. Bryant	Dept.	1	0	20	21	0	0	....	....	....	....	1	9	....	....	3	....	150	7,000
4446	Kings Mills	....do	S. J. Brown	Dept.	1	0	4	5	46	46	....	....	....	....	4	5	....	....	3	....	.....	3,000
4447	Kingston	....do	A. L. Ellis	Dept.	1	0	27	22	0	0	3	4	2	3	....	....	....	....	3	....	100	8,000
4448	Kingsville	....do	L. E. York	Dept.	1	1	33	32	0	0	....	....	....	....	5	0	....	....	4	....	100	12,000
4449	Kinsman	....do	B. D. Hirst	Dept.	1	2	35	40	0	0	....	....	4	7	5	9	2	1	4	....	822	11,000
4450	Kipton	Camden Township High School.	E. O. Parker	Dept.	1	0	18	13	0	0	....	....	....	....	1	2	....	....	3	....	50	4,500
4451	Kirkersville	High School	C. H. Emswiler	Dept.	1	0	24	26	31	36	2	1	....	....	5	4	....	....	4	....	75	4,000
4452	Kirtland	....do.*	Philip E. Ward	Dept.	2	0	11	19	9	4	....	....	2	0	....	....	....	....	3	....	175	.....
4453	Kunkle	....do	L. C. Buehrer	Dept.	1	0	17	26	21	31	....	....	....	....	....	....	....	....	3	....	.....	2,000
4454	La Grange	....do	B. O. Martin	Dept.	1	0	12	20	0	0	0	3	1	0	4	6	....	....	4	....	120	10,500
4455	Lakeside	....do	J. E. Ockerman	Dept.	2	1	20	36	0	0	....	....	....	....	0	8	....	....	4	....	400	10,000
4456	Lakewood	....do	Herbert W. Kennedy	Dept.	2	1	21	33	0	0	0	2	2	0	2	5	1	0	4	....	50	.....
4457	Lancaster	Crawfis Collegiate Institute.*	Wm. J. Dum	Dept.	1	0	13	14	19	17	1	1	....	....	3	5	1	1	4	....	200	12,000

4458	.....do	High School	T. C. Coates	Dept.	2	2	65	77	0	0	6	8	15	10	5	9	0	4	4		400	
4459	Larue	.....do	C. S. D. Shawan	Dept.	3	0	36	37	0	0					14	9	3	1	4			20,000
4460	Latty	.....do	M. E. Klingler	Dept.	1	0	5	11	0	0					0	5			3		300	10,000
4461	Lawrenceville	German Township High School.	J. R. Clarke	Dept.	1	0	21	10	0	0	8	5	8	2	8	0	4	0	4		400	2,500
4462	Lebanon	High School *	J. M. Hamilton	Dept.	3	2	31	51	0	0					13	5			4			50,000
4463	Lcelan	Genntown High School	C. E. Bratten	Dept.	1	0	9	13	17	8									3		350	1,450
4464	Leesburg	High School *	Walter S. Pulse	Dept.	1	0	13	15	0	0	3	1			1	2	1	1	3		150	10,000
4465	Lees Creek	Wayne Township High School. *	E. K. Barnes	Dept.	1	0	16	17	0	0					2	5			3		50	1,000
4466	Lectonia	High School	T. C. Woodward	Dept.	2	0	12	17	0	0	3	1	3	0	0	7			4		200	
4467	Leipsic	.....do	Miss Florence B. McClure	Dept.	1	1	23	22	0	0	5	6			3	5	2	4	3		120	15,000
4468	Leroy	.....do	J. F. Smith	Dept.	2	1	19	19	1	0					2	1			4		1,000	10,000
4469	Lewistown	.....do	Irving Carpenter	Dept.	1	0	13	7	49	59	1	2			3	3	1	1	3		150	4,000
4470	Lexington	.....do	Isa George	Dept.	1	1	34	28	0	0					7	7	4	3	4		50	10,000
4471	Lima	.....do	S. Steffens	Dept.	2	7	126	192	0	0	4	10	8	4	10	20	4	2	4		500	
4472	Lindsey	.....do	E. B. Thomas	Dept.	1	0	14	10	6	6					2	2			3		25	2,500
4473	Lisbon	.....do	H. M. Crooks	Dept.	1	1	19	37	0	0	2	3	1	0	1	7	1	2	4		150	
4474	Litchfield	.....do. *	A. W. Breyley	Dept.	1	1	23	23	36	33	0	1	1	0	1	4	1	2	4		250	
4475	Lithopolis	.....do	Frank E. Wilson	Dept.	1	0	23	20	35	47	2	0	2	1	3	3	2	0	4		125	8,000
4476	Liverpool	Township High School	E. A. Chapin	Dept.	1	0	17	6	0	0	3	1			6	3	2	0	4		40	
4477	Lockbourne	Hamilton Township High School.	Will C. Merritt	Dept.	1	0	10	21	0	0									4		75	8,000
4478	Lockington	High School	E. P. Robinson	Dept.	1	0	9	19	29	22					2	2	1	0	4		200	3,000
4479	Lockland	.....do	Miss Cora A. Allen	Dept.	1	2	27	41	0	0			2	1	3	2			4		62	30,000
4480	Locust Grove	.....do	Jacob Traber	Ind.	1	0	5	4	21	21											50	1,200
4481	Lodi	.....do	Miss Belva Dix	Dept.	2	1	25	30	0	0	3	5							4		890	25,000
4482	Logan	.....do	Miss Katharine Bowlby	Dept.	1	3	45	54	0	0	1	2			3	5	2	5	4		250	40,000
4483	London	.....do	C. S. Voorhees	Dept.	1	2	30	50	0	0					3	10	2	4	4			
4484	Lorain	.....do	A. C. Eldredge	Dept.	3	3	51	111	0	0	2	2	1	0	5	15	3	2	4		800	
4485	Loudonville	.....do	C. E. Budd	Dept.	2	1	32	33	0	0	5	2	3	0	8	6	3	2	4		743	40,000
4486	Louisville	.....do	H. C. Kochler	Dept.	1	0	20	22	0	0	4	5	3	3	6	6	3	3	3		267	18,000
4487	Loveland	.....do	J. C. Little	Dept.	1	0	18	16	0	0					5	2			3		300	15,000
4488	Lowellville	.....do	John S. Alan	Dept.	1	0	8	12	0	0	3	2	2	0	3	2	3	1	3		500	
4489	Loyaloak	Norton Center High School.	L. F. Garver	Dept.	1	0	10	12	0	0	2	2			1	2	1	1	4		150	
4490	Lucas	High School	W. C. Kramer	Dept.	2	0	11	18	43	40					1	1			4		37	5,000
4491	Lynchburg	.....do	C. A. Puckett	Dept.	1	0	20	13	0	0					4	3			3		600	10,000
4492	Lyons	.....do	John H. Clark	Dept.	1	0	11	16	0	0	2	2							2			2,500
4493	Lytle	.....do	S. A. Stilwell	Dept.	1	0	12	13	63	57			3	4					3		150	1,000
4494	McArthur	.....do	M. A. Henson	Dept.	1	1	24	26	0	0	2	3	6	2	3	4	2	2	4		350	
4495	McClure	.....do. *	T. J. Williams	Dept.	2	1	24	31	0	0									4			
4496	McComb	.....do. *	C. J. Foster	Dept.	2	0	20	30	0	0	2	2			5	15	2	2	4		100	16,500
4497	McConnelsville	.....do	J. L. Floyd	Dept.	2	3	20	30	0	0					3	1	2	0	4		1,000	
4498	Mack	Green Township High School.	U. D. Clephane	Dept.	1	0	5	12	0	0					2	6			2		1,000	25,000
4499	Macksburg	High School*	W. E. Ellison	Dept.	1	0	16	17	0	0			2	5					4		400	3,000
4500	Madison	.....do	H. N. Kimball	Dept.	1	1	20	35	40	40	2	3			0	9			3		224	12,500
4501	Madisonville	.....do. *	F. B. Dyer	Dept.	1	2	43	63	0	0			6	6	9	10	3	1	4		500	35,000
4502	Magnolia	.....do	H. A. Richardson	Dept.	1	0	11	21	0	0									4		200	6,000
4503	Malta	.....do	S. L. Stoner	Dept.	2	1	11	26	0	0					2	6			4		250	20,000

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.									
											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		
	OHIO—continued.																							
4504	Malvern	High School	C. N. Helter	Dept.	1	0	19	21	0	0	1	1	....	....	1	4	1	1	3	....	241	$30,000		
4505	Manchester	....do	H. E. Dening	Dept.	2	1	30	28	0	0	....	....	....	....	0	7	....	....	4	....	200	19,200		
4506	Mansfield	....do	D. C. Meek	Dept.	2	6	95	146	0	0	....	....	....	....	8	16	....	....	4	....	500	75,000		
4507	Mantua	Township High School	Warren W. Wager	Dept.	1	0	11	12	0	0	....	....	....	....	....	....	....	....	4	....	....	500		
4508	Mantua Station	Mantua High School	D. W. McGlenen	Dept.	2	1	13	27	0	0	....	....	....	....	1	3	1	1	4	....	800	15,000		
4509	Maplewood	High School	T. Burton Snow	Dept.	1	0	3	3	45	37	....	....	....	....	1	2	....	....	....	....	....	4,750		
4510	Marengo	....do	S. B. Moul	Dept.	1	0	13	12	33	32	....	....	....	....	6	4	....	....	3	....	175	4,500		
4511	Marietta	....do	Edward D. Meek	Dept.	2	5	59	146	0	0	6	12	....	....	9	20	5	4	4	....	1,887	45,000		
4512	Marlboro	....do	J. R. Campbell	Dept.	1	0	21	20	34	36	....	....	....	....	1	1	....	....	4	....	....	9,000		
4513	Marshallville	....do	Charles W. Biddle	Dept.	1	2	16	19	48	53	5	2	....	....	5	3	2	1	4	....	160	8,000		
4514	Marshfield	....do	J. E. Miller	Dept.	1	0	2	15	61	61	....	....	....	....	0	2	0	2	3	....	115	1,850		
4515	Martinsburg	....do	Calvin V. Trott	Dept.	2	0	16	15	29	29	4	4	....	....	5	0	....	....	4	....	450	4,000		
4516	Martins Ferry	....do	M. D. Morris	Dept.	2	2	39	70	0	0	2	4	2	2	5	13	4	4	4	....	500	50,000		
4517	Martinsville	....do	A. I. McVey	Dept.	1	0	5	13	46	51	0	1	1	0	1	5	1	1	4	....	50	1,200		
4518	Marysville	....do	Miss Nellie Roney	Dept.	2	2	50	56	0	0	....	....	....	....	....	....	....	....	4	....	....	....		
4519	Mason	....do	A. L. Baldwin	Dept.	2	0	17	18	0	0	5	5	3	2	5	2	3	1	4	....	50	5,000		
4520	Massillon	....do	William Johns	Dept.	3	2	66	90	0	0	....	....	1	1	13	22	....	....	3	....	975	10,000		
4521	Maumee	....do	I. N. Van Tassell	Dept.	1	0	12	20	0	0	....	....	....	....	....	....	....	....	3	....	250	20,000		
4522	Medina	....do	J. R. Kennan	Dept.	3	2	51	66	0	0	1	4	18	20	14	17	5	5	4	....	650	....		
4523	Melrose	....do	L. J. Shaffer	Dept.	1	0	4	4	72	78	....	....	....	....	....	....	....	....	2	....	....	2,500		
4524	Mendon	Union Township High School.	C. E. Thomas	Dept.	2	0	14	25	0	0	....	....	....	....	2	5	....	....	4	....	178	....		
4525	Mercer	High School	R. D. Denman	Dept.	1	0	5	13	0	0	....	....	....	....	....	....	....	....	3	....	119	2,500		
4526	Mesopotamia	Pleasant View Institute	J. M. May	Dept.	1	1	10	12	24	20	....	....	....	....	1	3	....	....	4	....	75	....		

4527	Miamisburg	High School	Miss Mabel Buckley	Dept..	3	1	38	52	0	0					4	8			4		1,000	
4528	do	Township High School	Perry O. Getter	Dept..	1	0	7	9	0	0					2	2			3		200	20,000
4529	Middleburg	Zane Township High School.	S. A. Kurtz	Dept..	1	0	11	12	67	49	0	2	0	2	0	3	0	3	3		169	
4530	Middlecreek	Middleburg High School.	E. E. Lee	Dept..	1	0	15	20	25	25												
4531	Middlefield	High School	C. E. Jenks	Dept..	1	1	11	20	0	0					2	7			4		250	7,500
4532	Middlepoint	Union School	H. F. Ireland	Dept..	1	0	10	14	75	49	2	0							2			3,000
4533	Middleport	High School	C. R. Murray	Dept..	2	0	28	28	0	0					3	4			4		100	
4534	Middletown	do	Hinckley Smith	Dept..	2	6	54	67	0	0					6	8	3	4	4		300	
4535	Midland	do	J. F. Harper	Dept..	1	1	15	15	55	45									3		100	6,000
4536	Milford	do	G. W. Witham	Dept..	2	0	22	26	0	0				4		1			3		100	15,000
4537	Milford Center	do	J. A. Runyan	Dept..	1	1	20	25	0	0	4	5	8	10	5	6	0	2	4		200	25,000
4538	Millersburg	do	S. H. Moharry (supt.)	Dept..	2	1	46	54	0	0					6	12			3		800	10,000
4539	Mineral City	do	Miss Nora L. Morrison	Dept..	1	1	14	16	5	4	1	0	1	3					4		100	
4540	Mineral Ridge	do	W. W. Watson	Dept..	1	1	12	18	0	0	2	9	2	0					3		200	8,000
4541	Minerva	do	O. W. Knrtz	Dept..	2	0	33	27	0	0					4	1			4		1,000	20,000
4542	Minster	do	F. J. Boerger	Dept..	1	0	8	10	0	0									3		450	22,000
4543	Mogadore	do.*	Ernest T. Hale	Dept..	1	0	5	11	31	41	0	1			2	4			3		115	
4544	Monroe	do	S. I. McClelland	Dept..	1	0	6	9	0	0					0	3			4			
4545	Monroeville	do	Mrs. Carrie E. Lawrence	Dept..	1	2	21	21	0	0	4	6	2	0	3	4	3	2	4		350	32,000
4546	Montpelier	do	W. A. Saunders	Dept..	1	1	42	49	0	0	3	0			3	2			4		219	25,000
4547	Morgantown	do	Horace L. Plumb	Dept..	2	1	18	34	0	0					0	1	0	1	4		600	
4548	Morning Sun	Israel Township High School.	E. E. McMillan	Dept..	1	0	8	11	0	0									4		250	1,500
4549	Morristown	High School	A. A. McEndree	Dept..	1	0	15	25	30	30	5	5			6	3	3	1	3		150	4,000
4550	Moscow	do	D. S. Richards	Dept..	1	0	15	12	0	0	1	3			1	1	1	1	3		165	5,000
4551	Mount Carmel	do	A. L. Clark	Dept..	1	0	4	4	66	72			1	2	2	3	1	2	3		200	8,000
4552	Mount Eaton	do	A. H. Etting	Dept..	1	0	9	13	54	49	4	5			2	3	1	2	3		150	2,200
4553	Mount Gilead	do	M. W. Spear	Dept..	2	1	29	28	0	0	4	5			4	3	2	1	3		1,200	30,000
4554	Mount Orab	do	E. V. Stephan	Dept..	1	0	7	21	17	11									3			2,500
4555	Mount Perry	Madison Township High School.	Benj. L. Madden	Dept..	1	0	8	14	0	0									3		35	1,000
4556	Mount Pleasant	High School	Wm. M. White	Dept..	2	2	18	36	0	0	1	1			2	4	1	1	4		50	10,000
4557	Mount Sterling	Union School	H. T. Silverthorn	Dept..	1	1	20	25	0	0	0	3			2	3	0	2	4		250	20,000
4558	Mount Vernon	Central High School	J. G. Leland	Dept..	3	6	113	137	0	0	3	8	15	12	20	18			4		500	
4559	Mount Victory	High School*	J. E. Gordon	Dept..	2	0	23	42	0	0					7	5			4		200	7,000
4560	Nankin	Orange Special High School.	J. L. Hartman	Dept..	1	0	5	5	27	26											150	
4561	Napoleon	Union High School*	R. Royden Turner	Dept..	2	2	34	65	0	0			7	4	7	9	3	2	4		200	
4562	Nashport	Licking Township High School.	G. A. Elliott	Dept..	1	0	14	14	45	47					4	0	2	0	4			10,000
4563	Navarre	Union High School	Will H. Stahl	Dept..	1	0	16	14	0	0	0	1	1	1	2	2	1	2	3		250	12,000
4564	Nelson	High School	R. R. Turnbull	Dept..	1	0	11	14	0	0					1	1	0	1	3		125	4,500
4565	Nelsonville	do	E. S. Monee	Dept..	1	4	54	136	0	0	1	1	1	1	5	29	1	2	4		100	
4566	Nevada	do	G. M. Plumb	Dept..	2	0	20	30	0	0	3	3			1	2	1	0	4		175	25,000
4567	Newark	do	C. M. Humes	Dept..	3	7	100	154	0	0	25	50	17	0	15	26	8	15	4		1,500	
4568	New Athens	do	A. A. Knowlton	Dept..	1	0	8	19	42	41					0	2			3		200	6,000
4569	New Berlin	do	James A. Syler	Dept..	1	0	19	9	0	0					4	0			3		200	8,800
4570	New Bremen	do	C. Vogt	Dept..	2	0	16	8	0	0	2	2	5	0	5	2	5	2	4		600	25,000
4571	New California	Jerome Township High School.*	O. J. Dodge	Dept..	1	0	8	15	0	0	0	2			0	4	0	2	3		300	500

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900-1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
4572	New Carlisle	High School	Miss Martha Culler	Dept.	1	1	19	26	0	0	.....	.....	.....	.....	2	0	.....	.....	4	.....	100	$15,000
4573	Newcomerstown	do	B. R. McClelland	Dept.	1	1	19	32	0	0	1	1	1	1	4	6	1	1	3	.....	30	40,000
4574	New Concord	do	A. H. McCulloch	Dept.	1	1	15	25	0	0	.....	.....	.....	.....	4	6	.....	.....	3	.....	200	10,000
4575	New Dover	Dover Township High School	Miss Emma Herd	Dept.	0	1	13	11	0	0	2	3	.....	.....	0	4	.....	.....	4	.....	20	.....
4576	New Guilford	High School *	R. L. McKee	Dept.	1	0	8	4	17	11	2	0	1	0	.....	.....	.....	.....	.....	.....	50	1,200
4577	New Hagerstown	Township High School *	B. E. Worley	Dept.	1	0	2	10	28	30	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	75	2,000
4578	New Holland	High School*	H. H. Hoffman	Dept.	1	0	7	9	0	0	1	1	.....	.....	.....	.....	.....	.....	3	.....	200	15,000
4579	New Lexington	do	James C. Fowler	Dept.	2	0	38	32	0	0	2	1	.....	.....	3	4	2	1	4	38	350	33,000
4580	New Madison	do	M. A. Brown	Dept.	2	0	17	23	0	0	.....	.....	1	1	3	5	1	1	4	.....	425	10,000
4581	New Matamoras	do. *	C. E. Caldwell	Dept.	1	1	21	34	0	0	.....	.....	2	1	4	4	2	1	3	.....	200	14,000
4582	New Paris	do	B. S. Davis	Dept.	2	0	17	28	0	0	.....	.....	5	6	3	9	2	3	4	.....	412	12,000
4583	New Philadelphia	do	G. A. Wyly	Dept.	2	3	49	86	0	0	6	8	5	12	3	10	2	1	4	.....	1,500	20,000
4584	Newport	do	W. E. Sealock	Dept.	1	0	12	9	0	0	4	2	.....	.....	2	3	1	1	4	.....	200	4,000
4585	New Richmond	do	W. J. Beyerly	Dept.	1	1	17	20	0	0	.....	.....	.....	.....	3	3	.....	.....	3	.....	300	8,000
4586	New Straitsville	do	J. Chas. Stone	Dept.	1	0	12	33	0	0	.....	.....	.....	.....	4	8	.....	.....	3	.....	1,400	20,000
4587	Newton Falls	do	W. G. Cope	Dept.	1	1	27	36	0	0	6	5	1	1	3	2	2	1	3	.....	300	10,000
4588	Newtonsville	do. *	H. W. Paxton	Dept.	1	0	7	13	18	22	.....	.....	1	0	.....	.....	.....	.....	3	.....	30	2,000
4589	New Vienna	do. *	Frank Stamats	Dept.	3	0	30	25	0	0	.....	.....	10	8	4	1	3	1	4	.....	150	15,000
4590	New Washington	do	J. B. Ledman	Dept.	2	0	12	5	0	0	1	0	.....	.....	7	1	1	0	4	.....	500	17,000
4591	New Waterford	do	G. W. Finch	Dept.	1	1	13	18	42	60	.....	.....	.....	.....	1	0	.....	.....	4	.....	146	15,000
4592	Ney	Washington Township High School.	Wm. Walker, jr	Dept.	1	0	4	6	13	8	.....	.....	.....	.....	2	3	.....	.....	2	.....	.....	2,000
4593	Niles	High School	W. H. C. Newington	Dept.	2	1	15	35	16	25	2	2	.....	.....	3	8	0	1	3	.....	600	.....

4594	North Amherst	do	Miss Lillian Morse	Dept.	3	1	19	21	0	0	3	3	2	0	5	5	5	1	3		300	
4595	North Baltimore	do	J. E. McFadden	Dept.	2	1	15	46	0	0									4		232	30,000
4596	North Bloomfield	do	Guy A. Wright	Dept.	1	1	15	21	19	24					3	4			4		200	
4597	North Fairfield	do	Ashley Huffman	Dept.	1	1	18	20	25	35	4	4	3	3	2	4	1	2	4		150	7,500
4598	Northfield	Central High School.	C. L. Burrell	Dept.	1	0	14	13	35	45					3	2			4		300	
4599	North Kingsville	High School*	Martin C. Smith	Dept.	1	0	8	13	23	32									4		200	
4600	North Lewisburg	do	W. S. Coffey	Dept.	1	1	10	20	0	0	2	2			2	5			3		125	8,000
4601	North Lima	Beaver Township High School.	A. A. Prentice, B. S	Dept.	1	0	13	9	56	49	1	1			3	1	1	1	3		212	
4602	North Madison	Madison Township High School.	T. M. Fouts	Ind	1	0	10	10	49	50					1	2			3			2,000
4603	North Monroeville	High School	W. H. Bath	Dept.	1	0	3	2	32	18									2			5,011
4604	Norwalk	do.*	Jas. E. Cole	Dept.	3	3	62	125	0	0	4	12	12	20	4	21	4	14	4		300	
4605	Oakharbor	do.*	Miss Mary E. Graham	Dept.	1	2	37	48	0	0	3	0	2	4	6	6	2	3	4		1,000	2,000
4606	Oakhill	do	H. E. White	Dept.	1	0	11	12	0	0												2,000
4607	Oakwood	do	L. M. Esehbach	Dept.	1	0	11	12	56	59									2			5,000
4608	Oberlin	do	Ward Nye	Dept.	2	2	67	101	0	0					4	26			3			1,500
4609	Ohio City	do.*	G. W. Hurless	Dept.	1	0	2	10	0	0					1	4			3			15,000
4610	Orangeville	do.*	Thomas Owens	Dept.	1	1	6	16	18	14	3	5							4		20	2,000
4611	Oregonia	do	H. D. Kellison	Dept.	1	0	1	8	25	26			0	2					3		25	2,500
4612	Orrville	do	J. B. Mohler	Dept.	3	1	42	50	0	0					4	7			4		500	5,000
4613	Orwell	do	G. M. Bingham, B. S	Dept.	2	0	13	31	43	31					0	7			4		50	6,000
4614	Osborn	Bath Township High School.	D. H. Barnes	Dept.	1	0	14	14	0	0					3	3			4		100	
4615	do	High School	N. H. Stull	Dept.	1	1	16	21	0	0	4	7			3	2	1	2	4			12,500
4616	Osnaburg	do	M. E. McFarren	Dept.	1	0	12	13	0	0	1	1	1	0					3			
4617	Ostrander	do	C. L. V. Bovey	Dept.	1	0	10	15	45	45					3	5	2	1	4		250	10,000
4618	Ottawa	do	S. M. Glenn, jr	Dept.	2	2	23	50	0	0	2	3	6	0	6	17			4		500	40,000
4619	Owensville	Boston High School	B. T. Davis	Dept.	1	0	17	14	58	36					1	2			4			
4620	Oxford	High School	Miss Mary Grennen	Dept.	2	2	15	39	0	0			2	18	0	16			3		800	
4621	Painesville	do	F. H. Kendall	Dept.	3	5	91	175	0	0					10	39	4	4	4		450	50,000
4622	Palmyra	do.*	J. O. Shaffer	Ind	1	0	20	15	25	33	3	0			0	4			3			3,000
4623	Pandora	Riley Township High School.	P. D. Amstutz (supt.)	Dept.	2	0	28	18	0	0					7	5			4		250	8,000
4624	Parkman	High School	Arthur Brogan	Dept.	1	0	7	13	43	52					1	2			3		296	5,000
4625	Pataskala	do	Ed. A. Evans	Dept.	2	0	28	26	0	0	3	2			5	5	3	2	4		250	6,500
4626	Patterson	do	G. O. Thompson	Dept.	1	0	4	3	49	52									3		50	1,500
4627	Paulding	do.*	W. H. Yant	Dept.	3	2	40	50	0	0					5	4	2	1	4		200	30,000
4628	Payne	do.*	L. F. Chalfant (supt.)	Dept.	2	0	12	21	0	0					1	4			3			
4629	Pemberville	do	F. W. Toan	Dept.	1	0	12	20	0	0			4	5	4	9	1	2	3		325	20,000
4630	Peninsula	do	S. L. Ross	Dept.	1	0	22	23	55	48			1	1	3	6			4		350	5,000
4631	Perry	do	F. E. Morrison	Dept.	2	1	44	32	0	0	6	4	5	5	5	1			4		225	16,000
4632	Perrysburg	do	D. A. Hayler (supt.)	Dept.	1	1	24	36	0	0									4			30,000
4633	Perrysville	do	E. C. Kiplinger	Dept.	1	1	11	15	0	0	3	5			1	3	0	2	3		100	10,000
4634	Petersburg	do.*	F. R. Ormsby	Dept.	1	0	7	10	49	42									2		200	2,800
4635	Philo	do	J. W. Plants	Dept.	1	1	9	24	36	41									4		120	3,000
4636	Pierpont	do	Geo. L. Hayes	Dept.	1	0	11	27	44	39					3	2			3		300	7,000
4637	Piketon	do	T. F. Johnson	Dept.	1	0	9	9	60	57					1	3			3			
4638	Pioneer	do	E. D. Longwell	Dept.	1	0	19	17	0	0	2	2	2	0	3	3	3	2	3		50	7,500
4639	Piqua	do	Miss Mary E. Hall	Dept.	2	3	75	90	0	0	3	5	1	0	6	16			4		10,523	50,000
4640	Plain City	do	Charles G. Shatzer	Dept.	2	1	18	40	0	0					2	2			4		500	36,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
4641	Plainfield	High School	George E. Miller	Dept.	2	0	25	15	27	45	....	....	2	1	10	5	2	1	3	....	271	$5,000
4642	Pleasant City	....do	John R. Hartup	Dept.	1	1	14	24	0	0	....	....	....	....	....	....	....	....	3	....	200	7,000
4643	Pleasanthill	....do.*	C. H. Teach	Dept.	1	1	28	22	0	0	....	....	....	....	3	2	....	....	4	....	300	8,000
4644	Pleasant Ridge	....do	T. L. Simmermon	Dept.	1	1	10	25	0	0	....	....	2	8	....	....	....	....	4	....	500	20,000
4645	Plymouth	....do	Miss Susan Monnett	Dept.	1	2	12	24	0	0	....	....	....	....	1	4	....	....	4	....	.....	20,000
4646	Poland	....do	M. A. Kimmel	Dept.	1	1	4	6	58	47	1	0	....	....	1	1	....	....	3	....	425	12,000
4647	Portage	....do	.....	Dept.	1	0	5	7	55	55	1	5	3	3	....	....	....	....	2	....	275	10,000
4648	Port Clinton	....do	R. H. Lee	Dept.	2	1	14	36	0	0	....	....	....	....	2	6	....	....	4	....	376	30,000
4649	Portsmouth	....do	J. I. Hudson	Dept.	3	5	75	117	0	0	....	....	....	....	5	12	....	....	4	....	300	30,000
4650	Port Washington	....do	W. E. Beck	Dept.	1	1	16	21	56	52	....	....	....	....	....	....	....	....	4	....	88	6,000
4651	Powhatan Point	Powhatan High School	Harry Briggs	Dept.	1	0	8	9	68	62	0	2	....	....	....	....	....	....	3	....	400	4,000
4652	Prairie Depot	High School	W. E. Kershner	Dept.	2	0	15	15	0	0	....	....	1	0	4	6	1	1	3	....	300	13,000
4653	Proctorville	....do	Dan H. Wade	Dept.	2	0	22	35	0	0	....	....	0	10	....	....	....	....	4	....	225	4,000
4654	Prospect	....do	Annis J. Pollock	Dept.	1	1	13	24	0	0	....	....	....	....	8	10	1	0	4	....	.....	.....
4655	Put in Bay	....do	J. C. Oldt	Dept.	1	0	12	12	7	7	....	....	2	1	2	3	2	1	4	....	860	7,000
4656	Quaker City	....do	W. G. Wolfe	Dept.	2	0	30	26	0	0	....	....	....	....	4	5	....	....	3	....	.....	15,000
4657	Quincy	....do	O. G. Hershey	Dept.	1	0	14	22	0	0	1	0	....	....	....	....	....	....	4	....	100	12,000
4658	Racine	....do	A. W. McKay	Dept.	1	0	23	24	0	0	4	3	....	....	....	....	....	....	3	....	350	2,000
4659	Rainsboro	....do	H. B. Galliett (supt.)	Dept.	1	0	23	10	37	33	....	....	....	....	....	....	....	....	4	....	.....	3,000
4660	Randolph	....do	Homer Buck	Dept.	1	0	7	12	30	24	2	1	....	....	1	2	0	1	3	....	180	4,000
4661	Ravenna	....do.*	W. J. Dodge	Dept.	4	2	40	60	0	0	....	....	....	....	8	10	....	....	4	....	1,700	25,000
4662	Rawson	....do	Fred S. Beard	Dept.	1	0	10	9	64	58	2	1	1	0	1	0	1	0	3	....	.....	.....
4663	Reedsville	....do	H. J. Cross	Dept.	1	0	11	12	33	36	....	....	....	....	1	1	....	....	4	....	200	2,000
4664	Reesville	....do	Frank P. Sayrs	Dept.	1	1	9	20	43	29	....	....	....	....	....	....	....	....	3	....	150	5,000

4665	Republic	.....do	S. M. Miller	Dept.	1	0	9	8	56	44	9	8	....	....	3	3	....	....	3	....	178	2,500
4666	Rex	Bethel Township High School.	E. C. Hedrick	Dept.	1	1	31	23	0	0	2	0	1	0	6	7	2	0	4	....	650	8,000
4667	Reynoldsburg	High School*	Albert C. Hood	Dept.	1	0	21	22	0	0	....	....	6	0	1	2	1	0	4	....	200	10,000
4668	Riehfield	Central High School*	A. A. Rothtroek	Ind.	1	0	7	16	10	18	1	1	....	....	2	3	1	1	3	....	288	4,000
4669	Riehmond	High School	J. S. Hawkins	Dept.	1	1	20	25	25	25	....	....	5	4	3	6	3	6	3	....	200	3,500
4670	Richmonddale	Jefferson Township High School.*	W. W. Staats	Dept.	1	0	13	17	77	33	2	0	....	....	....	....	....	....	3	....	100	14,500
4671	Riehwood	High School	J. Monroe Davis	Dept.	2	0	25	28	0	0	6	10	....	....	4	4	0	2	3	....	180	.....
4672	Ridgeville Corners	Ridgeville Union School.	W. F. Whiteman	Dept.	1	0	8	5	42	45	....	....	....	....	....	....	....	....	1	....	.....	3,500
4673	Ridgeway	High School	V. L. Bell (supt.)	Dept.	1	0	13	19	47	51	0	1	1	0	2	1	1	1	3	....	25	.....
4674	Ripley	.....do	Leon S. Wiles	Dept.	2	0	28	32	0	0	....	....	....	....	7	10	....	....	3	....	400	.....
4675	Risingsun	.....do	C. E. Stinebaugh	Dept.	1	0	11	8	0	0	....	....	....	....	1	0	....	....	4	....	200	12,000
4676	Rittman	.....do	C. E. Fisher	Dept.	1	0	20	15	35	35	....	....	3	0	....	....	....	....	3	....	50	3,000
4677	Rockereek	.....do	E. E. Sluss	Dept.	1	1	15	17	0	0	....	....	1	0	2	3	....	....	3	....	150	8,000
4678	Rockford	.....do	S. Cotterman	Dept.	2	0	28	41	0	0	....	....	....	....	5	9	....	....	4	....	.....	.....
4679	Roekport	Central High School	L. M. Scharf	Dept.	1	0	11	3	6	5	....	....	....	....	....	....	....	....	4	....	.....	1,500
4680	Rockyridge	High School	Geo. E. Muggy	Dept.	1	1	10	15	55	60	....	....	....	....	....	....	....	....	2	....	30	3,000
4681	Rocky River	Beach High School	J. W. Brown	Dept.	1	0	4	8	56	57	....	....	....	....	....	....	....	....	4	....	150	9,000
4682	Roseville	High School	D. W. Maeklin	Dept.	1	1	12	6	0	0	8	5	....	....	0	4	0	4	4	....	10	20,000
4683	Rushsylvania	.....do	S. M. Jones	Dept.	1	0	16	22	0	0	....	....	....	....	3	3	....	....	3	....	60	3,000
4684	Rushville	.....do	J. H Horton	Dept.	1	0	7	10	40	39	1	1	....	....	1	2	1	1	3	....	100	4,000
4685	Russell	.....do	J. C. Vance	Dept.	1	0	2	6	42	34	....	....	....	....	....	....	....	....	....	....	25	.....
4686	Russellville	.....do	Chas. M. McKinley	Dept.	1	0	12	13	0	0	....	....	....	....	....	....	....	....	3	....	20	3,000
4687	St. Clairsville	.....do	Miss Maggie Davies	Dept.	2	1	29	63	0	0	....	....	....	....	2	5	1	2	4	....	745	20,000
4688	St. Louisville	.....do	J. W. Horner	Dept.	1	0	20	16	20	30	8	4	5	6	6	3	4	1	4	....	100	3,000
4689	St. Marys	.....do	Miss Angeline Sherwood	Dept.	2	3	71	95	0	0	1	3	4	0	8	21	2	1	4	....	572	20,000
4690	St. Paris	.....do	Geo. E. Stephenson	Dept.	1	1	21	18	0	0	....	....	8	8	7	2	5	1	3	....	200	15,000
4691	Salem	.....do	B. F. Stanton	Dept.	3	3	40	67	0	0	1	6	1	0	3	8	1	3	4	....	.....	.....
4692	Sandusky	.....do	H. N. Morton	Dept.	4	4	95	153	0	0	....	....	....	....	13	16	4	5	4	....	1,400	.....
4693	Savannah	.....do	V. E. Rudy	Dept.	1	0	11	14	14	16	....	....	....	....	....	....	....	....	4	....	75	1,500
4694	Selotoville	Porter Township High School.	C. D. Walden	Dept.	1	0	7	9	59	52	0	2	1	0	....	....	....	....	3	....	150	3,000
4695	Seott	High School	T. M. Baxter	Dept.	1	0	12	20	0	0	....	....	1	0	2	2	....	....	4	....	50	8,000
4696	Seneeaville	.....do.*	J. R. Hartup	Dept.	1	0	14	16	0	0	....	....	....	....	....	....	....	....	4	....	125	6,000
4697	Seven Mile	.....do	C. E. Woolford	Dept.	1	0	11	4	34	50	....	....	....	....	0	5	0	1	4	....	178	5,000
4698	Seville	.....do	G. U. Baumgardner	Dept.	1	0	20	21	0	0	12	10	2	4	....	....	....	....	4	....	250	7,000
4699	Shandon	New London High School*	J. A. Goshorn	Dept.	1	0	16	15	44	52	10	4	1	0	1	6	1	4	3	....	1,000	10,000
4700	Shanesville	High School*	A. A. Schear	Dept.	1	0	15	17	45	48	....	....	....	....	0	4	....	....	4	....	12	.....
4701	Sharon Center	Sharon High School*	John G. Pheil	Dept.	2	0	19	25	0	0	2	3	1	2	1	4	1	2	4	....	350	8,000
4702	Shauek	Johnsville High School	C. O. Higgins	Dept.	1	2	17	18	18	32	2	5	....	....	0	7	0	5	2	....	50	6,000
4703	Shawnee	High School*	C. L. Williams	Dept.	1	1	6	15	4	6	....	....	....	....	0	5	....	....	3	....	.....	20,000
4704	Shelby	.....do	W. D. Turner	Dept.	1	2	42	72	0	0	....	....	....	....	2	10	....	....	4	....	1,600	.....
4705	Sherodsville	.....do	A. H. Snively	Dept.	1	0	12	15	0	0	....	....	....	....	....	....	....	....	3	....	.....	.....
4706	Shiloh	.....do	F. B. Bryant	Dept.	2	0	11	15	0	0	....	....	1	2	2	5	1	2	3	....	375	10,000
4707	Shreve	.....do.*	Clair W. Fretz	Dept.	2	0	25	25	0	0	....	....	4	6	4	8	2	2	3	....	400	10,000
4708	Smithville	.....do	H. F. Longenecker	Dept.	1	0	14	8	0	0	....	....	....	....	2	1	....	....	3	....	150	7,000
4709	Somerset	.....do	Chas. W. Cookson	Dept.	2	0	48	26	0	0	1	0	10	3	6	5	5	1	4	....	400	18,000
4710	Somerville	.....do	Orion Amerman	Dept.	1	0	5	6	34	30	....	....	....	....	1	3	....	....	2	....	175	2,500
4711	South Bloomfield	.....do	O. A. Peters	Dept.	1	0	11	11	36	41	....	....	....	....	1	0	....	....	3	....	300	3,000
4712	South Charleston	.....do	E. M. McInnis	Dept.	2	1	20	18	0	0	6	6	....	....	3	5	1	1	4	....	500	20,000

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
4713	South Lebanon	Deerfield High School	L. R. Robertson	Dept.	1	0	3	7	51	59	....	....	....	....	....	....	....	....	3	....	101	$5,000
4714	South Solon	Stokes Township High School.	D. J. Schurr	Dept.	1	0	17	15	0	0	....	....	....	....	4	3	....	....	3	....	225	4,000
4715	South Webster	High School	Edward O. McCowen	Dept.	1	0	11	22	52	52	....	....	....	....	....	....	....	....	3	....	10	.....
4716	Sparta	....do	Thomas F. Leonard	Dept.	1	0	20	15	28	20	....	....	3	2	5	4	2	1	3	....	1,000	5,000
4717	Spencer	....do	T. A. Martin	Dept.	1	1	21	16	37	24	....	....	....	....	5	2	....	....	4	....	150	6,000
4718	Spencerville	....do	L. B. Lippincott	Dept.	2	0	16	22	0	0	....	....	....	....	3	2	....	....	3	....	.....	30,000
4719	Springboro	....do	Henry W. Truax	Dept.	2	2	18	20	33	35	2	1	4	8	2	5	2	3	4	....	200	31,000
4720	Springfield	....do.*	John S. Weaver	Dept.	11	6	269	464	0	0	32	31	29	21	23	56	....	....	4	....	355	100,000
4721	Springvalley	....do	Harold Stiles	Dept.	1	0	15	18	0	0	0	1	1	0	2	7	1	1	3	....	250	5,000
4722	Steubenville	....do	W. H. Maurer	Dept.	2	3	60	88	0	0	....	....	3	6	7	20	2	4	4	....	5,000	.....
4723	Stockport	....do	C. C. White	Dept.	2	0	13	16	49	48	....	....	....	....	4	0	1	0	4	....	308	8,000
4724	Stout	Rome High School	P. S. Clinger	Dept.	1	1	8	10	52	45	....	....	2	4	....	....	....	....	2	....	.....	1,000
4725	Stoutsville	High School	J. F. Dumond	Dept.	1	0	10	15	60	45	....	....	....	....	....	....	....	....	4	....	.....	5,000
4726	Sugargrove	....do	William Walter	Dept.	1	0	17	15	38	38	1	3	....	....	2	2	1	1	4	....	50	4,500
4727	Sullivan	Township High School	W. E. Heichel	Dept.	1	0	10	15	55	50	1	4	....	....	1	2	....	....	3	....	50	5,500
4728	Sulphur Springs	High School	M. O. Weems	Dept.	1	0	8	14	0	0	....	....	....	....	1	0	1	0	4	....	.....	.....
4729	Summerfield	....do	Earl W. Reed	Dept.	1	0	20	19	0	0	4	1	....	....	....	....	....	....	4	....	124	3,000
4730	Sunbury	....do.*	Wm. McClain, jr	Dept.	1	1	18	26	0	0	3	4	2	0	1	6	1	3	4	....	300	5,000
4731	Swanton	....do.*	Miss Katherine Hartley	Dept.	1	1	12	18	0	0	....	....	....	....	1	3	....	....	....	....	.....	8,000
4732	Sycamore	....do	Wilbur O. Weir, A. M	Dept.	2	0	17	30	0	0	....	....	....	....	5	4	1	2	4	....	.....	.....
4733	Sylvania	....do.*	W. B. Harris	Dept.	1	1	23	37	0	0	....	....	....	....	4	5	....	....	3	....	200	13,000
4734	Syracuse	....do	Edgar Ervin	Dept.	1	0	13	18	0	0	....	....	....	....	3	6	....	....	3	....	.....	5,000
4735	Tallmadge	....do	J. J. Armstrong	Dept.	1	0	9	19	46	43	....	....	....	....	3	5	....	....	3	....	500	5,000

4736	Tarlton	....do	H. W. Plum	Dept..	1	0	11	8	47	46	1	1	3	0	2	0	....	....	4	....	20	4,000
4737	Terrace Park	....do	W. E. Williamson	Dept..	1	1	12	10	47	53	....	....	1	2	1	2	1	1	4	....	250	5,000
4738	Thompson	....do	George A. Phillips	Dept..	1	0	10	14	35	46	....	....	....	....	1	5	....	....	4	....	25	4,000
4739	Thornville	....do.*	E. P. Durrant	Dept..	1	0	16	8	0	0	....	....	....	....	2	2	....	....	3	....	300	4,000
4740	Thurman	....do.*	Richard E. Tope	Dept..	1	0	8	8	28	42	3	5	....	....	....	....	....	....	3	....	.....	1,000
4741	Thurston	Walnut Township High School.	W. M. Wikoff	Dept..	1	0	20	13	0	0	....	....	2	0	2	0	2	0	3	....	30	2,000
4742	Tiffin	Columbian High School	B. U. Frazier	Dept..	2	6	90	108	0	0	5	8	....	....	6	17	1	4	4	....	2,000	.....
4743	Tippecanoe City	High School	J. W. Swartz	Dept..	3	0	30	30	0	0	2	2	4	0	1	5	....	....	4	....	500	40,000
4744	Tiro	....do	E. J. Dwire	Dept..	1	0	3	6	44	37	....	....	....	....	....	....	....	....	3	....	.....	.....
4745	Toledo	Central High School	C. G. Ballou	Dept..	14	17	452	740	0	0	....	....	....	....	21	86	14	66	4	....	500	500,000
4746	....do	East Side High School	H. A. Jones	Dept..	2	1	30	64	0	0	....	....	....	....	....	....	....	....	2	....	.....	.....
4747	Tontogany	High School	J. F. Young	Dept..	1	0	12	22	62	48	1	0	....	....	1	4	1	0	3	....	.....	3,000
4748	Toronto	Central High School *	S. A. Harbourt (supt.)	Dept..	1	2	17	26	0	0	8	11	3	1	3	3	....	....	4	....	1,000	50,000
4749	Trenton	High School	Martin Remp	Dept..	1	0	11	7	34	38	....	....	....	....	....	....	....	....	3	....	150	3,000
4750	Trimble	....do	F. F. Kittle	Dept..	1	0	0	5	9	18	0	1	....	....	0	5	....	....	3	....	.....	3,000
4751	Trotwood	Madison Township High School.	G. W. Brower	Dept..	2	0	32	16	0	0	4	0	....	....	12	2	4	0	4	....	225	9,000
4752	Troy	High School	Ralph M. Brown	Dept..	4	2	93	112	0	0	10	15	8	0	5	10	4	3	4	....	3,567	56,000
4753	Tuscarawas	Central High School	C. W. Hamilton	Dept..	1	0	13	12	0	0	....	....	3	0	1	0	1	0	3	....	625	26,500
4754	Twinsburg	High School	A. W. Carrier	Dept..	2	0	28	23	0	0	8	2	5	0	1	5	1	4	4	....	180	7,000
4755	Uhrichsville	....do	L. E. Everett	Dept..	3	1	16	64	0	0	....	....	1	0	2	10	1	0	4	....	300	35,000
4756	Unionville Center	Darby Township High School.	J. Maurice Martin	Dept..	1	0	18	9	10	11	....	....	....	....	....	....	....	....	3	....	.....	5,000
4757	Uniopolis	High School	N. B. Mills	Dept..	1	0	5	1	73	61	....	....	3	0	....	....	....	....	1	....	.....	1,500
4758	Upper Sandusky	....do	F. E. Brooke	Dept..	2	2	44	53	0	0	4	3	....	....	3	10	1	0	4	....	1,500	30,000
4759	Urbana	....do	Roland A. Trees	Dept..	2	2	73	81	0	0	....	....	....	....	8	8	....	....	4	....	300	35,000
4760	....do	Terrehaute High School	J. M. Gries	Dept..	1	0	4	3	5	12	1	0	....	....	....	....	....	....	3	....	160	2,000
4761	Utica	High School	H. C. Fickell	Dept..	1	1	18	27	0	0	5	3	....	....	7	4	4	2	3	....	300	10,000
4762	Vandalia	....do	W. H. Altauner, B. E	Dept..	1	0	12	9	32	35	2	4	2	0	2	2	1	2	4	....	75	3,000
4763	Vanlue	....do	M. R. Hammond	Dept..	1	0	21	21	0	0	1	0	....	....	3	10	1	0	3	....	15	10,000
4764	Van Wert	....do.*	Ira W. Stahl	Dept..	2	2	60	110	0	0	2	6	10	0	6	17	4	3	4	....	300	.....
4765	Vermillion	....do	F. A. Stetson	Dept..	1	1	18	22	0	0	....	....	....	....	3	7	....	....	3	....	300	20,000
4766	Versailles	....do	J. Clinton Long	Dept..	2	1	16	30	0	0	....	....	....	....	1	2	....	....	4	....	200	15,000
4767	Vincent	Barlow High School, No. 2	A. M. Farlow	Dept..	1	0	20	25	20	20	2	1	....	....	....	....	....	....	....	....	15	800
4768	Vinton	High School	H. J. Ward	Dept..	1	0	3	13	32	69	0	1	0	4	....	....	....	....	4	....	.....	3,000
4769	Wadsworth	....do	F. M. Plank	Dept..	2	0	26	33	0	0	....	....	....	....	3	6	....	....	3	....	475	12,000
4770	Wakefield	Scioto Township High School.	H. S. Brown	Dept..	1	0	13	11	0	0	....	....	....	....	1	1	....	....	3	....	130	2,800
4771	Wakeman	High School	Malcolm R. McElroy	Dept..	1	0	17	11	60	53	....	....	....	....	1	3	....	....	3	....	200	5,000
4772	Wapakoneta	....do.*	Jas. E. Yarnell	Dept..	2	2	57	44	0	0	....	....	....	....	4	9	....	....	4	....	1,500	.....
4773	Warren	....do	F. E. Ostrander	Dept..	4	4	106	134	0	0	8	9	42	75	12	11	9	3	4	....	.....	.....
4774	Warsaw	....do.*	C. E. Crawford	Dept..	1	0	10	15	59	55	1	0	....	....	1	0	....	....	4	....	400	12,000
4775	Washington	....do	H. L. Cash	Dept..	1	0	6	15	34	45	....	....	....	....	....	....	....	....	3	....	100	3,000
4776	Washington C. H.	....do	J. A. Harlor	Dept..	2	2	83	109	0	0	2	4	1	2	6	18	....	....	4	....	350	.....
4777	Washingtonville	....do	E. S. Freed	Dept..	1	1	14	35	0	0	....	....	....	....	0	7	....	....	4	....	246	19,000
4778	Waterford	Township High School	L. E. Booher	Dept..	1	0	10	10	0	0	1	0	8	6	1	1	....	....	4	....	10	6,000
4779	Waterville	High School *	C. E. Gove	Dept..	1	0	25	27	0	0	....	....	....	....	2	2	0	2	3	....	100	10,000
4780	Watkins	Millereek Township High School.	Odell Liggett	Dept..	1	0	4	10	0	0	....	....	....	....	....	....	....	....	3	....	65	2,000
4781	Wauseon	High School	Miss Cora March	Dept..	2	1	23	37	0	0	6	7	....	....	2	7	2	7	4	....	300	.....

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
4782	Waverly	High school	B. O. Skinner	Dept.	2	1	45	45	0	0	6	6	....	....	6	7	2	2	4	....	1,200	$12,000
4783	Waynesburg	....do	S. F. Bowman	Dept.	1	0	14	16	0	0	1	0	1	1	3	3	2	1	3	....	77	3,000
4784	Waynesfield	....do	A. E. Rankin	Dept.	1	0	10	14	0	0	2	0	....	....	3	3	....	....	3	....	50	3,300
4785	Waynesville	....do	Miss Minnie C. Dodson	Dept.	1	1	24	35	0	0	....	....	....	....	0	6	....	....	4	....	550	30,000
4786	Wellington	....do	Miss Daisy Bell	Dept.	1	3	64	68	0	0	20	30	5	0	12	12	7	3	4	....	200	30,000
4787	Wellston	....do	R. L. Ervin	Dept.	3	0	29	57	0	0	19	25	6	0	2	18	2	5	4	....	500	.....
4788	Wellsville	....do.*	Miss Ruby E. C. Mason	Dept.	0	3	40	70	0	0	....	....	....	....	4	3	4	3	4	....	.....	.....
4789	West Alexandria	....do	L. Disher	Dept.	2	0	24	20	0	0	2	4	3	1	6	4	3	1	3	....	300	10,000
4790	West Carrollton	....do	W. C. Wilson	Dept.	1	0	2	6	173	147	2	2	....	....	0	3	....	....	2	....	400	12,500
4791	West Elkton	....do	C. R. Weinland	Dept.	1	0	13	15	39	36	0	1	1	0	2	5	1	1	3	....	100	2,000
4792	Westerville	....do	Lewis A. Bennert	Dept.	2	0	24	27	0	0	6	6	3	0	0	1	0	1	4	....	250	25,000
4793	West Farmington	....do	M. H. Norton	Dept.	1	0	7	20	37	22	....	....	....	....	0	2	....	....	4	....	200	.....
4794	West Jefferson	....do	L. C. Dick	Dept.	1	0	8	20	0	0	....	....	1	1	1	4	0	1	4	....	350	20,000
4795	West Lafayette	....do	J. R. Walton	Dept.	1	1	25	28	0	0	....	....	....	....	5	3	5	2	3	....	.....	.....
4796	West Liberty	....do.*	W. S. Jones	Dept.	2	0	20	30	0	0	1	1	....	....	4	4	2	3	3	....	200	5,000
4797	West Manchester	Monroe Township High School.	C. M. Eikenberry	Dept.	1	0	11	7	57	45	....	....	....	....	....	....	....	....	4	....	50	.....
4798	West Mansfield	High School	R. W. Solomon	Dept.	2	0	25	21	0	0	2	2	2	1	3	5	2	1	4	....	110	13,400
4799	West Mentor	....do	H. W. Paxton	Dept.	1	1	6	14	0	0	1	0	....	....	1	3	....	....	4	....	30	3,000
4800	West Millgrove	....do	G. V. Gordon	Dept.	1	0	10	14	10	7	....	....	....	....	....	....	....	....	3	....	220	10,000
4801	West Milton	....do	F. B. Harris	Dept.	2	0	32	29	0	0	....	....	3	2	4	3	2	0	4	....	300	12,000
4802	Weston	....do	Francis M. Merica	Dept.	2	0	14	42	0	0	....	....	....	....	1	5	1	0	4	....	350	25,000
4803	West Richfield	....do	R. J. Alber	Dept.	1	0	15	21	40	36	....	....	....	....	....	....	....	....	4	....	300	.....
4804	West Rushville	....do	H. C. Bailey	Dept.	1	1	15	14	28	26	....	....	2	3	....	....	....	....	3	....	.....	5,000

4805	West Salem	do	John B. Conard	Dept.	1	0	13	24	0	0	1	3			2	4	1	2	3		300	
4806	Weymouth	do	J. K. Nold	Dept.	1	0	4	6	5	6									3		50	500
4807	Wharton	do	A. O. Suber	Dept.	1	0	5	3	37	57												
4808	Wheelersburg	do	W. S. Dean	Dept.	1	0	12	9	45	57									3		175	5,000
4809	Whisler	do	A. W. Imler	Dept.	1	0	7	14	16	18									3			3,000
4810	Whitehouse	do	D. R. Canfield	Dept.	1	0	18	18	24	62			2	3	10	16			2		100	12,000
4811	Wickliffe	Willoughby Township High School.	William Gillespie	Dept.	1	0	5	13	58	55									4			
4812	Williamsburg	High School	J. L. Thalman	Dept.	2	0	35	24	0	0					5	3			4		200	10,000
4813	Williamsport	do	John P. Adkins	Dept.	1	0	9	8	0	0	1	0			5	2	1	0	3			
4814	Willoughby	do	Frederic M. Wood	Dept.	3	1	46	44	0	0	6	5	11	0	9	8	8	6	4		1,000	20,000
4815	Willshire	Union School*	I. F. Alexander	Dept.	1	0	9	15	0	0					2	2			3		100	
4816	Wilmington	High School	J. H. Hayworth	Dept.	3	1	28	80	0	0	2	8	1	0	4	15	2	8	4		500	25,000
4817	Wilmot	do	A. A. Schear	Dept.	1	0	13	21	46	33			2	1	6	4	2	1	4		360	
4818	Winchester	do	F. H. Doyle	Dept.	1	0	20	26	0	0					3	3			3		160	5,000
4819	Windham	do	W. R. Davis	Dept.	1	0	8	14	20	26					2	3			4		800	5,000
4820	Windsor	do	J. S. Matson	Dept.	1	1	8	16	34	30					2	0	1	0	3		21	3,000
4821	Woodsfield	do	J. S. Beck	Dept.	1	1	32	25	0	0					2	8			4		200	25,000
4822	Woodstock	do	J. W. Cross	Dept.	1	1	10	14	48	58	6	8			2	3	2	3	3		250	14,000
4823	Woodville	do	W. H. Richardson	Dept.	1	0	10	13	0	0	1	0			1	1	1	0	3		400	15,000
4824	Wooster	do.*	Miss Lura B. Kean	Dept.	1	9	118	139	0	0					13	32	10	11	4			
4825	Worthington	do	H. S. Gruver	Dept.	1	1	30	35	0	0	2	2			3	6	2	2	4		500	25,000
4826	Xenia	Central High School	G. J. Graham	Dept.	2	4	62	116							3	19	2	8	4		1,000	25,000
4827	do	East Main Street High School (colored).*	T. D. Scott	Dept.	1	2	17	31	0	0					1	8			4		501	5,000
4828	do	Ohio Soldiers and Sailors' Home School.	Jennett Nelson	Ind.	1	2	65	40	0	0					20	13			3	65	3,500	
4829	Yellowsprings	High School*	J. E. Collins	Dept.	1	1	21	30	0	0					3	10	2	8	3		100	8,000
4830	Youngstown	Rayen High School	G. F. Jewett	Dept.	6	9	210	240	0	0	10	10	30	30	25	36	10	10	4		800	
4831	Zaleski	High School	B. H. Games	Dept.	1	0	6	12	0	0					0	2			3		100	5,000
4832	Zanesfield	do	Frank March	Dept.	1	0	15	17	44	44	5	7							3		80	
4833	Zanesville	do	Willis M. Townsend	Dept.	4	7	154	196	0	0	8	1	40	20	10	29	4	2	4		252	25,000
	OKLAHOMA.																					
4834	Elreno	High School	Miss Florence Reasoner	Dept.	2	1	23	43	0	0	4	1	2	3	0	4	0	2	4		250	27,000
4835	Enid	do	A. C. Vinson	Dept.	2	2	36	44	0	0	3	7	13	16	3	7	3	7	3		200	
4836	Guthrie	do	C. C. Brown	Dept.	2	2	28	80	0	0					2	8	2	8	4		200	
4837	do	Lincoln High School (colored).	I. F. Scott	Dept.	2	0	8	41	0	0	0	0			0	3			4		70	12,000
4838	Kingfisher	High School	Miss Laura Ghering	Dept.	1	1	19	31	0	0					1	3			3		300	18,000
4839	Newkirk	do	E. B. Wood	Dept.	3	0	24	28	0	0			8	4	3	3			4		600	10,000
4840	Oklahoma	Douglass High School (colored).	J. W. Sharpe	Dept.	1	1	3	10	0	0									4		200	8,000
4841	do	High School	Miss Virginia Graves	Dept.	2	4	60	115	0	0	25	45	15	10	4	5	2	3	4		500	40,000
4842	Perry	do	A. King Gossom	Dept.	2	0	19	29	0	0					6	4			3		400	
4843	Ponca	do	Albert Bigbee	Dept.	2	0	31	35	0	0	10	12							4		300	15,000
4844	Pondereck	do	Miss Stella Smart	Dept.	1	2	48	53	0	0	2	2	4	1	4	5	1	2	4		450	12,000
4845	Shawnee	do	Miss Roxie E. Clark	Dept.	0	2	17	27	12	12					0	1			4		230	13,000
4846	Stillwater	do	Miss Josephine Gray	Dept.	1	2	24	29	0	0			10	15	2	1			4			

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	OREGON.																					
4847	Albany	High School*	Miss J. Gertrude Hulse	Dept.	1	2	35	50	0	0	18	30	....	....	6	12	5	8	3	....	580	.....
4848	Amity	do	J. W. Fisher	Dept.	1	0	5	10	0	0	2	3	....	....	2	3	1	2	3	....	.....	$7,000
4849	Ashland	do	C. A. Hitchcock	Dept.	1	1	20	33	0	0	....	....	....	....	8	7	....	....	3	....	625	.....
4850	Astoria	do	William W. Payne	Dept.	1	3	42	58	0	0	....	....	....	....	4	4	....	....	4	....	528	.....
4851	Athena	do	L. A. Suydam	Dept.	2	0	2	7	103	183	....	....	1	0	1	1	1	0	2	....	100	.....
4852	Baker City	do.*	W. H. Stalker	Dept.	2	2	63	72	0	0	22	3	16	7	7	5	4	2	4	....	1,000	53,600
4853	Clatskanie	do	F. C. Whitten	Dept.	1	0	9	10	0	0	....	....	....	....	1	2	1	1	2	....	100	5,000
4854	Coburg	do	R. A. Ford	Dept.	1	0	4	6	63	48	....	....	....	....	....	....	....	....	1	....	225	.....
4855	Corvallis	do	A. S. McDonald	Dept.	1	0	15	22	0	0	....	....	....	....	3	10	2	7	1	....	.....	20,000
4856	Cottagegrove	do	A. L. Briggs	Dept.	1	2	30	23	0	0	5	6	4	5	3	2	3	2	4	....	300	7,500
4857	Dayton	do	S. S. Duncan	Dept.	1	0	1	11	0	0	....	....	....	....	1	11	1	2	2	....	100	.....
4858	Dufur	do.*	R. R. Allard	Dept.	1	0	1	4	43	57	....	....	....	....	....	....	....	....	1	....	250	5,000
4859	Elkton	do	A. H. Mulkey	Dept.	1	1	2	10	38	50	....	....	....	....	....	....	....	....	4	....	30	1,800
4860	Eugene	do	E. D. Ressler	Dept.	2	3	91	123	0	0	....	....	....	....	4	4	4	3	4	....	.....	.....
4861	Grants Pass	do	F. E. Young	Dept.	1	1	28	45	0	0	....	....	7	16	12	11	6	7	3	....	87	25,000
4862	Heppner	do	D. V. S. Reid	Dept.	1	1	20	28	0	0	4	10	8	12	....	....	....	....	3	....	384	24,000
4863	Hood River	do	C. D. Thompson	Dept.	1	0	4	3	154	146	....	....	3	1	2	2	2	1	1	....	300	.....
4864	Independence	do	A. M. Sanders	Dept.	1	1	20	31	0	0	1	0	....	....	4	5	2	0	2	....	200	21,000
4865	Jacksonville	do	W. T. Van Scoy	Dept.	1	0	21	27	0	0	....	....	0	2	0	6	0	2	2	....	200	6,000
4866	Lafayette	do	John Blough	Dept.	1	0	12	13	54	50	....	....	....	....	2	2	2	1	3	....	125	3,000
4867	Lagrande	do	H. G. Starkweather	Dept.	1	2	36	40	0	0	....	....	....	....	3	4	....	....	3	....	250	25,000
4868	McMinnville	do	W. W. Bristow	Dept.	1	1	27	27	0	0	20	18	....	....	3	8	....	....	2	....	200	17,000
4869	Marshfield	do	F. A. Golden, B. S	Dept.	1	0	19	23	0	0	....	....	....	....	4	7	....	....	2	....	350	20,000
4870	Medford	do	N. L. Narregan	Dept.	1	1	30	35	0	0	8	12	....	....	4	0	4	0	3	....	500	26,000

4871	Newberg	do	R. W. Kirk	Dept..	1	0	9	6	0	0					6	3	5	2	2		100	5,000
4872	Oregon City	do	Miss Addie E. Clark	Dept..	2	2	29	36	0	0	3	4	2	1	4	6			3		400	35,000
4873	do	West Side High School	T. J. Gary	Dept..	1	0	2	7	50	49									2		150	
4874	Pendleton	High School	E. B. Conklin	Dept..	2	2	30	30	0	0	4	5	5	2					3		1,000	40,000
4875	Portland	do	T. T. Davis	Dept..	8	13	364	554	0	0					30	83			4		1,350	133,600
4876	Roseburg	do	L. R. Traver	Dept..	1	0	18	23	0	0	2	1	3	1					4		500	
4877	Salem	do	D. W. Yoder, supt	Dept..	1	2	20	48	0	0					10	22					250	
4878	Springfield	do	W. M. Sutton, B. S. D	Dept..	1	0	9	6	0	0					0	4	0	2	2			4,000
4879	The Dalles	do	J. S. Landers	Dept..	2	1	51	69	0	0	4	3	5	4	3	9	3	2	4		205	36,000
4880	Union	do	A. C. Strange	Dept..	2	0	30	50	0	0					2	10	1	1	3		240	16,000
	PENNSYLVANIA.																					
4881	Abington	High School	Miss Bessie D. Stewart	Dept..	1	2	20	24	0	0					4	6			2		250	
4882	Alexandria	do	Edwin R. Keedy, A. B	Dept..	1	0	16	16	0	0	1	0	1	0	5	3	2	0	3			6,000
4883	Allegheny	do	Jas. E. Morrow	Dept..	14	8	252	377	0	0					36	59	5	7	4		250	350,000
4884	Allentown	do	J. Hiram Schwartz	Dept..	6	4	165	180	0	0	13	2	2	0	24	54	15	5	3		1,000	50,000
4885	Altoona	do	G. D. Robb	Dept..	4	7	143	245	0	0	4	3	10	6	12	36	6	8	4			58,000
4886	Alverton	East Huntingdon Township High School.	P. D. Reinhart	Dept..	2	0	20	25	0	0	4	2	5	2	3	5	3	2	3			10,000
4887	Ambler	High School	Warren R. Rahn, M. E	Dept..	1	1	13	15	0	0					0	3			3		300	25,000
4888	Apollo	do	I. L. Smith	Dept..	1	2	15	25	0	0					4	14	4	2	3			
4889	Archbald	do	William A. Kelly	Dept..	1	1	3	12	0	0					3	2			4		500	2,900
4890	Ardmore	Lower Merion High School.*	Charles Moshen	Dept..	3	2	40	65	0	0					10	8	3	5	4		250	
4891	Arnold	High School	J. L. Spiegel	Dept..	1	1	17	17	0	0	1	0							2		1,300	14,000
4892	Ashbourne	Cheltenham High School.	W. F. Ziegler	Dept..	3	1	19	33	0	0	5	3			2	11	2	0	3		550	8,000
4893	Ashland	High School	S. H. Clair	Dept..	1	1	33	43	0	0					4	11			3		1,100	26,000
4894	Ashley	do.*	Gershon Crump	Dept..	1	2	11	49	0	0					1	12			3			55,000
4895	Atglen	do.*	Ralph F. Channell	Dept..	1	0	8	19	36	50					0	1			1		25	6,000
4896	Athens	do	J. P. Robinson	Dept..	2	2	32	95	0	0					3	13	1	9	4		800	
4897	Austin	do	Elmer Burlingame	Dept..	1	1	12	20	0	0									2		300	5,000
4898	Bainbridge	do	H. S. Brinser	Dept..	1	1	15	17	0	0												
4899	Bangor	do	William H. Lindeman	Dept..	4	0	52	71	0	0					5	7			4		700	60,000
4900	Bath	do	G. A. Weber, M. E	Dept..	1	0	9	9	67	64									2		200	8,000
4901	Beaumont	do	James N. McCreary	Dept..	1	1	16	18	0	0									3			
4902	Beaver	do	Benjamin Evans	Dept..	2	1	33	55	0	0	1	0	2	5	4	8	4	8	4		1,000	
4903	Beaverfalls	do	Walter S. Hertzog	Dept..	3	1	38	86	0	0	4	10	4	5	2	14	2	8	4		300	
4904	Bedford	do	D. C. Stunkard	Dept..	3	0	21	39	0	0			1	2	3	5			4		800	40,000
4905	Bellefonte	do	John D. Meyer, A. M	Dept..	3	1	53	72	0	0	8	5	3	0	8	6	4	3	4		765	25,000
4906	Bellwood	do	John A. Hindman	Dept..	1	0	9	17	11	20									3		250	20,000
4907	Benton	do.*	C. L. Hirleman	Dept..	1	0	21	19	0	0					3	9			2		100	2,500
4908	Berlin	do	A. B. Cober	Dept..	1	0	6	11	0	0	0	2	1	0					3		300	2,000
4909	Bernville	do	William L. Pflueger	Dept..	1	0	16	12	0	0	2	1									249	2,400
4910	Berrysburg	Seminary	Frank D. Keboch	Dept..	1	0	16	27	26	28									4		250	3,000
4911	Berwick	High School	Chas. H. Winder	Dept..	2	1	30	59	0	0	2	0	2	3	7	5	2	3	4			45,000
4912	Berwyn	Easttown High School	J. Alexander Clarke, A. M.	Dept..	3	1	28	22	0	0					2	0	2	0	4		700	
4913	Bethlehem	High School	John E. Stoeker	Dept..	3	0	33	39	0	0			7	0	9	12	6	0	3		300	
4914	do	West Bethlehem High School.	Chas. T. Bender	Dept..	2	0	19	18	0	0					5	5	3	0	3		150	

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
4915	Birdsboro	High School	J. A. Grier	Dept.	1	0	16	28	0	0	....	....	....	....	1	0	....	....	3	....	325	$25,000
4916	Bismarck	Central High School	R. P. Wolfersberger	Dept.	1	0	8	10	0	0	....	....	....	....	2	6	....	....	3	....	130	.....
4917	Blairsville	High School	J. P. Archibald	Dept.	1	1	15	35	0	0	....	....	....	....	....	....	....	....	4	....	100	35,000
4918	Blooming Valley	.....do	W. L. Metzenbaeher	Dept.	1	0	6	8	21	21	....	....	....	....	3	6	....	....	2	....	25	4,000
4919	Bloomsburg	.....do	L. P. Sterner	Dept.	4	1	64	76	0	0	3	3	4	0	7	16	1	3	4	....	750	.....
4920	Blossburg	.....do	H. F. Walker	Dept.	1	2	15	29	28	35	....	....	....	....	0	4	....	....	3	....	600	20,000
4921	Bluebell	Whitpain High School	W. D. Beyer	Dept.	1	0	10	10	0	0	....	....	....	....	2	2	....	....	3	....	224	.....
4922	Boalsburg	High School*	Chas. C. Hower, A. B	Dept.	1	0	3	3	20	13	1	0	1	1	....	....	....	....	3	....	.....	5,000
4923	Boyertown	.....do	Samuel I. Henry	Dept.	1	0	16	18	0	0	....	....	....	....	3	8	....	....	3	....	300	20,650
4924	Braddock	.....do	James Edgar Little	Dept.	2	3	41	64	0	0	10	15	2	0	5	4	2	2	4	....	150	.....
4925	.....do	North High School	S. R. McClure	Ind.	2	0	19	38	0	0	....	....	2	1	....	....	....	....	3	....	.....	.....
4926	Bradford	High School	A. E. Colegrove	Dept.	4	6	133	227	0	0	....	....	....	....	20	40	5	5	4	....	600	50,000
4927	Bridgeport	.....do	W. N. Lehman	Dept.	1	0	14	15	0	0	....	....	....	....	4	5	....	....	3	....	200	35,000
4928	Bristol	.....do	Miss Mary E. Watson	Dept.	0	2	4	18	20	25	....	....	....	....	2	2	....	....	3	....	.....	.....
4929	Brockwayville	.....do	R. H. Longwell	Dept.	2	0	8	22	0	0	2	0	1	1	5	9	....	....	2	....	416	6,000
4930	Brookville	.....do	S. E. Downs	Dept.	3	0	9	29	0	0	....	....	....	....	....	....	....	....	4	....	500	.....
4931	Brownsville	Union High School	S. Grant Miller	Dept.	1	1	15	10	0	0	5	3	....	....	2	0	2	0	3	....	800	.....
4932	Burgettstown	Union and High School	David A. Brown	Dept.	1	0	1	14	0	0	....	....	....	....	....	....	....	....	2	....	300	.....
4933	Burlingame	South Williamsport High School.	George H. Fulmer	Dept.	2	1	17	16	0	0	....	....	3	2	8	3	1	0	3	....	400	7,000
4934	Butler	High School	V. K. Irvine	Dept.	3	4	59	108	0	0	....	....	....	....	10	22	5	4	3	....	1,200	.....
4935	Cambridge Springs	Union and High School*	T. E. Lytle	Dept.	1	1	18	25	0	0	....	....	0	2	1	4	0	1	3	....	150	18,000
4936	Canonsburg	High School	J. M. Shaffer	Dept.	1	2	24	37	0	0	....	....	8	5	3	5	3	2	3	....	450	50,000

4937	Canton	do	Willis L. Rowlands	Dept..	1	2	17	28	0	0	....	....	....	....	2	10	....	....	3	....	.....	20,000
4938	Carbondale	do	W. D. Bryden	Dept..	3	6	74	134	0	0	12	3	3	0	15	21	6	0	4	....	1,500	40,000
4939	Carlisle	Lincoln High School (colored).	J. E. Maxwell	Dept..	1	0	2	16	0	0	....	....	....	....	....	....	....	....	4	....	30	.....
4940	Carnegie	High School	T. J. George	Dept..	1	4	35	47	0	0	3	4	....	....	3	10	3	10	3	....	12	45,000
4941	Catasauqua	do	H. J. Reinhard	Dept..	2	0	20	40	0	0	....	....	....	....	3	12	....	....	3	....	600	40,000
4942	Catawissa	do	C. W. Corbin	Dept..	1	1	27	26	0	0	....	....	....	....	5	1	3	0	4	....	500	18,000
4943	Centerhall	do	Albert T. Ilgen	Dept..	1	0	14	7	0	0	1	1	3	0	1	0	1	0	3	....	21	1,000
4944	Chambersburg	do	Howard J. Benehoff	Dept..	2	2	46	106	6	0	5	10	3	0	6	14	4	3	4	....	1,000	.....
4945	Charlerol	do.*	J. A. Snodgrass	Dept..	0	1	6	21	0	0	....	....	....	....	1	7	....	....	3	....	1,000	.....
4946	Chester	do	Thomas S. Cole	Dept..	2	6	64	126	0	0	5	3	7	0	6	15	5	1	4	....	300	17,000
4947	Christiana	do	H. C. Snyder	Dept..	1	0	10	10	0	0	....	....	....	....	4	1	2	1	3	....	30	2,000
4948	Clarion	do	L. L. Himes	Dept..	2	0	14	17	0	0	3	0	....	....	3	8	....	....	2	....	800	25,000
4949	Clarks Green	South Abington High School.	F. H. Greene	Dept..	1	0	12	13	0	0	....	....	....	....	2	2	....	....	2	....	50	9,000
4950	Clearfield	High School	B. C. Youngman	Dept..	2	2	17	50	0	0	1	1	....	....	2	4	....	....	4	....	250	30,000
4951	Clifton Heights	do	Miss Adella Smith	Dept..	0	1	9	9	0	0	....	....	....	....	3	5	2	0	1	....	.....	.....
4952	Coaldale	do	W. G. Jones	Dept..	1	0	6	6	6	29	....	....	....	....	5	5	....	....	3	....	300	.....
4953	Cochranton	do	George Gulden	Dept..	3	0	20	20	0	0	1	0	1	0	8	6	....	....	2	....	75	4,000
4954	Collegeville	do	A. B. Hess, A. B.	Dept..	1	1	9	18	0	0	8	6	....	....	....	....	....	....	2	....	160	8,000
4955	Columbia	do	Miss Mary Y. Welsh	Dept..	1	3	29	40	0	0	3	1	2	0	3	10	1	1	3	....	400	.....
4956	Conemaugh	do	W. M. Pletcher	Dept..	1	0	5	2	221	218	....	....	....	....	....	....	....	....	2	....	.....	40,000
4957	Conneautville	do.*	C. O. Rundell	Dept..	1	1	27	46	0	0	1	0	1	0	4	6	....	....	4	....	300	25,000
4958	Connellsville	do	Miss Ella Skiff	Dept..	0	3	32	67	0	0	....	....	....	....	8	14	....	....	3	....	800	35,000
4959	Conshohocken	do	J. Horace Landis	Dept..	1	1	22	30	0	0	....	....	....	....	2	7	....	....	3	....	945	12,000
4960	Coopersburg	do	M. N. Huttel	Dept..	1	0	14	25	0	0	1	0	....	....	1	4	1	0	4	....	71	4,000
4961	Coplay	do	W. N. Decker	Dept..	1	0	11	15	0	0	....	....	....	....	0	7	....	....	2	....	800	25,000
4962	Cornwall	do.*	Cyrus Boger	Dept..	1	0	9	17	0	0	....	....	....	....	1	7	....	....	3	....	.....	.....
4963	Corry	do	Mrs. Jennie W. Davis	Dept..	1	4	60	105	0	0	14	9	6	1	5	19	....	....	4	....	400	50,000
4964	Coudersport	do	Clayton I. Halsey	Dept..	2	1	25	48	0	0	1	3	....	....	1	3	1	0	4	....	302	35,000
4965	Cowan	do.*	Milton E. Best	Dept..	1	0	1	5	10	5	....	....	....	....	1	0	....	....	....	....	.....	.....
4966	Curwensville	Patton Graded School	T. A. Hoover	Dept..	1	1	12	29	0	0	....	....	....	....	1	4	1	1	3	....	.....	25,000
4967	Damascus	High School	F. J. Niles	Dept..	2	1	28	37	20	25	....	....	14	6	1	1	1	0	3	....	250	4,500
4968	Danville	do	U. L. Gordy	Dept..	2	1	49	52	0	0	....	....	....	....	4	6	4	3	4	....	.....	.....
4969	Darby	Borough High School	Chas. P. Sweeny	Dept..	1	1	32	34	0	0	....	....	1	2	1	1	1	1	4	....	.....	.....
4970	Dauphin	High School	William Minsker	Dept..	1	1	16	21	0	0	....	....	....	....	1	9	....	....	4	....	14	.....
4971	Delano	do	J. M. Schropc	Dept..	1	1	8	12	0	0	....	....	....	....	....	....	....	....	3	....	500	15,000
4972	Delaware Water-gap.	do	William S. Lesh	Dept..	1	0	11	6	3	11	....	....	....	....	1	0	....	....	3	....	350	2,500
4973	Delta	do	E. B. Barnett	Dept..	1	0	19	20	0	0	1	0	....	....	0	4	....	....	3	....	100	7,500
4974	Denver	East Cocalico High School	H. G. Shimp	Dept..	2	0	5	4	40	32	....	....	....	....	....	....	....	....	3	....	.....	.....
4975	Derrick City	High School *	H. M. Griffith	Dept..	1	0	5	17	50	58	....	....	....	....	0	5	....	....	2	....	.....	700
4976	Dorraneeton	do	David Wiant	Dept..	1	1	19	24	0	0	....	....	....	....	3	3	....	....	3	....	178	36,000
4977	Downingtown	do	John R. Hunsicker	Dept..	2	0	18	19	0	0	....	....	1	0	5	5	1	0	3	....	50	10,000
4978	Dubois	do	B. G. Smith	Dept..	1	3	46	98	0	0	1	0	4	2	4	8	2	1	4	....	.....	.....
4979	Dunbar	do	R. M. Carroll	Dept..	1	1	10	30	0	0	2	3	1	2	3	11	....	....	2	....	300	10,000
4980	Duncannon	do	Wm. I. Book	Dept..	1	0	17	13	0	0	2	1	1	0	3	3	2	1	3	....	500	.....
4981	Dunmore	do	R. N. Davis	Dept..	2	2	50	70	0	0	....	....	....	....	4	13	....	....	3	....	400	.....
4982	Duquesne	do	A. V. McKee	Dept..	1	1	21	45	9	16	....	....	2	6	2	8	1	2	3	....	.....	.....
4983	Duryea	do	F. J. Regan	Dept..	1	3	55	101	0	0	2	8	....	....	3	9	1	4	4	....	500	23,000
4984	East Brady	do	R. M. Blose	Dept..	1	0	5	12	0	0	....	....	....	....	0	2	....	....	3	....	250	.....

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
4985	East Mauch Chunk	High School	P. H. McCabe	Dept.	1	2	20	20	0	0					2	7			3			
4986	Easton	do	B. F. Sandt	Dept.	11	2	168	219	0	0	16	8	27	4	38	54	16	0	4		400	$95,000
4987	do	South Side High School *	W. S. Gruver	Dept.	3	0	41	48	0	0	3	0	2	0	7	12	2	0	4		400	
4988	East Smithfield	High School *	Geo. A. Leonard	Ind.	1	0	5	6	50	60									2			2,000
4989	East Stroudsburg	do	H. L. Reber	Dept.	2	0	8	34	0	0			2	0	4	13	2	0	3		300	25,000
4990	Ebensburg	do	H. T. Jones	Dept.	2	0	23	23	0	0					4	9	1	0	2			30,000
4991	Edwardsdale	Edwardsville High School	J. O. Hermann	Dept.	1	1	15	16	0	0					4	4			3		175	28,000
4992	Eldred	Borough High School	Geo. E. Zerfoss	Dept.	1	1	31	49	0	0	1	0			5	6	1	0	4		200	12,000
4993	Elizabeth	High School	R. G. Miller	Dept.	1	1	9	18	0	0					1	3			3			20,000
4994	Elizabethtown	do	E. E. Sloat	Dept.	2	0	21	25	0	0					2	5			3		50	
4995	Elkland	do	Marion F. Cass	Dept.	1	0	10	19	0	0					2	0			4		130	4,000
4996	Elk Lick	Salisbury High School	Virgil R. Saylor	Dept.	1	0	7	11	0	0	0	2			1	4	0	1	2			
4997	Elysburg	Ralpho District High School.	Eugene K. Richard	Dept.	2	0	11	14	14	12					0	4			3		141	
4998	Emaus	High School *	W. H. Unangst	Dept.	1	0	25	14	0	0					5	5			3			25,000
4999	Emlenton	do	E. D. Carothers	Dept.	1	1	19	29	0	0	0	2	1	0	1	8			3		600	22,000
5000	Emporium	do	Call P. Bastian	Dept.	1	1	17	43	32	48					2	5			4		300	
5001	Ephrata	Borough High School	H. E. Gehman	Dept.	1	1	18	21	0	0					4	4			4		285	31,000
5002	Erie	High School	Jno. C. Diehl	Dept.	6	13	216	317	0	0					28	50			4		800	
5003	Everett	do	H. L. Rinehart	Dept.	1	1	24	33	0	0	1	0			7	10	1	0	3		300	18,000
5004	Fairfield	do	Chas. A. Landis	Dept.	1	0	5	6	29	32					2	3			1		50	800
5005	Fleetwood	do.*	F. W. Balthaser	Dept.	1	0	4	3	16	8									3		165	7,000
5006	Flemington	do	Ira N. McCloskey	Dept.	1	1	21	32	0	0	1	1			3	7	1	1	4		30	6,500
5007	Forest City	do	C. T. Thorpe	Dept.	1	1	16	42	0	0	2	0			8	7	2	0	3			

5008	Frackville	do	I. G. Miller	Dept.	1	1	31	44	0	0			2	2	3	6	1	0	4		1,200	2,000
5009	Franklin	do	Chas. E. Lord	Dept.	2	2	57	101	0	0	8	2	2	2	8	16	4	4	4		200	
5010	Freedom	do	J. G. Hillman	Dept.	2	0	9	15	0	0									3			
5011	Freeport	do	Chas. T. Culp	Dept.	1	1	22	21	0	0	1	0			5	4			3		500	15,000
5012	Gallitzin	do	R. H. Biter	Dept.	1	0	10	17	0	0									3			25,000
5013	Gettysburg	do	J. D. Hunter	Dept.	1	1	14	26	14	24	2	3			4	15	2	3	3		700	25,000
5014	Girard	do	James I. McLallen	Dept.	2	0	15	20	0	0	8	7			3	5			3		50	6,000
5015	Glen Olden	do	A. F. K. Krout	Dept.	1	0	10	10	64	56	3	5							3		100	9,000
5016	Great Bend	do	John L. Richards	Dept.	1	1	12	29	0	0	3	3			6	14	2	1	2		100	5,000
5017	Greencastle	do	Wm. D. Smiley	Dept.	2	0	13	20	0	0	0	2			0	2			3		425	
5018	Greensburg	do	C. E. Heller	Dept.	2	2	27	40	0	0	6	1			4	6	4	1	4		2,000	
5019	Greenville	do	Miss Susan A. Leet	Dept.	1	2	35	67	0	0	3	5	1	0	3	8			4		271	
5020	Halifax	do	W. M. Yeingst	Dept.	1	0	15	10	40	53	4	3	5	0	2	2	2	4			154	8,800
5021	Hamburg	do	E. J. Conner	Dept.	1	0	24	20	0	0	1	0	1	0	8	7	2	0	3		600	25,000
5022	Hanover	Eichelburg High School	Thos. F. Chrostwaite	Dept.	3	1	47	51	0	0	15	5	5	0	9	13	6	3	3	32	1,100	35,000
5023	Harmonsburg	Summit High School	G. R. Findley	Dept.	1	0	13	8	0	0					0	3			3		170	2,200
5024	Harrisburg	High School	Samuel A. Baer	Dept.	14	8	278	381	0	0	75	65	45	40	32	31	14	10	4		2,000	145,000
5025	Hartstown	do	C. D. Hazen	Dept.	1	0	10	4	20	31	3	1	2	0	3	1	3	1	2		15	800
5026	Hatboro	do.*	W. J. Zieders	Dept.	1	2	5	10	45	70					3	3			3		150	9,000
5027	Hawley	do	Mark Creasy	Dept.	2	0	10	24	0	0	2	2			1	7	0	1	3		600	15,000
5028	Hazleton	do.*	J. Donald Geist, A. M.	Dept.	1	5	71	92	0	0	11	11			12	25			3		700	
5029	Hellertown	do	A. I. Reinhard, A. B	Dept.	1	0	17	7	0	0	2	2	2	0	7	0	1	0	3		250	4,000
5030	Highspire	do	P. E. Mathias	Dept.	1	0	5	6	11	11											72	
5031	Hokendauqua	do.*	M. P. Reagle	Dept.	1	0	9	9	16	15					3	6			2		100	20,000
5032	Hollidaysburg	do	I. D. Metzger	Dept.	2	1	35	43	0	0	0	5			1	8	0	5	4		525	40,000
5033	Homestead	do	Mrs. L. P. Williams	Dept.	2	4	49	81	0	0					4	14			4		500	55,000
5034	Honesdale	do	Thos. S. March	Dept.	2	2	46	75	0	0	0	3	3	0	5	7	1	0	4		2,800	35,000
5035	Houtzdale	do	Geo. W. Baker	Dept.	1	0	12	15	0	0	2	1			2	0			4		250	
5036	Hughesville	do	J. G. Dundore	Dept.	1	0	12	14	0	0			0	2	0	3	0	2	3		450	14,000
5037	Hummelstown	do	Chas. C. Grove	Dept.	1	1	12	25	0	0					1	3			3		150	16,000
5038	Huntingdon	do	Jas. S. Adams	Dept.	3	1	73	113	0	0	1	0			9	16			4			
5039	Hyndman	do	David F. Enoch	Dept.	2	0	16	30	0	0	2	2			3	10			3		100	6,000
5040	Independence	Township High School	R. E. Horner, M. E.	Dept.	1	0	5	14	6	9									3		65	800
5041	Jeannette	High School	Jno. W. Anthony	Dept.	2	1	9	34	0	0	3	2			3	10	2	2	3		200	12,000
5042	Jenkintown	do	S. S. Barr	Dept.	1	0	7	16	0	0					1	4			3		90	10,000
5043	Jermyn	do	H. N. Barrett	Dept.	1	1	24	43	0	0			1	0	2	5			4		375	20,000
5044	Jersey Shore	do	H. H. Weber	Dept.	1	1	24	48	0	0					3	7	1	1	3		500	
5045	Johnstown	do	William F. Long	Dept.	4	5	74	150	0	0	8	4	4	3	3	20	3	2	4		600	
5046	Kane	do	Fred S. Breed	Dept.	2	3	41	68	0	0	0	2			2	18	0	10	4			
5047	Kingston	do	George Evans	Dept.	1	1	17	16	0	0					5	1			3			
5048	Kipple	Juniata High School	Howard R. Myers	Dept.	1	1	9	18	0	0					4	1			3		500	
5049	Kittanning	High School	D. R. Sumstine	Dept.	2	0	11	14	0	0	3	2							3		1,400	
5050	Knoxville	Graded School	F. H. Gaige	Dept.	1	2	40	46	0	0					4	12	3	8	2		200	18,000
5051	Kutztown	High School	D. B. Linderman	Dept.	1	0	15	15	13	14	2	1							4		51	25,900
5052	Laceyville	Braintrim High School	B. F. Michael	Dept.	2	0	8	11	12	11					1	1			2		150	3,600
5053	Lancaster	Boys' High School*	J. P. McCaskey	Dept.	4	2	164	0	0	0					24	0	7	0	3			
5054	do	Girls' High School	Miss S. H. Bundell	Dept.	2	7	0	266	0	0					0	42			4			47,000
5055	Lansdale	High School	H. Horace Beidler	Dept.	1	2	23	35	0	0					1	0			3		537	51,000
5056	Lansdowne	do	Miss H. Emilie Groce	Dept.	0	6	30	64	0	0	1	3			1	15	0	2	4		2,500	52,000
5057	Lansford	do	A. J. Harbaugh	Dept.	2	0	18	34	0	0			7	0	6	7	3	0	3		500	
5058	Latrobe	do	A. A. Streng	Dept.	3	1	18	21	0	0	4	6	2	0	1	1			4		500	36,725

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
5059	Lebanon	High School	Chas. K. Witmer, A. M	Dept.	4	2	60	90	0	0	5	2	5	3	5	18	3	2	4			
5060	Leechburg	do	S. C. Hepler	Dept.	3	0	9	21	0	0					0	5			3		500	$20,000
5061	Lehighton	do	A. L. Custer	Dept.	2	0	29	48	0	0	2	4	3	2	5	17	2	1	3		250	
5062	Lewisburg	do	B. R. Johnson	Dept.	1	2	42	43	0	0	3	5	3	4	9	18	3	8	3		480	25,000
5063	Lewistown	do.*	Wm. F. Kennedy	Dept.	2	1	32	67	0	0	0	5	5	0	2	6	2	3	4		200	40,000
5064	Linesville	do	W. D. Wright, B. S	Dept.	1	0	20	14	0	0					9	6			2		150	8,000
5065	Lititz	do	G. Herman Goetz	Dept.	2	1	32	29	0	0	9	3			14	11	9	3	3		624	9,000
5066	Liverpool	do	F. A. Hamilton	Dept.	1	0	10	16	0	0									3		365	
5067	Loag	Central High School	Ira D. McCord	Dept.	1	1	14	13	0	0					2	3			3			
5068	Lockhaven	High School	C. G. Cleaver	Dept.	2	2	52	104	0	0			3	1	3	4	3	0	4		430	
5069	Luzerne	do	F. M. Davenport	Dept.	1	1	23	34	0	0			2	3					3		325	40,000
5070	Lykens	do	Ira S. Wolcott	Dept.	1	1	11	25	0	0					2	8			4		400	17,000
5071	McDonald	do	Louis F. Lutton	Dept.	1	1	12	17	0	0			5	2	1	1	1	0	3		405	
5072	McEwensville	Academy	E. G. A. Cline	Dept.	1	1	14	16	16	14									4		350	
5073	Macungie	High School*	W. N. Decker	Dept.	1	0	11	6	0	0	1	0							2		121	2,500
5074	Mahanoy City	do	Calvin D. Yost	Dept.	2	1	50	86	0	0					6	17			4		1,800	
5075	Manheim	do	B. F. Heiges	Dept.	1	1	27	19	33	41					3	10			4		600	
5076	Marcushook	Grammar School	Wallace E. Bartholomew	Dept.	1	0	9	7	0	0					1	1			3		60	15,000
5077	Marienville	High School	C. E. Whitchill	Dept.	2	0	16	25	0	0	0	1	1	0	2	6	1	1	3		700	10,000
5078	Marietta	do	M. W. Metzger	Dept.	1	1	9	33	0	0					0	8			4		100	30,000
5079	Martinsburg	do	E. S. Kagarise	Dept.	1	0	9	14	49	48					3	4			2		10	3,500
5080	Marysville	do	J. O. Gray	Dept.	1	0	16	13	0	0			3	0	4	0	4	0	4		100	
5081	Mauchchunk	do	James J. Bevan	Dept.	2	2	40	46	0	0					12	5	12	5	4		450	50,000
5082	Mayfield	do	D. H. Krise	Dept.	1	0	9	17	0	0			1	0	2	1	1	0	2		100	15,000

5083	Meadville	do	Miss E. R. Haxton	Dept..	1	9	140	240	0	0	....	....	....	....	5	7	5	7	4	....	575	.....
5084	Mechanicsburg	do	E. R. Barclay	Dept..	1	2	32	46	0	0	3	9	2	0	2	8	1	2	4	....	300	.....
5085	Media	do	Leon H. Watters	Dept..	1	2	32	43	0	0	9	3	....	....	5	5	2	2	4	....	500	25,000
5086	Mercer	do.*	F. W. Magee	Dept..	3	1	19	55	0	0	6	12	....	....	3	16	1	4	3	....	.....	.....
5087	Meyersdale	do	George W. Gilmore	Dept..	3	0	23	54	0	0	....	....	....	....	1	6	0	1	4	....	150	.....
5088	Middletown	do	L. B. Nye, M. E	Dept..	1	2	28	31	0	0	1	0	....	....	5	7	1	0	3	....	400	.....
5089	Mifflinburg	do	Calvin R. Neff	Dept..	1	1	19	26	7	6	2	0	1	0	3	2	2	0	3	....	200	.....
5090	Mifflintown	do	Wm. C. Donnelly	Dept..	1	0	13	16	0	0	....	....	....	....	....	....	....	....	2	....	20	4,000
5091	Milford	do	John C. Watson	Dept..	2	0	9	13	0	0	....	....	....	....	2	3	....	....	2	....	.....	.....
5092	Millersburg	do	Landis Tanger	Dept..	1	2	30	32	0	0	4	3	....	....	7	6	4	2	4	....	300	.....
5093	Millhall	do	John W. Hoffman	Dept..	1	0	7	21	0	0	....	....	....	....	1	4	....	....	3	....	.....	.....
5094	Millville	do	S. J. Johnston	Dept..	1	0	16	13	45	49	....	....	....	....	....	....	....	....	....	....	20	.....
5095	Milroy	Armagh Township High School.	James T. Baker, Ph. M	Dept..	2	0	9	22	0	0	2	2	....	....	....	....	....	....	4	....	300	15,000
5096	Milton	Borough High School	Mrs. Jennie Robinson	Dept..	3	1	43	50	0	0	8	1	....	....	5	12	5	1	4	....	1,500	10,000
5097	Minersville	High School	H. H. Spayd	Dept..	2	1	44	48	0	0	....	....	....	....	2	3	....	....	3	....	550	.....
5098	Monongahela	do	W. W. Goodwin	Dept..	1	0	8	16	0	0	....	....	....	....	0	8	....	....	2	....	300	.....
5099	Monroeton	do	A. H. Updyke	Dept..	1	0	3	4	66	62	0	1	....	....	0	3	0	1	3	....	125	8,000
5100	Montoursville	do	Edgar Reed	Dept..	1	0	10	24	0	0	1	0	....	....	....	....	....	....	4	....	400	.....
5101	Morrisville	Wm. E. Case High School.	Walter E. Watson	Dept..	1	0	6	4	8	9	....	....	....	....	3	3	....	....	3	....	66	26,000
5102	Mosiertown	High School	E. S. Stanford	Dept..	1	1	3	3	11	27	0	1	....	....	....	....	....	....	3	....	.....	500
5103	Mountaindale	Rende Township High School.	D. M. Hetrick	Dept..	1	0	9	13	0	0	....	....	....	....	2	1	....	....	4	....	20	5,000
5104	Mount Carmel	High School	C. D. Oberdorf	Dept..	3	2	40	50	0	0	4	0	....	....	11	9	3	0	3	....	700	30,000
5105	Mount Jackson	Township High School	Edw. Taylor Daugherty	Dept..	2	0	21	40	0	0	....	....	....	....	4	7	3	1	4	....	200	.....
5106	Mount Joy	High School*	E. R. Barclay	Dept..	1	1	25	24	30	25	4	1	1	0	5	2	5	1	4	....	500	2,500
5107	Mount Pleasant	do	W. G. Kintigh	Dept..	0	2	14	25	0	0	....	....	....	....	1	6	1	2	3	....	700	.....
5108	Mount Union	do.*	C. V. L. Diener	Dept..	1	0	19	26	0	0	....	....	....	....	4	6	....	....	3	....	.....	.....
5109	Muncy	do	G. B. Milnor	Dept..	2	0	30	45	0	0	5	0	....	....	1	11	1	1	4	....	400	38,000
5110	Myerstown	do	Samuel Haak	Dept..	2	0	17	27	7	16	....	....	....	....	3	8	....	....	3	....	420	.....
5111	Nanticoke	do	A. P. Diffendafer	Dept..	2	1	35	52	0	0	....	....	....	....	4	8	....	....	4	....	450	.....
5112	Nazareth	do	Frank Huth	Dept..	2	0	17	15	....	....	2	0	....	....	....	....	....	....	3	....	950	12,000
5113	Nesquehoning	Manch Chunk Township High School.	L. G. Roethlein	Dept..	1	0	10	16	0	0	....	....	....	....	1	5	....	....	3	....	200	20,800
5114	New Bethlehem	High School	S. R. Craig	Dept..	2	0	12	16	0	0	1	2	1	0	6	4	....	....	3	....	600	25,000
5115	New Brighton	do	Miss Mary Aiken	Dept..	1	4	50	85	0	0	....	....	10	20	4	19	2	2	4	....	1,500	.....
5116	Newcastle	do	W. Fowler Burke, M. A.	Dept..	4	4	99	141	0	0	40	60	20	30	8	9	8	9	4	....	1,000	40,000
5117	New Cumberland	do	J. K. Green	Dept..	1	0	11	18	0	0	....	....	....	....	....	....	....	....	3	....	80	12,500
5118	New Holland	do	George Z. Hunter	Dept..	1	0	6	22	0	0	....	....	....	....	0	3	....	....	4	....	175	.....
5119	New Kensington	do	Miss Mary Ashe	Dept..	0	1	5	10	0	0	5	10	....	....	3	3	3	3	2	....	.....	.....
5120	New Paris	do	I. S. Ritchey	Dept..	1	1	12	21	52	52	4	9	8	7	4	6	4	6	....	....	840	12,000
5121	Newport	do	John C. Wagner	Dept..	2	0	30	32	0	0	1	2	....	....	4	4	1	1	3	....	300	.....
5122	Newtown	do	J. M. Hartman	Dept..	1	1	24	32	0	0	....	....	....	....	0	9	....	....	3	....	800	.....
5123	Newville	do	C. C. Shenffer	Dept..	1	0	19	19	0	0	....	....	....	....	2	6	....	....	3	....	.....	15,000
5124	Nicholson	do	Chas. F. Osborne	Dept..	2	0	20	15	0	0	....	....	....	....	0	4	....	....	2	....	.....	12,000
5125	Norristown	do	A. D. Eisenhower	Dept..	3	8	156	226	0	0	....	....	....	....	25	27	11	7	4	....	.....	.....
5126	Northeast	do	I. H. Russell	Dept..	1	4	18	30	0	0	....	....	4	4	1	7	0	2	4	....	500	40,000
5127	Northumberland	do	Myron Geddes	Dept..	1	3	38	55	0	0	....	....	....	....	4	12	3	0	4	....	438	.....
5128	North Wales	do	Geo. R. Markel	Dept..	1	1	14	23	0	0	3	0	....	....	0	3	....	....	2	....	700	.....
5129	Oakmont	do	Homer K. Underwood, M. A.	Dept..	2	0	5	25	0	0	....	....	....	....	10	10	1	10	2	....	.....	.....

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
5130	Oil City	High School	F. J. Turnbull	Dept.	2	6	103	172	0	0	12	8	....	....	8	9	3	1	4	....	.....	.....
5131	Orbisonia	....do	C. Oscar Hawn	Dept.	1	1	13	25	0	0	....	....	....	....	2	3	....	....	4	....	300	$6,000
5132	Orwigsburg	....do	P. W. M. Pressel	Dept.	1	1	20	30	0	0	....	....	....	....	3	5	1	1	4	....	650	30,000
5133	Packerton	....do	J. F. Arner	Dept.	1	0	12	19	0	0	....	....	....	....	1	1	....	....	3	....	100	6,000
5134	Palmyra	....do	J. B. Batdorf	Dept.	1	0	25	15	0	0	3	2	....	....	....	....	....	....	3	....	250	4,500
5135	Parkers Landing	Parker High School	M. A. Milliron	Dept.	1	0	2	11	0	0	....	....	....	....	0	8	....	....	2	....	1,100	15,000
5136	Parryville	High School	Wm. H. Krill	Dept.	1	1	12	23	0	0	1	1	....	....	2	3	1	1	3	....	125	.....
5137	Patterson	....do	W. H. Shemorry	Dept.	1	0	10	12	0	0	....	....	....	....	....	....	....	....	3	....	45	3,000
5138	Patton	....do	B. I. Myers	Dept.	1	1	12	20	0	0	1	0	....	....	1	0	1	0	3	....	500	28,000
5139	Pen Argyl	....do	Arthur Phillips	Dept.	3	0	14	15	0	0	....	....	4	0	2	1	2	0	3	....	462	.....
5140	Perkasie	....do	Albert C. Rutter	Dept.	1	0	17	21	41	30	....	....	2	0	4	5	2	0	3	....	200	.....
5141	Petersburg	....do	M. H. Stephens	Dept.	1	0	7	23	0	0	....	....	....	....	....	....	....	....	4	....	.....	3,500
5142	Philadelphia	Central Manual Training High School.	Wm. L. Sayre	Dept.	18	0	453	0	0	0	2	0	32	0	107	0	....	....	3	....	2,000	75,000
5143	.....do	Commercial High School for Girls.	Miss Emily L. Graham	Dept.	0	31	0	1,207	0	0	....	....	....	....	0	170	....	....	3	....	600	.....
5144	.....do	Girls' High School	Wm. D. Rorer	Dept.	2	64	0	1,669	0	0	0	279	0	28	0	236	0	44	4	....	.....	.....
5145	.....do	Northeast Manual Training High School.	Andrew J. Morrison	Dept.	18	0	426	0	0	0	....	....	30	0	90	0	30	0	3	....	2,125	63,160
5146	Philipsburg	High School	James K. Horton, M. E.	Dept.	2	0	11	17	0	0	1	0	2	0	1	5	1	0	3	....	2,000	30,000
5147	Phoenixville	....do	H. F. Leister	Dept.	2	4	54	69	0	0	....	....	2	0	2	12	....	....	4	....	4,000	.....
5148	Pillow	Uniontown High School *	Arthur R. Deibler	Dept.	1	0	20	23	25	30	....	....	....	....	....	....	....	....	4	....	.....	.....
5149	Pinegrove	High School	G. W. Channell	Dept.	2	2	20	25	0	0	7	0	....	....	3	4	3	0	3	....	1,200	.....
5150	Pittsburg	Central High School	Ed. Rynearson	Dept.	12	11	401	310	0	0	....	....	....	....	41	26	12	6	4	....	3,000	400,000

5151	Pleasantville	High School	Floyd Atwell	Dept.	1	0	8	12	0	0					4	4			2		200	25,000
5152	Plymouth	Borough High School	Edwin H. Scott	Dept.	3	0	26	51	0	0					4	9			3		250	20,000
5153	do	Township High School	Daniel J. Cray	Dept.	1	1	23	38	0	0			9	0	1	8	1	1	3		200	22,000
5154	Port Allegany	High School	J. B. Southard	Dept.	1	1	22	48	0	0	2	3							4		400	18,000
5155	Portland	do	A. D. Wannemaker, A. M	Dept.	1	0	12	20	0	0	1	0			2	3	1	0	4		182	10,000
5156	Pottstown	do	Wm. E. Pollison	Dept.	6	1	90	133	0	0	2	3	4	0	7	25	2	2	4		3,000	40,000
5157	Pottsville	do	S. A. Thurlow	Dept.	2	2	67	66	0	0	6	4	20	0	12	16	7	2	4		600	
5158	Priceburg	do	M. J. Lloyd	Dept.	1	1	14	16	0	0	2	2	2	2	8	4	2	2	4		400	35,000
5159	Punxsutawney	do	Jay F. Snyder	Dept.	2	0	20	40	0	0	5	8			1	3			4		400	30,000
5160	Quakertown	do	S. M. Rosenberger	Dept.	1	1	34	30	0	0					3	3	2	0	3		200	
5161	Quarryville	do	S. Edward Gable	Dept.	1	0	12	20	48	56	2	0			2	6			3		250	5,000
5162	Ramey	do	E. O. Tobias	Dept.	1	0	12	15	0	0					2	1			4		600	8,000
5163	Reading	Boys' High School	Charles S. Foos	Dept.	9	1	267	0	0	0	10	0	80	0	42	0	23	0	4		900	65,000
5164	do	Girls' High School	Miss Mary H. Mayer	Dept.	0	12	0	348	0	0	0	5			0	52	0	3	4		4,000	133,000
5165	Reedsville	High School	Asher Seip	Dept.	1	0	16	8	0	0	2	1	4	0	2	1			3		100	6,000
5166	Renovo	do.*	Miss T. R. Dieffenbach	Dept.	1	3	61	75	0	0			9	5	7	12	1	3	4		700	30,000
5167	Reynoldsville	do	G. W. Lenkerd	Dept.	2	1	12	35	0	0	1	1			2	5	1	1	4			
5168	Richboro	Northampton Township High School.	Donald W. Davis	Dept.	1	0	4	8	11	10	1	0	1	0	2	0	2	0	2		114	
5169	Ridley Park	High School	A. P. Silverthorn	Dept.	1	0	5	5	0	0					0	1			2		1,900	20,000
5170	Roaring Spring	do	J. K. Ritchey	Dept.	2	0	17	16	0	0					3	1	1	0	2		300	12,000
5171	Robesonia	do	Leonard M. Ruth	Dept.	1	0	11	14	0	0					1	0			4		250	
5172	Rochester	do	Rufus Darr	Dept.	1	1	14	41	0	0					3	11	0	4	3		300	
5173	Rome	Borough Graded School	Leon J. Russell	Dept.	1	0	6	3	30	36									2			
5174	Rouseville	Coruplanter Township High School.*	William O. Woodring	Dept.	1	0	17	30	0	0					3	12			3		150	
5175	Royalton	High School*	Jno. R. Geyer, A. B	Dept.	1	0	15	18	0	0					4	1			3		54	3,000
5176	Royersford	do	A. H. Gerberich	Dept.	1	1	9	24	0	0					0	5			4		250	34,000
5177	St. Clair	do.*	Thomas G. Jones	Dept.	0	2	20	40	0	0					5	7			3			
5178	St. Marys	do	A. Leo L. Suhrie	Dept.	2	0	20	20	0	0	5	4	2	0	1	9	1	3	3		500	25,000
5179	St. Petersburg	do	John M. Myers	Dept.	1	0	16	23	0	0					3	4	2	0	3		25	1,500
5180	Saltsburg	Borough High School*	Hugh A. Jackson	Dept.	1	1	15	20	0	0					4	6			3		600	7,000
5181	Saxton	High School	Frank G. Mock	Dept.	1	0	14	22	0	0					0	4			3		75	
5182	Sayre	do	I. F. Stetler	Dept.	2	3	48	90	0	0	3	5	4	2	6	13	2	4	4		200	40,000
5183	Schuylkill Haven	do	H. Day Gise	Dept.	1	1	30	25	0	0	6	0	1	0	8	2	3	0	3		425	
5184	Scottdale	do	E. L. Stoner	Dept.	3	1	28	37	0	0			6	3	8	7	6	3	3		300	50,000
5185	Scranton	do	Willard W. Grant	Dept.	16	9	346	522	0	0	33	17	30	21	42	89	5	4	4			300,000
5186	Selinsgrove	do.*	R. S. Schroyer	Dept.	2	0	26	28	43	41			4	5	3	2			4			
5187	Sellersville	do	W. Reiff Nauman	Dept.	2	0	37	28	0	0			2	0	4	2			3		830	12,000
5188	Sewickley	do	W. E. Borger	Dept.	3	1	23	18	0	0	6	3	4	4	2	1	1	0	3			
5189	Shamokin	do	Jos. Howerth	Dept.	5	2	140	160	0	0	14	3	10	12	20	14	8	8	4		600	75,000
5190	Sharon	do	Marion M. Hoskin	Dept.	1	2	33	43	0	0					1	7			4		1,800	
5191	Sharpsburg	do	C. C. Kelso	Dept.	1	0	2	8	0	0					2	8			1			
5192	Sharpsville	do.*	T. S. Vickerman, A. M	Dept.	2	0	13	18	0	0					4	8			3		1,175	45,000
5193	Sheffield	Union School	A. W. Mumford	Dept.	1	1	14	51	0	0	1	1			1	3			2		800	15,000
5194	Shenandoah	High School	Miss Clara M. Cline	Dept.	2	3	33	69	0	0					8	14	4	0	3		4,110	
5195	Shickshinny	do	Chas. L. Lewis	Dept.	1	1	10	18	0	0									3		12	10,000
5196	Shippensburg	do	J. Hall App	Dept.	2	1	40	35	0	0	2	0			8	6	2	0	4		60	25,000
5197	Slatington	do	Frank J. Stettler	Dept.	2	0	17	34	0	0			2	3	5	10			3		500	40,000
5198	Sligo	do.*	John M. Myers	Dept.	1	0	18	13	52	62	4	2			2	0	1	0	3		150	1,500
5199	Smethport	do	H. H. Foster	Dept.	1	1	15	41	0	0	2	3	1	1	1	4	1	1	3			30,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.										College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.							
											Classical course.		Scientific course.									
					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.																					
5200	Somerset	High School	D. W. Seibert	Dept..	3	0	24	60	0	0	....	....	....	....	4	9	....	....	3	....	600	$20,000
5201	Southampton	Township High School	Chas. T. Windle	Dept..	1	0	10	12	14	16	....	....	....	....	1	3	....	....	3	....	400	6,000
5202	South Bethlehem	Central High School	J. B. Krause	Dept..	4	1	60	58	0	0	....	....	5	2	6	7	5	2	4	....	215	40,000
5203	South Waverly	High School	James N. Muir	Dept..	1	1	16	19	0	0	....	....	....	....	2	1	....	....	4	....	200	.....
5204	Spartansburg	do.*	P. D. Blair	Dept..	1	0	14	23	40	36	....	....	....	....	4	4	....	....	3	....	.....	.....
5205	Springboro	do.*	W. H. Kopf	Dept..	1	1	23	25	0	0	....	....	....	....	2	2	2	1	4	....	50	6,500
5206	Spring City	do	Jacob K. Jones	Dept..	1	1	25	30	24	42	....	....	....	....	3	3	....	....	4	....	200	25,000
5207	Spring Mills	do	D. M. Wolf	Dept..	1	0	27	10	40	43	6	0	3	0	....	....	....	....	....	....	.....	.....
5208	Starrucca	do.*	H. H. Rounds	Dept..	1	0	4	6	31	34	....	....	....	....	3	0	....	....	....	....	.....	.....
5209	Steelton	do	Chas. S. Davis	Dept..	5	1	78	95	0	0	2	3	3	0	....	....	....	....	4	....	2,700	.....
5210	Stoneboro	do	H. M. Tarr	Dept..	1	0	9	15	0	0	....	....	....	....	3	3	....	....	3	....	.....	6,000
5211	Strafford	do	R. S. Macnamee	Dept..	1	0	8	12	0	0	....	....	....	....	4	2	....	....	3	....	200	3,500
5212	Strasburg	do	Edwin Brown	Dept..	1	0	14	13	0	0	....	....	....	....	3	2	....	....	3	....	650	12,000
5213	Sugargrove	do	L. J. Holmes	Dept..	1	0	4	12	0	0	....	....	....	....	1	1	....	....	1	....	400	.....
5214	Summithill	do	Wm. H. Weiss	Dept..	1	0	9	18	0	0	1	1	1	0	5	6	3	1	3	....	50	20,000
5215	Sunbury	do	H. N. Conser	Dept..	5	2	105	146	0	0	2	0	8	0	19	24	3	0	4	....	1,200	.....
5216	Susquehanna	do	I. L. Twilley	Dept..	1	2	11	28	0	0	2	3	....	....	0	1	....	....	4	....	200	25,000
5217	Tamaqua	do	J. F. Derr	Dept..	2	0	38	62	0	0	....	....	....	....	8	15	....	....	4	....	.....	45,000
5218	Tarentum	do	A. D. Endsley	Dept..	3	1	19	44	0	0	1	2	5	7	4	7	4	4	3	....	.....	36,000
5219	Terrehill	do	I. B. Good	Dept..	1	0	6	5	76	76	4	2	....	....	....	....	....	....	3	....	103	7,000
5220	Thorndale	do	Will S. Irey	Dept..	1	0	11	6	12	7	....	....	....	....	1	1	....	....	3	....	.....	.....
5221	Tidioute	do	E. J. Robinson	Dept..	1	1	10	16	0	0	....	....	....	....	1	5	....	....	4	....	3,000	.....
5222	Tiona	do	Harry Brown	Dept..	1	0	3	2	44	43	....	....	....	....	1	2	....	....	1	....	50	.....
5223	Tionesta	do	R. N. Speer	Dept..	1	1	12	18	0	0	....	....	....	....	3	6	....	....	3	....	200	.....

5224	Titusville	do	H. D. Hopkins, A. M	Dept..	2	5	58	97	33	48	0	5	2	0	11	14	1	2	4	....	250	35,000
5225	Tobyhanna	do	W. E. Brown	Dept..	1	0	10	12	61	63	....	....	....	....	2	3	1	0	2	....	40	4,500
5226	Towanda	do	H. G. Padget	Dept..	2	3	50	61	0	0	....	....	2	0	3	7	2	2	4	....	....	.....
5227	Tower City	do.*	D. F. Detter, M. E	Dept..	1	0	26	13	0	0	....	....	....	....	3	6	....	....	3	....	500	20,000
5228	Townville	do.*	Victor J. Free	Dept..	1	0	22	18	0	0	....	....	....	....	6	3	5	1	3	....	100	5,000
5229	Tremont	Borough High School	J. J. Behney, A. M	Dept..	1	1	20	16	0	0	....	....	....	....	2	3	....	....	4	....	800	28,000
5230	Trevorton	High School	P. S. Bergstresser	Dept..	1	0	11	18	6	13	....	....	....	....	1	0	....	....	4	....	65	6,000
5231	Troy	do	Chas. H. Gardinier	Dept..	1	2	40	43	0	0	1	1	8	5	4	5	2	1	4	....	1,400	28,000
5232	Turbotville	do.*	Geo. E. Reynolds	Dept..	2	1	20	7	0	0	2	1	....	....	4	1	2	1	4	....	.....	.....
5233	Turtlecreek	Union High School	W. G. Gans	Dept..	2	1	32	35	0	0	....	....	....	....	12	8	6	1	3	....	2,500	.....
5234	Tyrone	High School	I. C. M. Ellenberger	Dept..	4	1	57	93	0	0	2	1	4	3	9	8	2	1	4	....	500	.....
5235	Ulysses	Lewisville High School	Alvin M. Whitney	Dept..	1	1	10	15	0	0	0	2	4	3	2	0	2	0	4	....	200	.....
5236	Union City	High School	S. C. Humes	Dept..	1	2	25	45	0	0	....	....	....	....	1	10	....	....	4	....	585	16,000
5237	Uniontown	do	Lee Smith	Dept..	1	2	32	47	0	0	....	....	5	4	6	11	5	4	3	....	1,000	.....
5238	Unionville	do	Ralph F. Channell	Dept..	1	0	9	14	52	56	....	....	....	....	....	....	....	....	4	....	60	.....
5239	Upland	do	J. Fred Parsons	Dept..	1	0	9	9	0	0	1	1	1	0	2	5	1	0	2	....	404	10,000
5240	Vandergrift	do	Miss Ada McCandless	Dept..	1	1	18	27	0	0	....	....	....	....	....	....	....	....	3	....	100	.....
5241	Venango	Borough High School	J. B. Torry	Dept..	1	0	12	14	23	26	....	....	....	....	3	3	....	....	2	....	.....	3,600
5242	Verona	High School	W. P. Stewart	Dept..	1	0	7	11	0	0	....	....	....	....	4	6	....	....	2	....	50	30,000
5243	Wakefield	Fulton Township High School.*	Miss Ella V. Townsend	Ind...	0	1	23	15	0	0	....	....	....	....	....	....	....	....	....	....	24	.....
5244	Warren	High School*	W. L. MacGowan	Dept..	6	6	99	200	0	0	....	....	....	....	12	22	5	3	4	99	.....	.....
5245	Waterford	do	Samuel B. Bayle	Dept..	2	2	48	66	0	0	10	15	9	11	2	3	2	2	4	....	500	10,000
5246	Watsontown	do	A. A. Killian	Dept..	1	1	19	40	0	0	1	0	....	....	3	3	1	0	4	....	600	10,000
5247	Waverly	do	R. M. Archibald	Dept..	1	0	18	16	51	59	2	1	1	0	5	2	3	1	3	....	500	12,000
5248	Wayne	Radnor High School	George H. Wilson	Dept..	1	3	35	33	0	0	....	....	14	9	0	3	0	3	4	....	200	.....
5249	Waynesboro	High School	J. H. Reber, Ph. D	Dept..	3	1	31	53	0	0	....	....	....	....	2	3	....	....	4	....	500	32,500
5250	Weatherly	do.*	G. W. Hemminger	Dept..	1	1	22	31	0	0	....	....	....	....	1	7	....	....	4	....	.....	.....
5251	Weissport	do	A. A. Knoebel	Dept..	1	0	2	5	11	19	....	....	....	....	....	....	....	....	3	....	.....	6,000
5252	Wellsboro	do	Henry E. Raesly	Dept..	2	2	73	94	0	0	....	....	3	5	8	18	4	6	4	....	.....	.....
5253	Wernersville	do	W. A. Stricker	Dept..	1	0	15	13	50	40	1	2	....	....	3	4	....	....	3	....	500	8,000
5254	Westchester	do	Addison L. Jones	Dept..	4	3	78	103	0	0	21	19	23	2	8	15	5	7	4	....	1,200	.....
5255	West Conshohocken.	do	Ralph L. Johnson, A. M.	Dept..	1	1	9	11	0	0	....	....	....	....	1	3	....	....	3	....	40	8,000
5256	Westfield	do	Wm. E. Blair	Dept..	1	1	35	55	0	0	....	....	....	....	5	7	....	....	3	....	200	8,000
5257	Westgrove	do	Oscar O. Barr	Dept..	1	1	3	17	9	8	3	1	....	....	0	4	....	....	3	....	950	.....
5258	West Middlesex	do.*	Fred F. Foltz	Dept..	1	0	11	13	0	0	....	....	....	....	3	7	....	....	2	....	300	8,500
5259	West Newton	do	W. S. Finney	Dept..	4	0	17	20	0	0	....	....	....	....	5	4	....	....	3	....	500	.....
5260	Whitehaven	do	E. W. Romberger, A. B	Dept..	1	1	23	28	0	0	2	0	1	0	4	6	1	0	3	....	360	13,000
5261	Wicomisco	do	H. V. Rowan, A. M	Dept..	1	1	15	15	0	0	3	4	4	6	3	2	2	0	4	....	1,000	15,000
5262	Wilkesbarre	do	J. L. Welter	Dept..	10	7	217	319	0	0	1	3	29	26	43	78	15	11	4	....	275	600,000
5263	Wilkinsburg	do	W. P. Spargrove	Dept..	2	2	48	86	0	0	1	0	1	0	3	11	3	4	3	....	10	.....
5264	Williamsburg	do	Miss M. Elizabeth Trout.	Dept..	0	1	12	16	0	0	....	....	....	....	....	....	....	....	3	....	300	8,000
5265	Williamsport	do	William W. Kelchner, A. M.	Dept..	4	7	140	223	0	0	29	16	27	1	13	36	7	7	4	....	5,000	60,000
5266	Williamstown	do	D. F. Detter	Dept..	2	0	30	40	0	0	....	....	....	....	2	8	....	....	4	....	500	18,000
5267	Womelsdorf	do	Chas. P. Schaeffer	Dept..	1	1	30	33	0	0	1	0	1	3	8	14	2	6	3	....	450	30,000
5268	Wrightsville	do	E. U. Ammiller	Dept..	2	0	12	25	6	10	1	2	....	....	1	4	0	1	4	....	150	20,000
5269	Wyoming	do	Chas. W. Hermann	Dept..	1	1	15	18	30	48	0	1	....	....	1	8	0	1	3	....	300	25,000
5270	York	do	F. M. McLaury	Dept..	8	4	170	255	0	0	....	....	....	....	21	41	....	....	4	....	8,000	175,000
5271	Youngsville	Union School	Addison White	Dept..	1	1	25	27	0	0	....	....	....	....	1	1	....	....	3	....	500	10,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	RHODE ISLAND.																					
5272	Ashaway	Hopkinton High School	H. W. Maxson, A. B., Pd. B	Dept.	1	1	15	26	0	0	....	....	4	6	0	4	0	2	3	....	125	$7,000
5273	Auburn	Cranston High School	Chas. M. Poor, Ph. D	Dept.	4	2	60	70	0	0	14	12	5	0	6	11	4	4	4	....	200	30,000
5274	Barrington Center	Barrington High School*	R. F. Colwell	Dept.	1	1	11	19	0	0	....	....	....	....	3	2	....	....	4	....	.....	.....
5275	Block Island	High School	George W. Morris, A. B	Dept.	2	0	7	14	9	13	0	1	0	3	....	....	....	....	4	....	.....	.....
5276	Bristol	do	Walter D. De Vault	Dept.	1	4	26	35	0	0	....	....	....	....	0	2	0	1	4	....	400	.....
5277	Central Falls	do	William Overton	Dept.	2	3	43	62	0	0	10	4	2	0	2	11	2	6	4	....	430	.....
5278	East Greenwich	First Avenue School	Edwin A. Noyes	Dept.	1	0	6	4	50	50	....	....	....	....	6	4	....	....	1	....	.....	.....
5279	East Providence	High School	Edgar M. Johnson	Dept.	3	5	60	110	0	0	8	10	3	0	11	19	4	4	4	....	691	18,000
5280	Hope Valley	do.*	Brainard A. Rowe	Dept.	1	0	7	12	0	0	....	....	....	....	....	....	....	....	3	....	100	.....
5281	Newport	Rogers High School	Frank E. Thompson	Dept.	4	8	100	167	0	0	12	17	11	0	13	17	8	2	4	....	400	34,000
5282	do	Townsend Industrial School.	Geo. H. Bryant	Dept.	3	1	46	41	0	0	....	....	....	....	5	6	....	....	4	....	.....	.....
5283	Pascoag	Burrillville High School	Leroy G. Staples	Dept.	1	1	18	29	0	0	0	1	1	0	0	8	....	....	4	....	126	.....
5284	Pawtucket	High School	Elmer S. Hosmer	Dept.	7	6	117	157	0	0	11	13	....	....	18	31	6	7	4	....	500	85,000
5285	Providence	Classical High School	William T. Peck	Dept.	6	12	227	136	25	22	227	136	....	....	29	19	29	19	4	....	1,261	.....
5286	do	English High School	David W. Hoyt	Dept.	7	19	170	561	0	0	....	....	18	39	8	51	3	10	4	....	4,100	.....
5287	do	Hope Street High School	Walter Ballou Jacobs	Dept.	9	11	168	244	72	53	78	60	....	....	15	25	....	....	6	....	400	.....
5288	do	Manual Training High School.	Geo. F. Weston	Dept.	15	7	216	82	0	0	....	....	7	0	19	5	7	0	4	....	.....	.....
5289	Valley Falls	Cumberland High School	Chas. C. Richardson	Dept.	1	2	24	39	0	0	6	0	....	....	5	8	4	0	4	....	250	30,000
5290	Warren	High School	Harrison G. Fay	Dept.	1	2	27	38	10	12	....	....	....	....	4	4	....	....	4	....	600	.....
5291	Westerly	do	Walter R. Whittle	Dept.	3	3	49	105	0	0	6	4	8	0	5	8	3	1	5	....	1,200	75,000
5292	Woonsocket	do	Frederick W. Doring	Dept.	3	4	101	102	0	0	9	12	3	0	12	22	5	6	4	....	.....	.....

	SOUTH CAROLINA.																			
5293	Aiken	Institute	Leonard W. Dick	Dept.	2	1	30	30	0	0	5	7			8	10	4	4	3		300	20,000
5294	Allendale	Graded School*	John C. Daniel	Dept.	1	0	21	20	45	45					4	4	3	2	3		40	3,000
5295	Anderson	Central High School	E. C. McCants	Dept.	3	13	133	184	0	0	8	26	12	20	7	18			4		900	33,000
5296	Appleton	High School	Mrs. W. A. Walker	Dept.	0	1	15	16	12	17	3	4	2	0					4			500
5297	Barnwell	Graded School	W. H. Jones	Dept.	1	1	23	24	0	0	3	5			0	2	0	2	4		500	8,000
5298	Baseomville	Cedar Shoal High School	—— Fudge	Dept.	1	0	6	2	31	40	1	1										
5299	Beaufort	College School	D. L. Lewis	Dept.	1	0	15	20	0	0					1	3	1	3	4		350	3,000
5300	Belton	High School	R. B. Cheatham	Dept.	1	1	25	33	45	45	1	2			1	2			4			2,000
5301	Bennettsville	Marlboro Graded School	Nathan Toms	Dept.	2	0	21	33	0	0	12	26			2	9	2	7	3		375	
5302	Bishopville	Graded School	P. H. Stoll	Dept.	1	1	20	20	0	0	3	4							2		83	1,000
5303	Blackstock	High School	J. T. Smith	Dept.	1	0	11	14	15	20					2	4	2	4	4		500	800
5304	Blackville	Graded School	Thos. G. Wilkinson	Dept.	1	0	15	8	45	42									3			
5305	Blenheim	High School	C. G. Bruce	Dept.	1	1	9	10	29	27	2	3	1	0	1	2			3			800
5306	Boykin	Line Academy	R. H. Fleming	Dept.	1	0	1	5	19	8			0	2					1			
5307	Brownsville	Bethlehem High School	Jos. H. Hewitt	Ind.	1	0	10	12	22	15	1	2	1	0					4			800
5308	Brunson	Graded School*	John H. Pearey	Dept.	1	0	1	10	32	29	0	4							3			2,000
5309	Campobello	.....do	G. L. Dickson	Dept.	1	1	32	38	0	0	0	4										2,000
5310	Central	.....do	T. H. Posey	Dept.	1	0	24	5	41	51	3	2							2		50	2,000
5311	Charleston	High School of Charleston.*	Walter M. Whitehead	Dept.	9	0	210	0	0	0	23	0			15	0	15	0	4			
5312	.....do	Memminger High and Normal School.	W. K. Tate	Dept.	4	12	0	335	0	0					0	19	0	4	4		500	40,000
5313	Cheraw	High School*	B. C. McIver	Dept.	1	0	6	21	0	0					2	4			3		300	2,500
5314	Chester	.....do	W. H. McNairy	Dept.	3	0	26	42	0	0	2	9	3	2	2	11			3		600	17,000
5315	Clifton	.....do	F. C. Bates	Dept.	1	0	11	8	0	0	2	2	2	2								3,000
5316	Columbia	.....do	C. E. Johnson	Dept.	1	2	27	78	0	0					1	12			3		1,700	6,000
5317	.....do	Howard High School (colored).	Thomas L. Cotlin	Dept.	2	0	21	55	0	0					0	7			3		150	1,000
5318	Conway	Graded School	R. Cosby Newton	Dept.	1	1	15	20	45	55	4	3			0	3			2		600	2,000
5319	Cottageville	.....do	H. W. Ackerman	Dept.	1	1	20	25	0	0	2	8			0	1	0	1	3		50	1,000
5320	Cypress	High School	W. C. Martin	Ind.	1	0	5	5	30	40	0	5							3			600
5321	Darlington	Mayo High School (colored).*	W. T. Andrews	Dept.	1	2	6	13	0	0					1	4						
5322	Delmar	High School	Julian B. Harman	Dept.	2	0	5	7	53	39	3	0							3			500
5323	Denmark	.....do.*	J. Arthur Wiggins	Dept.	1	0	15	10	0	0					2	2			4		500	2,000
5324	Dillon	Graded School	W. W. Nickels, A. B	Dept.	2	0	20	30	0	0	3	6			1	0			2		300	5,000
5325	Donalds	High School*	R. B. Cheatam	Dept.	1	0	15	16	19	35	1	3							4		15	1,000
5326	Easley	Graded School	Henry B. Dominick	Dept.	1	2	30	23	0	0	4	3	1	1	4	1	4	1	3			1,200
5327	Ehrhardt	High School*	T. D. Jones	Ind.	1	0	16	14	27	19	4	5	3	2	1	1	1	1	3	16		700
5328	Emory	.....do.*	H. Eugene Unger	Ind.	1	1	13	10	22	21									4			1,500
5329	Eutawville	.....do.*	John B. Wiggins	Dept.	1	0	12	7	27	39			3	4	2	1	2	1	3		150	2,000
5330	Fair Play	.....do	M. C. Barton	Dept.	1	0	3	3	47	72	0	1							3			
5331	Fountain Inn	.....do	R. K. Taylor	Dept.	1	0	10	20	0	0	2	5			3	5	2	5	3			1,250
5332	Gaffney	Graded School	W. C. McArthur	Dept.	2	0	15	16	0	0			3	0	4	1	3	0	2			7,000
5333	Georgetown	Winyah High School	Ellison Capers, jr	Dept.	2	0	3	29	0	0	0	12	2	0	1	5	1	5	3		1,000	10,000
5334	Greenwood	High School	F. M. Sheridan	Dept.	2	2	36	42	0	0					8	11	3	2	3		500	10,000
5335	Greer Depot	Greer High School*	D. B. Simpson	Dept.	1	1	4	6	15	23									4			
5336	Heath Spring	High School	S. W. Garrett	Dept.	1	0	6	16	42	46									3		20	
5337	Jefferson	.....do	Walter Belk	Dept.	1	1	12	8	28	22	3	1	2	0							50	5,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
5338	Johnston	Institute*	F. E. Hinnant (supt.)	Dept.	3	3	50	60	0	0	20	30	10	10	4	10	4	8	4	48	200	$5,500
5339	Jones	High School*	Jas. W. Drake	Dept.	1	0	3	4	9	23	2	3	.....	.....	1	0	.....	.....	.....	.....	.....	600
5340	Jordan	Academy	E. H. Hall	Dept.	1	1	12	15	0	0	.....	.....	.....	.....	4	3	0	1	.....	.....	200	800
5341	Kingstree	Graded School	Wm. W. Boddie	Dept.	1	1	19	16	59	44	.....	.....	.....	.....	0	1	0	1	3	.....	.....	3,500
5342	Lamar	High School*	M. D. Horton	Dept.	1	0	5	3	39	35	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....
5343	Lancaster	Graded School	Henry C. Davis	Dept.	2	0	21	41	0	0	5	6	.....	.....	2	4	2	2	3	.....	250	6,000
5344	Latta	....do	Chas. M. Staley	Dept.	1	1	29	36	33	22	3	4	.....	.....	2	2	1	1	3	.....	80	1,250
5345	Laurens	High School	J. B. Watkins	Dept.	2	2	50	50	0	0	.....	.....	.....	.....	5	5	.....	.....	.....	.....	50	.....
5346	Lewisville	....do	Miss Della Atkinson	Ind.	0	1	5	8	18	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5347	Lexington	Palmetto Collegiate Institute.	O. D. Seay	Dept.	1	1	18	17	0	0	3	2	.....	.....	1	0	.....	.....	3	.....	.....	1,500
5348	Little Rock	High School	E. C. Major	Dept.	1	0	5	7	22	24	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	50	.....
5349	Lowndesville	....do	John C. Allen	Dept.	1	0	15	12	45	35	7	5	3	1	.....	.....	.....	.....	4	.....	350	1,500
5350	Lowryville	....do	J. R. Dye	Ind.	1	0	15	15	18	18	3	2	.....	.....	1	0	1	0	4	.....	.....	1,000
5351	McConnellsville	....do.*	E. H. Sloop	Ind.	1	0	8	15	23	20	6	8	.....	.....	.....	.....	.....	.....	4	.....	.....	1,250
5352	McCormick	....do.*	—— Crawford	Dept.	1	0	4	4	26	36	1	1	.....	.....	.....	.....	.....	.....	1	.....	.....	2,500
5353	Manning	Moses Levi Memorial Institute.	J. Percy Inabnit	Dept.	2	1	23	26	0	0	3	2	1	0	4	3	1	2	3	.....	.....	5,000
5354	Marion	High School	E. M. McCown	Dept.	2	0	30	35	0	0	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	8,000
5355	Mountville	....do	W. P. Culbertson	Dept.	1	0	2	8	28	32	0	1	0	1	.....	.....	.....	.....	3	.....	.....	.....
5356	Mullins	Institute	J. E. Buzhardt	Dept.	1	1	17	16	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	240	2,925
5357	Newberry	High School*	W. H. Wallace	Dept.	1	3	20	67	0	0	.....	.....	.....	.....	1	11	.....	.....	4	.....	340	20,000
5358	....do	Hoge Graded School (colored).*	R. W. Mance	Dept.	1	0	6	11	0	0	.....	.....	1	3	0	2	0	2	2	.....	.....	.....

5359	Ninety-Six	High School*		Dept.	1	0	8	10	23	28	8	10			8	10			3		1,000	3,000
5360	Oakway	Bethel High School	N. W. Macaulay	Dept.	1	1	13	16	40	35	0	3							3			1,000
5361	Orangeburg	Graded School	A. J. Thackston	Dept.	2	3	50	57	0	0					5	17	5	17	3		1,200	25,000
5362	Packsville	High School*	S. E. Smith	Dept.	1	0	7	9	69	12									3			900
5363	Peak	St. John's High School	Jas. H. Hope	Dept.	1	1	6	7	11	20	0	4			1	1	0	1	2			
5364	Piedmont	Graded School*	J. Walter Daniel	Dept.	1	0	5	6	0	0	1	0			3	0	1	0	1			5,520
5365	Pleasant Valley	Academy	L. Shurley	Ind.	1	0	15	22	25	23	5	10			1	0	1	0	4			
5366	Princeton	High School*	W. B. McCuen	Dept.	1	0	12	8	22	28	1	3	1	2	3	4	2	2	3			600
5367	Ridgespring	do.*	J. B. Atkinson	Dept.	1	1	11	12	50	38	5	6			1	1	1	1	4			3,000
5368	Ridgeway	do	J. Thomas Moore	Dept.	1	0	2	15	40	28									2			4,000
5369	St. George	do.*	W. P. Baskin (supt.)	Dept.	1	0	16	21	54	59	6	9							3		100	
5370	St. Matthews	do	Thos. F. Wright	Dept.	1	1	13	13	47	32	7	1	2	2					3		300	5,000
5371	Seneca	do	J. E. Ward	Dept.	2	0	20	25	0	0	10	12	5	4					3			3,500
5372	Simpsonville	Graded School	Decatur L. Bramlett, A. B.	Dept.	1	0	16	24	0	0	2	5	1	0								500
5373	Society Hill	St. David's School	Miss J. H. Pouncey	Ind.	0	1	6	5	29	26												800
5374	Spartanburg	Converse Street High School.	W. G. Blake	Dept.	2	2	72	59	0	0					3	7	3	7	3		75	14,650
5375	do	Graded School (colored)	R. M. Alexander	Dept.	1	0	8	15	0	0	4	4	3	4					3		24	4,500
5376	Stokesbridge	Hebron High School	G. T. Pugh	Ind.	1	0	12	18	66	61	1	3	1	0	2	3	1	3	4			700
5377	Summerton	Graded School	H. A. C. Walker	Dept.	1	2	15	13	46	38	4	0			4	0	4	0	3			
5378	Sumter	do.*	S. H. Edmunds	Dept.	3	1	25	51	0	0					3	5			2			20,000
5379	Townville	High School	R. P. Clinkscales, jr.	Dept.	1	0	3	5	28	31	1	1							2			1,000
5380	Trenton	do.*	G. F. Long, jr.	Dept.	1	0	14	16	18	26					2	5			4			1,500
5381	Union	Graded School*	Davis Jeffries	Dept.	2	0	50	50	0	0					2	1			3			20,000
5382	Varnville	High School	Mrs. M. G. Getsinger	Dept.	0	1	5	1	25	25									4			
5383	Waterloo	do.*	J. H. Moore	Dept.	1	0	10	10	20	10									1			
5384	Williamston	Academy	G. S. Goodgion	Ind.	1	0	8	0	58	14	4	0	1	0								1,500
5385	Willington	High School	George Moore	Dept.	1	0	8	2	14	6	3	1							4			
5386	Williston	Graded School (colored)	T. H. Pinekney	Dept.	1	0	1	4	83	137	1	4			1	4			1			500
5387	do	High School	J. E. Sanders	Dept.	1	1	23	29	0	0	3	8	2	0	0	6	0	2	3		50	4,500
5388	Winnsboro	Mount Zion Collegiate Institute.	W. H. Witherow	Dept.	2	1	19	30	0	0	10	12			3	8	3	5	3		783	27,322
5389	Woodruff	High School	J. A. Merritt	Dept.	1	2	38	57	0	0					2	5	2	5	4			4,000
5390	Yorkville	Graded School*	W. E. Dendy	Dept.	2	0	20	30	0	0	5	10			0	8	0	8	4		200	4,000
5391	do	Graded School (colored)	R. H. Comer	Dept.	1	1	9	13	0	0									4			1,000
	SOUTH DAKOTA.																					
5392	Aberdeen	High School	Wm. P. Dunlevy	Dept.	3	1	35	55	0	0			5	10	5	10	5	10	4		600	50,000
5393	Alcester	do	Ira J. Bradley	Dept.	1	0	2	7	67	55									4			11,000
5394	Alexandria	do	Leland C. Flanegin	Dept.	1	1	11	20	0	0			1	1	1	4	1	1	3		50	8,000
5395	Arlington	do	A. H. Seymour	Dept.	1	0	4	9	73	63									2		225	7,200
5396	Armour	do	Mrs. Lena Kyte	Dept.	1	1	13	18	0	0					1	4			3		250	8,000
5397	Artesian	do	O. G. Jackman	Dept.	1	0	4	8	0	0									2			5,000
5398	Ashton	do	H. D. Beauchamp	Dept.	1	1	12	21	24	36					0	1			4		150	5,000
5399	Bath	do	J. C. Kirkpatrick	Dept.	1	0	7	10	20	24	2	2			4	5	2	2	3		109	3,000
5400	Beresford	do	Geo. W. Kephart	Dept.	1	4	25	30	0	0	5	10	10	5					4		400	
5401	Big Stone City	do	Grant Riggle	Dept.	1	2	26	18	0	0	5	6							4		300	15,000
5402	Blunt	do.*	Lewis Shuster	Dept.	1	0	3	8	29	50					3	5			1			3,000
5403	Bowdle	Kelley High School	B. H. Wheeler	Dept.	1	0	5	7	18	20	1	2			5	7	2	3	2		125	5,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.									
											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		
	SOUTH DAKOTA—continued.																							
5404	Bridgewater	High School	S. M. Smith	Dept..	1	1	15	23	0	0	....	....	....	....	1	2	1	2	3	....	149	$9,000		
5405	Britton	....do	P. W. Creaser (supt.)	Dept..	1	0	4	5	0	0	....	....	....	....	....	....	....	....	....	....	....	.....		
5406	Brookings	....do	L. J. Walters	Dept..	1	1	30	40	0	0	20	30	....	....	14	15	12	10	2	....	659	.....		
5407	Bryant	....do	C. T. King	Dept..	1	0	3	6	100	72	....	....	....	....	....	....	....	....	2	....	300	6,000		
5408	Canton	....do	C. G. Lawrence	Dept..	2	0	25	35	0	0	10	15	15	13	4	2	4	2	4	....	1,000	16,000		
5409	Chamberlain	....do	J. F. Doderer	Dept..	1	0	22	24	0	0	....	....	....	....	2	3	0	1	3	....	315	18,000		
5410	Clark	....do.*	W. R. Davis	Dept..	1	1	21	27	0	0	....	....	....	....	2	6	2	3	3	....	150	4,000		
5411	Clear Lake	....do	J. M. Teesdale	Dept..	1	1	17	13	0	0	....	....	....	....	....	....	....	....	4	....	325	.....		
5412	Columbia	....do	George Kahl	Dept..	1	0	5	2	27	28	3	0	1	0	2	1	....	....	2	....	100	.....		
5413	Deadwood	....do	Alexander Strachan	Dept..	3	2	38	72	0	0	....	....	....	....	4	8	1	5	4	....	1,273	.....		
5414	Dell Rapids	....do	J. E. Tschantz	Dept..	1	1	21	38	0	0	....	....	....	....	4	7	3	5	4	....	200	10,000		
5415	Desmet	....do	Howard L. Boyd	Dept..	1	1	26	14	0	0	1	3	4	3	1	1	....	....	3	....	423	8,200		
5416	Doland	....do	E. W. Fiske	Dept..	1	0	8	12	30	28	....	....	....	....	0	2	....	....	3	....	60	5,000		
5417	Egan	....do	Henry D. McGee	Dept..	1	0	9	7	0	0	....	....	....	....	2	5	....	....	2	....	70	7,000		
5418	Elk Point	....do	H. E. French	Dept..	1	2	16	25	0	0	....	....	....	....	5	5	4	4	4	....	235	16,000		
5419	Elkton	....do.*	D. A. Fisk	Dept..	1	0	5	13	15	16	....	....	1	0	2	2	1	0	3	....	105	5,000		
5420	Flandreau	....do	B. M. Lawrence	Dept..	1	2	46	64	0	0	....	....	20	30	4	7	....	....	4	....	300	38,000		
5421	Frederick	....do	W. F. Eddy	Dept..	1	1	7	5	33	40	....	....	1	0	5	1	....	....	2	....	90	.....		
5422	Gayville	....do	W. G. Jolley, B. S	Dept..	1	0	5	6	65	69	4	5	1	1	5	6	1	0	2	....	245	10,000		
5423	Gettysburg	....do	William N. Bacon	Dept..	1	0	6	9	0	0	3	4	1	2	....	....	....	....	2	....	359	6,300		
5424	Groton	....do	J. M. Hunter	Dept..	1	1	20	27	0	0	....	....	....	....	1	3	....	....	4	....	300	.....		
5425	Hecla	....do.*	Mrs. Emma Armstrong	Dept..	0	1	10	8	28	34	....	....	....	....	3	1	....	....	1	....	24	3,000		
5426	Hermosa	....do	A. T. Hesnard	Dept..	1	1	4	5	31	32	2	2	....	....	0	2	0	2	2	....	70	2,500		
5427	Hot Springs	....do	Chas. S. Cobb	Dept..	1	1	20	45	0	0	6	6	1	0	2	3	2	2	4	....	120	35,000		

5428	Howard	do	E. S. Hatch	Dept.	1	1	26	24	0	0	4	6	....	....	3	3	3	3	3	....	300	20,000
5429	Hudson	do	Chas. L. Babcock	Dept.	1	0	4	6	66	43	....	....	....	....	2	3	....	....	3	....	120	8,000
5430	Hurley	do	Robert W. Ellis	Dept.	1	1	6	14	9	15	0	1	....	....	0	2	....	....	2	....	150	5,000
5431	Huron	do	Miss Clare Sylvester	Dept.	1	3	40	43	0	0	....	....	....	....	1	5	....	....	4	....	500	25,000
5432	Ipswich	do	—— Rosser	Dept.	1	0	4	4	39	62	....	....	....	....	....	....	....	....	2	....	175	3,500
5433	Iroquois	do	E. J. Snyder	Dept.	1	0	5	11	30	79	2	7	1	3	2	6	1	3	4	....	129	6,000
5434	Kimball	do.*	G. A. Fry	Dept.	1	0	4	10	59	57	....	....	....	....	....	....	....	....	2	....	20	6,000
5435	Lake Preston	do	John C. Lindsey	Dept.	1	0	12	4	0	0	....	....	....	....	1	2	....	....	2	....	175	.....
5436	Lead	do.*	Miss Belle M. Munger	Dept.	3	1	56	40	0	0	12	16	25	18	5	10	4	6	4	96	680	.....
5437	Lebanon	do	P. S. Boland	Dept.	1	0	2	11	18	23	....	....	0	5	0	5	....	....	2	....	35	.....
5438	Lennox	do	A. A. Hines	Dept.	1	0	14	20	0	0	....	....	....	....	....	....	....	....	3	....	200	2,000
5439	Madison	do	R. B. McClenon	Dept.	2	2	43	58	0	0	2	2	....	....	5	7	3	3	4	....	300	15,000
5440	Mellette	do	Miss Blanche Cadwell	Dept.	1	0	5	5	53	50	....	....	....	....	....	....	....	....	3	....	.....	.....
5441	Milbank	do	S. G. Burkhead	Dept.	1	2	42	48	0	0	....	....	....	....	1	6	1	6	4	....	500	14,000
5442	Miller	do	G. H. Grace	Dept.	1	1	5	6	70	79	....	....	....	....	....	....	....	....	1	....	300	5,000
5443	Mitchell	do	Professor Hoff	Dept.	2	1	50	65	0	0	2	3	2	3	6	9	4	6	4	....	250	.....
5444	Mount Vernon	do	O. E. Browne	Dept.	1	0	10	18	49	29	2	7	....	....	1	1	1	1	3	....	286	3,000
5445	Northville	do	C. E. Evans	Dept.	1	0	4	11	28	35	....	....	1	6	....	....	....	....	4	....	336	4,000
5446	Parker	do	J. R. Byers	Dept.	2	0	23	37	0	0	....	....	....	....	5	10	....	....	3	....	350	.....
5447	Parkston	do	Chas. H. Lugg	Dept.	1	0	7	9	0	0	....	....	....	....	....	....	....	....	3	....	100	10,000
5448	Pierre	do	C. B. Pickrell	Dept.	1	2	21	47	0	0	2	1	1	0	1	8	1	0	4	....	900	.....
5449	Plankinton	do.*	F. H. Hoff	Dept.	1	1	21	18	0	0	....	....	....	....	1	5	....	....	4	....	120	.....
5450	Rapid City	do	Miss Flavia M. Jones	Dept.	2	3	23	57	0	0	....	....	....	....	2	5	0	3	4	....	385	.....
5451	Redfield	do	S. A. Emery	Dept.	1	1	21	28	0	0	....	....	2	5	2	5	2	5	3	....	400	12,000
5452	Salem	do	Chas. P. Carl	Dept.	1	2	30	34	0	0	....	....	....	....	1	2	....	....	4	....	431	20,000
5453	Sioux Falls	do	H. L. Wilson	Dept.	2	5	109	170	0	0	....	....	....	....	14	24	5	10	4	....	200	15,000
5454	Sturgis	do	J. N. Davis	Dept.	1	1	10	30	0	0	....	....	....	....	1	4	....	....	4	....	300	15,000
5455	Tyndall	do	S. K. Clark	Dept.	1	1	18	20	0	0	3	2	5	5	1	2	1	1	3	....	350	12,000
5456	Valley Springs	do	G. H. Dean	Dept.	1	0	16	20	31	29	....	....	....	....	....	....	....	....	2	....	50	4,000
5457	Vermilion	do	J. Jones, jr	Dept.	2	1	28	30	0	0	2	3	1	2	4	6	4	6	2	....	45	10,000
5458	Volga	do	Homer G. Utley	Dept.	1	0	3	4	62	71	0	4	....	....	0	4	....	....	1	....	75	2,000
5459	Watertown	do	B. T. Payne	Dept.	3	1	46	65	0	0	....	....	....	....	6	7	3	0	4	....	1,500	.....
5460	Webster	do	W. D. Burcalow	Dept.	1	1	20	30	0	0	....	....	10	15	....	....	....	....	4	....	300	2,500
5461	White	do	J. F. Olander	Dept.	1	0	10	6	0	0	....	....	....	....	10	4	2	5	2	....	339	.....
5462	Woonsocket	do	A. H. Avery	Dept.	1	0	15	18	0	0	....	....	....	....	1	1	....	....	3	....	287	8,000
5463	Worthing	do	J. A. Ross	Dept.	1	0	2	4	45	41	1	2	1	0	....	....	....	....	3	....	90	4,000
5464	Yankton	do	Miss Jeannette L. Stevenson.	Dept.	2	2	31	51	0	0	....	....	....	....	2	4	2	4	4	....	246	.....
	TENNESSEE.																					
5465	Andersonville	Institute	C. T. Carpenter	Dept.	2	0	40	35	0	0	....	....	....	....	0	1	0	1	3	....	200	4,000
5466	Arlington	High School	S. A. Link	Dept.	1	0	11	10	32	62	2	3	1	1	1	4	1	4	4	....	150	4,000
5467	Athens	do.*	A. S. Callahan	Dept.	1	0	6	6	0	0	....	....	....	....	....	....	....	....	....	....	.....	1,200
5468	Bellbuckle	do	E. S. Brugh	Dept.	1	1	22	24	0	0	....	....	....	....	....	....	....	....	3	....	.....	5,000
5469	Bells	do	G. O. Mudge	Dept.	1	0	8	12	52	60	....	....	0	2	....	....	....	....	2	....	.....	1,000
5470	Bethpage	Tullatuskee Normal College.	E. B. Wilson	Dept.	1	0	5	7	45	63	....	....	....	....	3	3	....	....	....	....	.....	.....
5471	Big Sandy	High School	—— Curd	Dept.	1	0	9	10	58	48	0	1	0	0	....	....	....	....	....	....	.....	500
5472	Bolivar	do	S. A. Myatt	Dept.	1	0	10	10	64	55	1	0	4	3	....	....	....	....	3	....	50	10,000
5473	Bradford	do.*	M. W. Robinson	Dept.	1	0	20	20	0	0	10	8	8	6	4	3	....	....	2	....	.....	1,800

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	TENNESSEE—cont'd.																					
5474	Brazil	High School*	E. F. Boone	Dept..	1	0	10	15	0	0	....	....	1	5	1	5	1	2	2	....	.....	$1,500
5475	Bristol	.....do	L. S. London	Dept..	1	2	25	35	0	0	....	....	....	....	1	5	....	....	3	....	800	20,000
5476	Brownsville	.....do	C. W. Anderson	Ind...	1	2	14	21	0	0	....	....	....	....	4	0	....	....	2	....	.....	16,000
5477	Caneyspring	.....do	D. T. Harris	Dept..	1	0	20	15	46	25	....	....	....	....	....	....	....	....	1	....	.....	500
5478	Charleston	.....do.*	J. C. Fooshee	Dept..	1	0	19	13	0	0	1	1	....	....	....	....	....	....	2	....	100	2,500
5479	Chattanooga	High School	H. D. Wyatt	Dept..	3	5	80	189	0	0	....	....	....	....	9	35	....	....	4	....	.....	.....
5480	.....do	Howard High School (colored).	J. A. Henry	Dept..	2	1	17	45	0	0	....	....	....	....	4	7	....	....	4	....	50	.....
5481	Clarksville	High School	J. W. Graham	Dept..	1	3	43	80	0	0	6	8	....	....	6	10	6	8	3	....	50	.....
5482	.....do	High School (colored)	Robert L. Yancey	Dept..	1	1	3	17	0	0	....	....	....	....	1	4	1	0	2	....	.....	12,000
5483	Cleveland	High School*	D. C. Arnold	Dept..	2	0	29	25	0	0	....	....	....	....	14	7	....	....	2	....	325	18,000
5484	.....do	Redhill Academy	Horace Morelock	Dept..	1	1	16	12	30	8	....	....	....	....	....	....	....	....	....	....	.....	500
5485	Clinton	High School	C. W. Stuart	Dept..	1	0	20	18	0	0	....	....	....	....	....	....	....	....	3	....	200	2,500
5486	Collierville	Male Academy	W. B. Cowan	Ind...	1	0	20	0	95	0	5	0	....	....	2	0	....	....	3	....	.....	.....
5487	Columbia	High School	W. E. Bostick	Dept..	1	2	12	21	0	0	....	....	....	....	0	4	....	....	3	....	.....	.....
5488	Como	.....do.*	Mrs. I. N. McCullough	Dept..	0	1	8	12	56	54	2	2	8	10	....	....	....	....	4	....	.....	1,500
5489	Covington	.....do	F. K. Henderson	Dept..	1	2	15	40	0	0	2	0	5	8	5	8	2	0	4	....	.....	15,000
5490	Crystal	Mount Olive High School.	Frank Cunningham	Dept..	1	0	9	7	28	20	....	....	....	....	....	....	....	....	....	....	.....	.....
5491	Daneyville	Male and Female Academy.*	H. E. W. Jones	Dept..	1	0	8	7	25	25	0	1	1	0	....	....	....	....	4	....	.....	.....
5492	Dandridge	Maury Academy	J. F. Sharp	Dept..	1	2	25	11	33	58	....	....	....	....	2	0	2	0	3	....	118	5,000
5493	Decaturville	Decatur High School	E. H. Harrell	Dept..	1	0	10	10	60	40	1	1	....	....	....	....	....	....	3	....	.....	2,500
5494	Dickson	Wayman Academy (colored).	T. E. Miller	Dept..	1	0	2	3	74	71	....	....	....	....	1	1	....	....	1	....	60	2,500

5495	Dover	Fort Donelson Academy*	W. A. Pierce	Dept.	1	1	11	20	48	47	4	7	7	6	2	4			4		20	1,600
5496	Dyersburg	High School*		Dept.	2	1	27	52	0	0	8	17			2	10	2	2	3		600	12,000
5497	Erin	Houston High School*	J. T. Hill	Dept.	1	1	27	43	0	0			3	5	3	4	3	4	3		600	5,000
5498	Eve Mills	Tulogahler College*	G. L. Miser	Ind.	0	1	4	2	21	11	1	1							2			800
5499	Fall Branch	Graded School	James A. Gresham, jr.	Dept.	1	1	10	4	20	19					3	0			4			2,500
5500	Farmington	Academy	Jas. C. Orr	Ind.	1	0	6	8	14	10												
5501	Fayetteville	High School	Geo. C. Simmons	Dept.	1	0	21	16	0	0									3			3,200
5502	Fincastle	....do	George Willoughby	Dept.	2	0	8	8	39	27			6	4					4			800
5503	Flynns Lick	Normal School*	H. H. Howser	Ind.	1	1	10	12	40	30			5	2					2			
5504	Frenchbroad	Swannsylvania Academy	Miss Frances K. Acree	Dept.	1	1	5	10	30	30			2	2					4		200	2,000
5505	Garland	High School*	Henry M. Carl	Dept.	1	0	4	3	36	47	6	5	2	3					3			1,000
5506	Germantown	....do	R. E. Pettigrew	Dept.	1	0	7	9	24	23									4			2,000
5507	Gillenwater	Alum Well Academy	Mrs. A. D. Hutchisson	Dept.	0	1	12	9	41	25									4			800
5508	Glass	High School	O. M. Hinton	Dept.	2	0	18	27	42	48	0	1							3		40	1,000
5509	Grand Junction	Male and Female Institute.	W. R. Lewellen	Dept.	1	0	2	4	40	32												1,000
5510	Greenville	High School	W. W. Matney	Dept.	2	0	14	29	0	0	5	4	4	0	0	1	0	1	3		200	15,000
5511	Harriman	Central High School	J. V. Rymer	Dept.	1	1	14	40	0	0					0	6	0	6	3			
5512	Hartsville	Masonic Institute*	J. T. C. Noe	Dept.	1	1	19	21	24	35					2	1	0	1	4		50	10,000
5513	Hill City	North Side High School*	U. G. Caulk	Dept.	1	0	6	7	0	0					0	2			2		25	1,000
5514	Hillsboro	Stephenson's Institute	E. E. Dunn	Dept.	1	0	3	4	32	39												800
5515	Holladay	Normal School	J. A. Spence	Dept.	1	0	7	5	47	57												
5516	Humboldt	High School*	E. L. Mendenhall	Dept.	1	1	18	14	0	0	2	3	2	3	4	4	2	3	3		300	
5517	Jackson	....do	G. R. McGee	Dept.	1	5	36	70	0	0					7	14			2		1,000	
5518	Johnson City	....do	J. E. Crouch	Dept.	1	2	40	68	0	0					5	10			3			
5519	....do	Langston High School (colored).*	William Wolfe	Dept.	1	0	15	28	0	0	3	2			1	5			3		102	3,500
5520	Jonesboro	High School	S. C. Brown	Dept.	3	0	15	31	0	0	2	4			3	6			3		841	10,000
5521	Kingston	Rittenhouse Academy	Wm. D. Hammontree	Dept.	1	0	2	9	66	63												1,500
5522	Knoxville	Austin High School (colored).	J. W. Manning	Dept.	2	0	13	42	0	0					6	5			3		670	15,000
5523	....do	Girls' High School	W. T. White	Dept.	1	6	71	233	0	0	20	40			13	50			3			40,000
5524	....do	North Knoxville High School.	J. R. Lowry	Dept.	1	3	20	60	0	0									3		900	30,000
5525	Kyles Ford	Blackwater Seminary	C. B. Linesay	Dept.	1	0	16	6	52	30	2	0	2	0								
5526	Laneview	College*	J. W. Meadows	Ind.	2	0	26	28	50	43	9	3	2	3	13	8	6	2	3		200	3,500
5527	Lascassas	High School*	Edmund H. Childress	Dept.	1	0	10	14	30	29									3			3,000
5528	Lawson	Holston Institute*	S. L. Chesnutt, jr	Dept.	1	0	10	12	0	0	2	0	1	0	3	1	2	1	4			5,000
5529	Lewisburg	Graded School	R. F. Williams, B. A	Dept.	1	2	47	52	0	0									2			10,000
5530	Limestone	Clear Springs Academy	J. A. Thompson	Ind.	1	0	1	5	42	45			0	2					3			1,000
5531	....do	High School*	J. L. Hilbert, A. M	Dept.	1	1	23	17	40	33	3	4	4	6					3			1,500
5532	McMinnville	High School (colored)	A. C. Maclin	Dept.	1	0	4	7	35	52	2	4	2	3	0	3	0	3	3			750
5533	Masonhall	Academy*	Jno. C. Wright	Dept.	1	0	4	4	42	54					1	1						2,000
5534	Memphis	High School	N. M. Williams	Dept.	1	10	114	326	0	0					4	33			4		100	75,000
5535	....do	Kortrecht High School	G. P. Hamilton	Dept.	3	0	15	71	0	0					2	11			4		150	20,000
5536	Milan	High School	J. E. Mannix (supt.)	Dept.	2	1	16	28	4	6	10	12			4	12	0	5	3		150	24,000
5537	Milton	Seminary	D. C. Strickler	Ind.	1	0	10	10	25	25												2,000
5538	Morristown	High School	Charles Mason	Dept.	1	2	44	56	0	0	16	20			5	11	3	8	4		930	25,000
5539	Mountain City	Masonic Institute*	V. L. Jones	Dept.	1	1	9	7	11	18									4			6,000
5540	Murfreesboro	Bradley Academy (colored).	F. G. Carney	Dept.	3	1	13	35	0	0					1	7	1	7	3			2,400

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	TENNESSEE—cont'd.																					
5541	Murfreesboro	High School	E. C. Cox	Dept.	1	1	37	44	0	0	0	4	....	....	0	9	0	4	3	....	.....	$6,000
5542	Nashville	Fogg High School	A. J. Cavert	Dept.	7	5	111	289	0	0	2	4	5	2	13	25	7	6	3	....	300	75,000
5543	.....do	Pearl High School (colored).	F. G. Smith	Dept.	3	2	52	113	0	0	....	....	....	....	6	11	5	11	4	....	20	10,000
5544	.....do	Waverly Place High School.	F. M. Bowling	Ind.	1	0	6	18	77	77	1	2	....	....	....	....	....	....	2	....	15	8,000
5545	Neboville	High School	A. T. Whitnell	Dept.	1	0	16	18	0	0	....	....	....	....	3	10	3	0	3	....	200	2,000
5546	Newbern	.....do	W. R. Moore	Dept.	2	0	28	32	0	0	....	....	....	....	0	6	....	....	4	....	.....	10,000
5547	Pinson	.....do.*	F. A. Brown	Dept.	1	0	7	8	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
5548	Pulaski	.....do	W. C. Lawson	Dept.	2	2	33	38	0	0	....	....	....	....	4	9	....	....	3	....	.....	.....
5549	Rheatown	.....do.*	C. H. Maupin	Dept.	1	0	7	5	27	26	....	....	3	3	....	....	....	....	4	....	.....	2,000
5550	Ripley	.....do	G. R. Throop	Dept.	2	0	13	30	0	0	0	1	....	....	0	2	0	1	4	....	50	4,000
5551	Rockwood	.....do	I. N. Odom	Dept.	1	0	10	15	0	0	....	....	3	6	3	6	3	6	3	....	.....	10,000
5552	Rucker	Seminary	Ed H. Childress	Ind.	1	0	5	7	25	23	....	....	....	....	....	....	....	....	....	....	.....	1,000
5553	Rugby	High School*	E. B. Guion, M. A	Dept.	1	0	20	5	30	10	3	2	4	1	3	3	3	2	2	....	.....	.....
5554	Russellville	Union College	E. H. Moore	Dept.	1	1	10	15	0	0	6	4	....	....	2	5	....	....	4	....	150	3,000
5555	Rutherford	Academy	H. H. Ellis	Dept.	1	1	18	19	0	0	....	....	....	....	1	3	....	....	4	....	50	3,500
5556	Rutledge	Madison Academy*	W. A. Evans	Dept.	1	0	10	9	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
5557	St. Elmo	High School	B. H. Logan	Dept.	1	0	11	13	0	0	....	....	....	....	....	....	....	....	3	....	370	3,500
5558	Sevierville	Pigeon Forge Academy	Miss Eliza E. Bowers	Dept.	0	1	5	3	45	'38	....	....	....	....	....	....	....	....	....	....	.....	.....
5559	Sharon	Training School	Homer L. Higgs	Dept.	2	1	20	26	15	29	5	2	10	4	9	8	2	4	3	....	500	7,000
5560	Shelbyville	High School	W. S. Fitzgerald	Dept.	1	1	45	46	0	0	....	....	....	....	5	7	....	....	3	....	50	10,000
5561	Sherman Heights	.....do.*	R. L. Jones	Dept.	1	1	15	15	0	0	8	8	2	3	4	1	2	1	3	....	165	.....
5562	Shopspring	.....do	W. W. Major	Dept.	1	0	13	17	22	33	....	....	....	....	....	....	....	....	3	....	.....	800

5563	Somerville	do	W. T. Loggins	Dept.	1	1	20	26	0	0					2	0	2	0	2			6,000
5564	Sunnyside	New Hope Academy	A. S. Callahan	Dept.	1	0	14	16	38	39					2	3			4		15	800
5565	Temperance Hall	Earl College*	E. W. Brown	Ind.	2	0	50	40	69	34	26	17	18	12					2			1,800
5566	Tracy City	James K. Shook School	W. G. Dillon	Ind.	1	0	2	13	254	284					0	6			2		500	43,000
5567	Trenton	Peabody High School	F. L. Dennison	Dept.	2	1	26	50	0	0					4	16	3	2	4		100	5,000
5568	Trezevant	High School*	J. E. Hopkins, A. M	Ind.	1	3	64	54	23	31	12	16	8	4	19	18	19	18	4		150	3,000
5569	Trimble	Graded School	J. W. Burney	Ind.	1	0	4	6	42	38	2	3	2	2								
5570	Tullahoma	High School	S. J. Farris	Dept.	1	2	30	45	0	0	10	5			3	10			3		300	10,000
5571	Uriel	Uriel and Campground High School.	W. O. Mangum	Dept.	1	0	3	7	36	31									3			1,000
5572	White Store	Rocky Springs Academy	R. M. Shank	Ind.	1	0	15	10	35	30									4			
5573	Williston	Academy*	I. M. Cochran	Dept.	1	0	7	8	0	0	5	3										1,200
		TEXAS.																				
5574	Abilene	High School*	F. W. Chatfield (supt.)	Dept.	2	1	35	45	0	0	3	2	2	1	4	12	4	12	3		150	20,675
5575	Albany	do	E. A. Cochran	Dept.	2	1	20	23	0	0									4		200	2,500
5576	Aledo	Academy	J. H. Latimer	Dept.	1	0	9	10	37	50												2,500
5577	Alto	High School	G. L. Barber	Ind.	1	0	4	5	40	32	1	2	2	4					4			500
5578	Alvin	do	M. Z. Spahr	Dept.	1	0	10	14	0	0	2	6			2	4	2	4	3			5,500
5579	Alvord	do.*	W. H. Rayzor	Dept.	1	1	20	25	20	20	5	6	8	10	8	10			2		25	
5580	Anson	do	Cecil E. Evans	Dept.	1	1	20	30	0	0	3	3	2	2	2	8	0	3	4		150	4,000
5581	Appleby	Graded School	Miss Etta Fonville	Ind.	0	1	4	3	52	47	0	1	1	0								
5582	Archer City	High School	W. T. Haytcr	Dept.	1	0	12	20	48	60									4			1,500
5583	Atlanta	do	G. W. Florence	Dept.	2	1	40	30	0	0	15	14	2	0	5	2	5	2	3		256	7,000
5584	Austin	do	Chas. S. Potts	Dept.	4	5	136	240	0	0					6	15	2	8	3		500	75,000
5585	Baird	do	W. D. Rust	Dept.	1	0	3	17	0	0	0	2			0	2	0	2	3		13	3,000
5586	Bastrop	Emilc High School (colored).	H. B. Fry	Dept.	2	0	9	13	51	59	2	3			1	1	1	1	3			7,500
5587	do	High School	W. A. Palmer	Dept.	1	1	22	25	0	0	5	4	1	2	3	8	3	8	4		500	18,000
5588	Beaumont	Central High School (colored).	T. J. Charlton	Dept.	1	0	3	10	0	0	1	4			1	4			4		30	10,000
5589	do	High School*	Mrs. A. R. Malcolm	Dept.	1	2	12	40	0	0	2	3			2	1	2	1	4		300	10,000
5590	Beeville	do.*	T. G. Arnold	Dept.	3	1	10	14	0	0			4	0	2	3	2	0	2		650	22,000
5591	Belcherville	Belcher High School*	Jno. L. Lovelace	Dept.	1	0	7	6	58	56												6,000
5592	Bellville	High School	C. W. Feuge	Dept.	2	0	12	8	0	0	3	0			3	2			3		300	3,700
5593	Belton	do	W. W. Higgins	Dept.	2	3	45	56	0	0	3	8	8	15	8	17	3	8	3		250	10,000
5594	Ben Wheeler	Alamo Institute	J. F. Davidson	Dept.	1	0	10	5	70	55									4		1,000	3,000
5595	Blanco	High School*	W. W. Childers	Dept.	2	0	14	13	0	0	2	0			2	4			4			20,000
5596	Blooming Grove	do	J. C. Dorsey	Dept.	2	0	21	18	0	0	5	3	3	4	3	5	3	5	4		260	2,000
5597	Blue Ridge	Academy*	W. H. Emert	Dept.	1	0	9	15	0	0	2	3	1	0	1	1	1	1	3			3,000
5598	Bonham	High School*	Joseph C. Stone	Dept.	3	1	60	74	0	0	1	0			8	2	1	0	4		400	21,400
5599	Boonsville	do.*	Edgar Allen	Dept.	2	0	12	8	42	42												1,500
5600	Bowie	do	Thos. W. Platt	Dept.	3	0	25	45	0	0	1	3			2	5	1	3	4			25,000
5601	Brackettville	Bracket High School	J. R. Witty	Dept.	1	0	10	15	0	0	1	6							3		100	3,000
5602	Brady	Graded School*	W. N. Ellis	Dept.	2	0	15	22	0	0	5	7			4	0			3		75	2,500
5603	Brandon	Institute	Walter F. Doughty	Ind.	1	1	18	23	112	128	3	4			1	0	1	0	3		260	4,500
5604	Bremond	High School*	J. B. Jones	Dept.	1	2	17	32	0	0	8	28			2	3			3		150	2,500
5605	Brenham	Central High School*	Miss Alice P. Perkins	Dept.	2	1	35	40	0	0	2	3	3	0	2	15	1	3	3		250	
5606	do	East End High School (colored).*	P. E. Bledsoe	Dept.	1	1	11	29	0	0					1	1			2		10	

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
5607	Brock	Olive Branch Institute	L. W. Coleman	Dept.	1	1	12	10	47	36	2	2	2	1	....	....	....	....	4	....	.....	.....
5608	Brownsville	High School*	Thos. P. Barbour	Dept.	1	1	10	9	0	0	....	....	....	....	1	3	....	....	3	....	575	$22,000
5609	Brownwood	....do	W. S. Fleming	Dept.	2	3	19	63	0	0	0	1	1	0	2	6	1	1	4	....	200	15,000
5610	Brushycreek	....do	Watt Matthews	Dept.	1	0	5	7	55	48	....	....	5	7	....	....	....	....	3	....	.....	1,150
5611	Bryan	....do	S. H. Hickman	Dept.	2	1	17	51	0	0	9	25	....	....	1	3	1	3	3	....	800	20,000
5612	....do	High School (colored)	P. Landry	Dept.	1	0	14	22	0	0	....	....	....	....	....	....	....	....	3	....	100	5,000
5613	Burkeville	Blum Male and Female College.	H. P. Webb	Dept.	1	1	38	29	0	0	5	7	3	1	7	3	7	3	3	38	154	5,000
5614	Burnet	High School*	R. J. Richey	Dept.	1	0	12	20	0	0	....	....	....	....	1	0	....	....	3	....	500	15,000
5615	Caddo Mills	Caddo High School*	R. L. Wilson	Dept.	1	1	30	20	0	0	....	....	....	....	2	1	....	....	4	....	.....	.....
5616	Caldwell	High School*	J. N. Correll	Dept.	1	1	37	43	0	0	6	2	....	....	0	2	....	....	4	....	100	5,000
5617	Calvert	....do	Allison Thompson	Dept.	1	2	14	33	0	0	1	5	....	....	1	12	....	....	3	....	1,000	16,000
5618	Cameron	....do	John F. O'Shea	Dept.	3	0	25	35	0	0	....	....	8	12	2	3	....	....	4	....	200	2,200
5619	Cedarhill	Institute*	J. D. Merriman	Dept.	1	0	8	7	0	0	....	....	....	....	....	....	....	....	2	....	15	2,500
5620	Celeste	Elmwood Institute	B. A. Stafford	Dept.	2	1	18	20	0	0	10	12	....	....	1	2	1	2	4	....	750	13,000
5621	Center	High School	W. H. Rushing	Dept.	1	2	67	39	0	0	6	3	3	0	....	....	....	....	3	....	.....	4,900
5622	Chico	Male and Female Institute.*	Geo. H. Carpenter	Dept.	1	1	30	70	0	0	....	....	12	15	6	1	2	0	4	....	100	500
5623	Childress	High School	R. H. Templeton	Dept.	1	3	30	40	0	0	....	....	3	8	3	6	3	4	3	....	.....	1,000
5624	Chisholm	Berry Creek High School	Enoch Dickson	Dept.	2	0	48	39	0	0	....	....	....	....	2	1	....	....	4	....	.....	.....
5625	Cisco	High School	S. E. Thompson	Dept.	2	0	16	27	0	0	....	....	....	....	0	1	....	....	3	....	75	7,075
5626	Claremont	....do	W. L. Butler	Dept.	2	0	16	14	32	26	2	1	4	2	3	1	1	1	4	....	280	1,000
5627	Clarendon	Graded School	W. R. Silvey	Dept.	1	0	13	27	0	0	2	4	....	....	2	4	2	3	3	....	.....	3,500
5628	Clarksville	High School	W. C. James	Dept.	1	1	10	17	0	0	4	3	2	2	3	2	3	2	3	....	600	25,000

5629	Cleburne	do	R. G. Hall	Dept.	3	1	55	108	0	0	3	5	2	0	4	8	3	4	4		1,500	15,000
5630	Cold Springs	do.*	Geo. W. Davis	Dept.	1	1	23	30	28	34	3	4							2			3,000
5631	Coleman	do	A. W. Hall	Dept.	2	0	18	30	0	0									3		400	15,000
5632	Colorado	do	I. P. Skinner	Dept.	2	0	24	36	0	0					1	5			4		250	12,000
5633	Columbus	do	J. R. Griffin	Dept.	2	0	12	8	0	0			2	2					3			10,000
5634	Comanche	do.*	A. W. Evans	Dept.	4	4	129	114	0	0	27	18			6	7	3	5	4		800	14,000
5635	Commerce	do.*	A. E. Watson	Dept.	1	0	15	20	0	0	12	10			3	2			3			11,000
5636	Coperas Cove	do	J. L. Hicks	Dept.	1	1	12	23	23	12									3		30	6,200
5637	Corpus Christi	do	M. Menger	Dept.	3	2	28	67	0	0					4	4			3		500	
5638	Corsicana	do	J. P. Stephenson	Dept.	2	3	85	120	0	0					7	24	4	10	4		800	20,000
5639	Coryell	J. Baldwin High School*	A. M. Sams	Dept.	1	1	29	22	0	0					3	1			3			1,500
5640	Cottongin	High School	—— Johnson	Dept.	1	0	5	8	35	29	2	0							4			500
5641	Crawford	do	J. F. Ellis	Dept.	1	1	15	20	0	0	5	8	3	4	4	4	3	1	3			1,000
5642	Crockett	do	Walter King	Dept.	2	1	44	52	0	0	2	3	2	0	4	5	2	2	4		450	25,000
5643	Cuero	High School (colored)*	C. H. Griggs	Dept.	2	0	10	15	0	0									3		10	2,000
5644	do	John C. French High School.	L. G. Covey	Dept.	3	0	9	29	0	0					0	2			3			26,850
5645	Cumby	High School	A. Mitchell	Dept.	1	1	22	25	0	0			5	0					4			750
5646	Cundiff	do	R. S. Walton	Dept.	1	0	13	21	46	34	0	1									10	2,000
5647	Daingerfield	East Texas Institute	B. F. Holcomb	Dept.	1	3	39	44	0	0	5	8	3	4					4		50	2,500
5648	Dallas	High School	J. Morgan	Dept.	5	3	123	286	0	0					7	19			4		700	63,500
5649	do	High School (colored)	H. S. Thompson	Dept.	2	1	19	68	0	0					3	2			4		530	25,000
5650	Dallas (Station A)	Oak Cliff High School	J. E. Rodgers	Dept.	3	0	35	69	0	0	12	20	3	0	4	7	3	3	4		75	41,800
5651	Dawson	Institute	G. W. Farmer	Dept.	2	2	42	47	0	0	8	9	8	9	1	1	1	1	4		250	2,000
5652	Del Rio	High School*	A. H. Horn	Dept.	1	0	8	15	0	0	4	10			0	3			3		475	12,000
5653	Denison	do	D. S. Furman	Dept.	2	2	40	137	0	0					3	12			4		511	50,000
5654	Denton	do	J. S. Carlisle	Dept.	3	0	40	75	0	0	4	3			3	3	3	1	4			35,000
5655	Dodd City	do	J. N. Christensen	Dept.	1	0	15	14	0	0	1	3	1	4					4			
5656	Dublin	do.*	W. J. Clay	Dept.	1	2	47	65	0	0	0	2			0	4	0	3	3		500	5,000
5657	Eagle Pass	do.*	W. B. Hawkins	Dept.	1	0	4	9	12	10									2		50	5,500
5658	Eastland	do	J. H. Hankins	Dept.	1	1	19	20	0	0												3,000
5659	Eddy	do.*	H. M. Evans	Dept.	1	1	13	9	44	42	1	1			2	2	1	1	4			4,000
5660	Elkhart	Independent School	G. H. Yancy	Ind.	1	0	7	6	51	57												
5661	El Paso	High School*	Geo. W. Roach	Dept.	4	3	89	100	0	0	10	20	5	4	12	10	6	3	4		400	
5662	do	Douglass High School (colored).	Walter R. Taylor, A. B	Dept.	1	0	5	10	52	55									4			8,000
5663	Ennis	High School	W. C. McAlister	Dept.	2	1	38	42	0	0	12	10	8	0	1	7	1	7	4			2,000
5664	Evant	do	R. L. Bewley	Dept.	1	0	19	24	0	0	2	2									100	3,000
5665	Fairfield	do.*	Jno. A. Childress	Dept.	1	1	26	31	0	0	3	2	1	0					3			1,500
5666	Farmer	do	G. A. Timmons	Dept.	1	1	18	26	20	25	1	2							3		54	2,500
5667	Farmersville	Graded School*	S. C. Tabb	Dept.	2	1	35	42	0	0	4	7	3	2					3		250	25,000
5668	Fate	Blackland High School	J. B. Jennings	Dept.	1	1	10	10	40	39									3			500
5669	Flatonia	High School	J. W. Hoke	Dept.	1	2	20	20	0	0	6	8	2	4					3		10	5,000
5670	Fort Worth	do	W. D. Williams	Dept.	6	8	200	300	0	0	10	5	6	4	10	25	3	3	4		700	100,000
5671	do	High School (colored)	I. M. Terrell	Dept.	2	2	16	28	0	0	1	0	1	0	1	4			4		207	10,000
5672	Franklin	High School	J. B. Wolfe	Dept.	2	0	20	18	0	0					7	3	7	3	3		75	7,000
5673	Fredericksburg	Graded School	Herman Hirsch	Dept.	1	0	14	3	0	0											30	5,550
5674	Gainesville	High School	J. P. Glasgow	Dept.	3	3	63	141	27	18					4	27	0	4	4		457	32,000
5675	Galveston	Ball High School	Harry H. Ransom	Dept.	4	3	115	160	0	0	8	12	12	26	8	16	6	4	4		1,200	150,000
5676	do	Central High School (colored).	John R. Gibson	Dept.	3	0	13	16	0	0			1	2	0	3			4		175	

* Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.										College preparatory students in the class that graduated in 1901.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.							
											Classical course.		Scientific course.									
					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.																					
5677	Garrett	High School	E. P. Gaines	Dept.	1	0	7	6	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....
5678	Gatesville	....do	Dan E. Graves	Dept.	3	0	42	56	0	0	10	14	2	4	4	9	2	4	4	.....	400	$22,500
5679	Georgetown	....do	W. N. Bird	Dept.	1	1	38	42	0	0	26	31	.....	.....	5	7	3	5	3	.....	75	23,525
5680	Gibtown	....do	A. W. Weatherford	Dept.	1	1	25	21	0	0	3	0	3	0	.....	.....	.....	.....	3	.....	100	1,500
5681	Goldthwaite	Ella Goldthwaite High School.	Eugene Oliver	Dept.	1	0	14	20	0	0	2	1	1	1	3	1	2	1	4	.....	100	.....
5682	Gonzales	High School	T. L. Toland	Dept.	3	1	24	30	0	0	4	6	.....	.....	0	3	0	2	2	.....	1,000	40,000
5683	....do	High School (colored)	J. H. Pickard	Dept.	1	0	3	16	0	0	0	2	.....	.....	.....	.....	.....	.....	3	.....	.....	.....
5684	Graham	High School	J. N. Johnston	Dept.	2	1	51	50	0	0	9	8	4	3	9	0	9	0	4	.....	260	13,000
5685	Granbury	....do.*	J. D. Sandefer	Dept.	2	0	33	45	0	0	4	6	3	1	.....	.....	.....	.....	.....	.....	100	13,000
5686	Greenville	....do	R. G. Horsley	Dept.	2	3	64	121	0	0	2	9	1	4	1	12	.....	.....	4	.....	200	34,475
5687	Groesbeck	....do	A. W. Flaniken	Dept.	1	1	18	13	0	0	3	8	1	0	0	5	0	3	4	.....	200	8,950
5688	Hallettsville	Graded School	C. A. Peterson	Dept.	2	0	31	30	0	0	.....	.....	4	1	.....	.....	.....	.....	3	.....	.....	2,500
5689	Haskell	High School	L. T. Litsey	Dept.	1	1	20	34	0	0	.....	.....	.....	.....	1	5	1	1	2	.....	.....	1,200
5690	Hearne	....do	H. K. Strader	Dept.	2	0	20	30	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	160	8,450
5691	Hemphill	Sabine Valley Academy	J. W. Minton	Dept.	1	0	6	10	34	38	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	500
5692	Hempstead	High School*	J. B. Hubbard	Dept.	2	0	24	44	0	0	2	3	.....	.....	2	8	2	4	4	.....	100	14,000
5693	....do	High School (colored)	W. M. Drake	Dept.	1	0	3	13	0	0	.....	.....	.....	.....	1	1	1	1	2	.....	20	.....
5694	Henderson	High School*	T. R. Day	Dept.	2	1	48	53	0	0	8	6	4	0	4	5	4	5	4	.....	200	7,500
5695	Henrietta	....do	Miss Alice Mason	Dept.	1	3	47	77	0	0	.....	.....	.....	.....	3	8	.....	.....	4	.....	.....	7,000
5696	Hillsboro	Central High School	T. S. Cox	Dept.	1	2	19	56	0	0	0	1	1	2	2	5	0	1	3	.....	350	33,100
5697	Holland	High School*	S. B. Maddox	Dept.	1	0	18	22	0	0	2	6	2	2	2	6	2	6	3	.....	.....	4,500
5698	Honeygrove	....do	P. E. McDonald	Dept.	2	1	30	50	0	0	10	16	.....	.....	0	8	0	8	4	.....	500	30,000
5699	Houston	High and Normal School	J. E. Niday	Dept.	9	12	234	350	0	0	.....	.....	.....	.....	8	39	.....	.....	4	.....	1,850	250,000

5700	....do	High School (colored)	Charles Atherton	Dept.	4	0	30	95	0	0					1	11			4		612	30,000
5701	Hubbard	High School*	Geo. A. Newton	Dept.	2	1	20	30	0	0					2	5	2	5	3		200	10,000
5702	Hughes Springs	....do.*	J. A. Hilliard, A. B	Dept.	1	0	12	15	0	0	5	6	5	6					3			2,000
5703	Huntsville	....do	John W. Clark	Dept.	2	2	23	33	0	0					1	7	1	7	3		500	15,202
5704	Iredell	....do	A. C. Wood, jr	Dept.	1	0	10	12	0	0									4			2,500
5705	Jefferson	....do	F. H. Price	Dept.	2	0	15	30	0	0					0	2	0	2	4		100	
5706	Junction	....do.*	W. F. Wharton	Dept.	1	0	15	20	0	0									3			1,000
5707	Katemcy	....do	R. W. Bennett	Dept.	1	1	13	13	40	39			1	2	9	9	1	1	4		51	1,000
5708	Kaufman	....do	C. J. Maxwell	Dept.	1	1	25	57	0	0	3	4			2	3	2	2	4		500	3,900
5709	Kenedy	....do.*	A. N. McCallum, A. B	Dept.	1	0	20	23	0	0	1	2	2	4	1	2	1	2	3		200	4,000
5710	Kerens	Academy	T. M. Smith	Dept.	2	0	35	43	0	0	1	0							4			6,500
5711	Kerrville	Tivy High School	J. G. Toland	Dept.	1	2	18	18	0	0	6	8	4	9	0	4	0	4	3		250	10,750
5712	Kingston	Calhoun College	E. E. Matthews	Dept.	2	1	32	28	0	0	6	4	12	9	1	1			3		1,000	2,500
5713	Kosse	High School*	S. S. Munroe	Dept.	1	0	16	24	0	0	1	2			1	4	1	4	3		100	3,000
5714	Lagrange	....do	C. A. Brown	Dept.	1	0	21	15	0	0					1	4	1	4	3		300	10,485
5715	Lampasas	....do	P. H. McInnis	Dept.	2	1	35	34	0	0			8	10	0	3			4		250	2,200
5716	Laneville	Academy	J. N. Huff	Dept.	1	0	20	15	0	0									3			
5717	Leesburg	Graded School*	W. L. Turner	Dept.	1	0	2	4	33	40									2			
5718	Leonard	High School*	H. R. Jones	Dept.	2	0	24	20	0	0									3		274	3,000
5719	Libertyhill	....do	J. N. Bigbee	Dept.	2	0	22	20	0	0	2	1			3	1	2	1	3		450	5,000
5720	Livingston	Graded School	O. P. Hall	Dept.	1	1	18	21	0	0					0	2			2			3,000
5721	Lometa	L. E. A. College	S. J. Enochs	Dept.	1	1	13	20	0	0					1	0			4			2,500
5722	Longview	High School	E. F. Clanton	Dept.	2	0	20	28	0	0	1	3			1	3	1	2	3		75	16,000
5723	Lovelady	....do	F. M. Martin	Dept.	1	1	31	39	0	0			1	0	2	3	1	0	3		150	3,000
5724	Lufkin	East Texas College	J. V. Curlin (supt.)	Dept.	2	0	15	20	0	0			2	6					4			1,600
5725	Luling	High School*	Wm. M. Schofield	Dept.	2	0	20	40	0	0	2	5	1	4	8	7			3		200	25,000
5726	McGregor	....do	R. L. Abbott	Dept.	2	1	33	55	0	0					2	6	1	3	4		215	14,000
5727	McKinney	....do	S. H. Horne	Dept.	3	1	50	60	0	0	3	10			4	10			4		300	15,000
5728	Manor	....do	Jno. McKion	Dept.	1	0	7	9	63	64	5	3							4		40	1,000
5729	Marble Falls	Academy	Thomas J. Paine	Dept.	2	0	29	37	0	0	1	3	2	2					4		175	15,000
5730	Marfa	High School*	H. B. Griffin	Dept.	1	1	20	15	40	35	3	5	2	0					4		450	6,000
5731	Marlin	....do	Jas. T. Johnson	Dept.	2	3	26	57	0	0	15	20			3	7	1	4	3			9,000
5732	Marshall	....do	W. H. Attebery	Dept.	2	2	15	52	0	0	3	2	3	4	5	10	4	3	4		422	
5733	Mason	....do	S. A. McCollum	Dept.	1	1	20	33	0	0					0	4			3		200	15,000
5734	Meridian	....do.*	Wm. Baldridge	Dept.	1	1	25	25	0	0	4	6			3	4	3	4	3		350	
5735	Merit	....do	J. H. Buchanan	Dept.	1	0	3	2	54	65									4			2,000
5736	Mexia	....do	W. D. Butler	Dept.	3	1	75	65	0	0	4	0			9	8	4	0	4		1,000	16,500
5737	....do	High School (colored)	J. P. Hall	Dept.	1	0	5	10	0	0					1	1			4		10	
5738	Midland	High School	R. E. Rankin	Dept.	2	0	15	20	0	0	10	15			5	10	5	10	2		250	12,000
5739	Milford	Institute	W. Fred Galbraith	Dept.	1	1	20	34	0	0	1	1			1	1	1	1	3			
5740	Mineralwells	High School	B. L. Johnson	Dept.	1	1	20	24	0	0					2	2			3			2,500
5741	Montague	....do	T. A. Taggart	Dept.	1	0	4	5	107	114	1	0							3			5,520
5742	Moody	....do	W. B. Newby	Dept.	2	0	24	28	0	0	2	1	5	2					3			2,500
5743	Morgan	....do.*	W. S. Mayes	Dept.	1	0	7	11	0	0			0	1					4		40	1,900
5744	Mount Pleasant	High School*	W. H. Seay	Dept.	2	1	71	29	0	0	7	5	2	13					2			6,000
5745	Mount Vernon	Franklin Institute*	W. R. Richardson	Dept.	3	0	40	50	0	0									3		50	7,500
5746	Mullin	High School		Dept.	1	0	10	12	50	60	1	4	2	6					4			2,500
5747	Navasota	....do	Miss Elizabeth Blackshear.	Dept.	1	3	28	41	0	0	3	0			1	7	1	0	4		280	31,700
5748	....do	High School (colored)	A. E. McMillan	Dept.	1	0	10	5	0	0	2	2			2	3	2	2	3			3,000
5749	New Braunfels	Academy	J. G. Neuss	Dept.	2	0	16	6	0	0			4	0	9	6	4	0			300	5,600

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
5750	Noeona	High School	J. M. Helm	Dept.	1	0	20	15	0	0	----	----	----	----	----	----	----	----	----	----	----	$5,000
5751	Norfolk	London High School	L. K. Smith	Dept.	1	1	13	10	32	36	----	----	----	----	----	----	----	----	----	----	----	2,000
5752	Oenaville	Graded School	J. B. Chaffin	Dept.	1	0	14	18	0	0	2	3	----	----	0	2	0	2	4	----	----	2,500
5753	Olney	High School	W. D. Bolding	Dept.	1	1	10	13	32	32	----	----	----	----	----	----	----	----	4	----	----	500
5754	Orange	High School (colored)	Sam'l R. Pinckney, B. S.	Dept.	1	0	11	25	0	0	----	----	----	----	0	3	----	----	3	----	203	1,750
5755	Osage	High School	J. L. Sams	Dept.	1	0	8	4	42	45	----	----	----	----	----	----	----	----	1	----	----	1,150
5756	Overton	Hubbard College	L. A. Smith	Dept.	1	1	20	24	33	27	6	2	----	----	3	2	3	2	4	----	250	600
5757	Ovilla	High School	S. H. Whitley	Dept.	1	0	15	20	0	0	2	2	----	----	----	----	----	----	3	----	100	2,000
5758	Palestine	....do	J. L. Russell	Dept.	3	1	32	64	0	0	----	----	----	----	4	9	----	----	3	----	328	25,125
5759	....do	Lincoln High School (colored).*	N. A. Banks, B. S	Dept.	1	0	5	0	101	123	----	----	----	----	1	0	----	----	3	----	----	5,000
5760	Paris	High School	E. L. Dohoney, jr	Dept.	2	4	56	134	0	0	8	6	4	4	12	23	6	4	3	----	500	12,000
5761	....do	High School (colored)	E. W. Bailey	Dept.	2	2	10	36	0	0	5	8	----	----	2	3	----	----	3	----	200	8,000
5762	Pearsall	High School	E. C. Bohon	Dept.	1	1	12	18	0	0	----	----	2	0	3	11	1	3	3	----	175	10,000
5763	Peaster	College	G. M. Jones	Dept.	1	0	25	20	0	0	3	2	2	0	----	----	----	----	3	----	40	4,000
5764	Pickton	High School	J. O. Minter	Dept.	1	0	10	15	0	0	----	----	----	----	----	----	----	----	2	----	----	----
5765	Pittsburg	Jeff Davis College	W. S. Burks	Dept.	2	2	42	38	0	0	----	----	----	----	1	6	1	3	4	----	300	15,000
5766	Plainview	Llano Estacado Institute*	A. Ernsberger	Dept.	1	1	15	21	0	0	----	----	2	6	2	1	----	----	3	----	40	3,000
5767	Plano	High School	C. P. Hudson	Dept.	3	0	40	50	0	0	5	10	----	----	0	8	0	5	4	----	143	12,000
5768	Pleasantgrove	Ivanhoe High School*	C. M. Nix	Dept.	2	0	35	15	0	0	1	0	1	0	2	1	2	0	4	----	125	1,200
5769	Poolville	High School	R. A. Wilkins	Dept.	1	0	8	4	14	14	----	----	----	----	----	----	----	----	1	----	----	----
5770	Queen City	....do	J. B. Price	Dept.	1	0	10	12	20	30	----	----	----	----	----	----	----	----	----	----	----	1,000
5771	Quinlan	....do.*	J. D. Warren	Dept.	1	1	18	22	0	0	2	2	4	6	----	----	----	----	3	----	----	2,000
5772	Quitman	College	Idas Wood	Dept.	1	1	10	14	23	52	----	----	----	----	----	----	----	----	4	----	----	2,000

5773	Raneho	High School	J. R. King	Dept.	1	0	4	5	32	49									2		100	2,000
5774	Randolph	do	E. E. Lyday	Dept.	2	0	3	7	60	56												
5775	Ranger	do	J. H. Horton	Dept.	1	2	45	59	0	0	7	2	3	0	15	21	6	7	3		111	7,000
5776	Ravenna	do	B. W. Miller	Dept.	1	0	4	10	0	0									4		200	1,250
5777	Riehland Springs	do	T. D. Evans	Dept.	2	0	28	30	0	0									4			1,600
5778	Riesel	Graded School	J. M. Dunn	Dept.	1	0	4	6	66	73											90	3,000
5779	Risingstar	High School	T. K. Timmons	Dept.	1	1	20	28	0	0	3	3	2	1					3		160	2,000
5780	Roekport	do	C. K. Willbanks	Dept.	1	0	10	8	0	0									3			
5781	Rockwall	do	C. L. Stafford	Dept.	1	1	25	30	0	0									3			4,500
5782	Rosebud	do	D. J. McWilliams	Dept.	1	1	10	20	0	0					4	8			2			6,000
5783	Round Mountain	do.*	A. F. Hickson	Dept.	1	0	10	20	35	32	0	2							3			1,500
5784	Roundrock	Institute	J. B. Bird	Dept.	1	1	24	18	0	0	3	2	1	1	4	2	1	1	4		20	7,000
5785	Runge	High School	F. Z. T. Jaekson	Dept.	2	0	19	19	0	0					0	2			3		500	5,920
5786	San Angelo	do	John S. Abbott	Dept.	1	2	38	49	0	0			2	0	4	6	2	0	4		400	15,000
5787	San Antonio	do	Charles J. Lukin	Dept.	3	4	56	161	0	0	10	25	9	10	9	16	3	3	3		639	62,500
5788	do	Riverside High School (colored).	S. J. Sutton	Dept.	1	0	2	9	0	0									3		140	5,000
5789	San Diego	High School*	Chas. H. Hufford	Dept.	1	1	8	16	0	0	1	2	2	0	2	2	2	2	4		50	5,000
5790	San Marcos	do	J. M. Skinner, B. S. D	Dept.	1	2	31	40	0	0	10	21	6	3	6	12	2	4	2		40	15,000
5791	do	South End Graded School (colored).	L. D. Simmons	Dept.	2	0	25	30	0	0												500
5792	San Saba	High School	G. H. Hagan	Dept.	1	3	26	32	0	0	0	2			0	2	0	1	1		100	7,000
5793	Sealy	do.*	C. C. Glenn	Dept.	1	0	20	25	0	0									2		100	2,600
5794	Seguin	do.*	J. J. Kilpatriek	Dept.	2	1	35	31	0	0					1	2			3		24	12,000
5795	Seymour	do	R. S. Clark	Dept.	1	1	20	24	0	0	1	3							2		425	1,500
5796	Shelbyville	do	O. S. Woolley	Dept.	1	1	22	19	0	0			2	1	3	1	2	1	2			1,200
5797	Shiner	do.*	John L. Stierling	Dept.	1	1	43	26	0	0												2,500
5798	Sipe Springs	do	J. W. Reese	Dept.	1	0	12	15	0	0									2			1,000
5799	Smiley	Glover Institute	A. J. Tippit	Dept.	1	0	2	3	62	73									3			36,000
5800	Smithville	High School*	R. W. Nowlin	Dept.	2	2	20	30	0	0					3	7	1	3	3		250	7,000
5801	Stephenville	do.*	J. B. Jones	Dept.	2	0	25	35	0	0	2	3			8	11			3			8,500
5802	Swan	Oakland High School	J. G. McMillan	Dept.	1	0	12	25	28	31					2	5	2	5	3			1,000
5803	Taylor	High School	R. E. L. Henry	Dept.	1	2	24	40	0	0					1	12			3		400	
5804	do	High School (colored)	T. A. Collins	Dept.	1	0	0	8	140	192	0	3							3			1,800
5805	Temple	High School*	Justin F. Kimball	Dept.	4	1	55	115	0	0					4	13	2	7	4		1,394	30,000
5806	Tenaha	do	M. B. Brown	Dept.	2	0	18	25	0	0					2	7	0	4	4			1,500
5807	Terrell	do	S. D. Irvine	Dept.	2	2	12	26	0	0	2	0			3	5	2	0	3		1,000	27,000
5808	Texarkana	do.*	W. Owens	Dept.	1	1	16	28	0	0	2	4	1	0	4	4	4	4	3		250	14,735
5809	Thornton	do.*	J. H. Davis	Dept.	1	1	31	26	0	0	3	2										2,000
5810	Timpson	do.*	J. B. Ramsey	Dept.	1	2	40	35	0	0												
5811	Trenton	do	J. W. Parker	Dept.	1	0	10	10	0	0									3			3,500
5812	Tyler	do.*	W. T. Adams	Dept.	2	2	56	102	0	0	2	4			10	12	2	4	3		700	58,100
5813	do	High School (colored)	W. A. Peete	Dept.	1	0	4	6	0	0					1	3			2			
5814	Uvalde	High School	P. A. Gates	Dept.	1	1	18	22	0	0	2	1	2	1	2	1			2		100	1,200
5815	Velaseo	do	—— McKee	Dept.	1	0	10	10	33	47	4	4	1	1	0	1	0	1	4			
5816	Vietoria	do	Arthur Lefevre	Dept.	3	1	29	31	0	0									4		200	
5817	Waeo	do	W. E. Darden	Dept.	3	3	76	134	0	0					10	13			4		300	
5818	do	High School (colored)	A. J. Moore	Dept.	2	2	32	80	0	0			4	8	6	10	3	5	4		120	4,000
5819	Walnut Springs	High School	Frank Mohan	Dept.	1	0	15	15	0	0	5	5							4			1,200
5820	Waxahachie	do	G. B. Winn	Dept.	4	0	55	86	0	0					6	12	3	0	4		2,600	
5821	do	High School (colored)	J. W. Tildon	Dept.	2	0	12	11	0	0					0	2			4		100	3,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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.																					
5822	Weatherford	High School	J. B. Rogers (supt.)	Dept.	3	2	67	79	0	0	7	9	1	0	0	3	0	2	4	....	400	$44,200
5823	West	do	A. C. Elliott	Dept.	1	1	24	16	0	0	....	....	4	2	....	....	....	....	4	....	....	3,000
5824	Wheelock	do	W. C. Jordan	Dept.	1	1	20	18	25	20	....	....	....	....	....	....	....	....	4	....	....	.....
5825	Whitesboro	do.*	Geo. W. Acton	Dept.	1	1	20	20	0	0	....	....	....	....	6	7	....	....	3	....	....	15,000
5826	Whitewright	do	Miss Sue Stephens	Dept.	1	1	15	19	0	0	....	....	....	....	....	....	....	....	3	....	165	7,100
5827	Whitney	do	J. M. Williford	Dept.	1	0	20	25	0	0	2	4	....	....	0	1	....	....	4	....	50	1,000
5828	Whitt	do.*	—— Elliott	Dept.	1	2	10	20	0	0	....	....	....	....	....	....	....	....	4	....	....	3,500
5829	Wichita Falls	do	Charles H. Letzerich	Dept.	2	1	28	37	0	0	2	2	....	....	2	7	2	2	4	....	400	40,000
5830	Winsboro	Texas Collegiate Institute.*	Z. C. Alvis	Dept.	1	0	10	14	0	0	4	10	6	8	....	....	....	....	4	....	....	4,000
5831	Wolfe City	High School	R. L. Taylor	Dept.	3	0	20	31	0	0	1	3	1	3	1	4	....	....	3	....	100	12,000
5832	Wortham	do.*	S. W. Pelters	Dept.	1	1	22	35	0	0	....	....	....	....	....	....	....	....	4	....	....	1,500
5833	Yoakum	do	J. J. Kilpatrick	Dept.	2	2	60	81	0	0	1	2	1	0	6	12	1	0	4	....	100	15,000
5834	Yorktown	Normal School	George D. Beason	Dept.	1	0	11	7	29	35	2	3	4	3	....	....	....	....	4	....	150	.....
	UTAH.																					
5835	Eureka	High School	L. A. Ostien	Dept.	1	2	20	27	0	0	0	3	1	0	....	....	....	....	3	....	700	12,000
5836	Nephi	do	W. I. Brown	Dept.	1	0	5	25	0	0	....	....	....	....	....	....	....	....	3	....	350	12,000
5837	Ogden	do	Albert E. Wilson	Dept.	6	4	135	195	0	0	10	7	14	2	12	17	3	2	4	....	500	25,000
5838	Park City	do	L. T. Gallaher	Dept.	2	2	18	28	0	0	....	....	....	....	....	....	....	....	4	....	120	10,000
5839	Richfield	do	O. J. Call	Dept.	1	0	8	13	0	0	....	....	....	....	3	8	....	....	1	....	50	.....
5840	Salt Lake City	do	Geo. A. Eaton	Dept.	8	14	287	493	0	0	15	25	15	20	24	43	5	10	4	60	200	25,000

	VERMONT.																			
5841	Barre	Spaulding High School	O. D. Matthewson	Dept.	2	2	35	40	0	0	.....	.....	2	0	6	5	2	0	4	.....	650	50,000
5842	Barton	Academy	H. J. Stannard	Dept.	1	3	65	59	0	0	2	0	5	4	3	7	2	2	4	.....	200	8,000
5843	Barton Landing	High School*	Harley R. Willard, A. B.	Dept.	1	1	13	17	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	201	.....
5844	Bellows Falls	do	Marshall W. Downing	Dept.	3	2	47	78	0	0	0	6	5	2	7	16	0	4	4	.....	150	52,000
5845	Bennington	do	W. S. C. Russell, A. M	Dept.	1	2	30	40	0	0	2	2	6	3	4	3	2	3	4	.....	300	.....
5846	Bethel	Whitcomb High School	George S. Wright	Dept.	1	1	21	22	0	0	3	0	.....	.....	6	5	2	0	4	.....	200	4,000
5847	Bradford	Academy and Graded School.	Gay W. Felton	Dept.	1	1	28	14	0	0	.....	.....	.....	.....	5	1	1	0	4	.....	2,500	20,000
5848	Brandon	High School	M. D. Chittenden	Dept.	1	1	19	56	0	0	2	4	.....	.....	1	5	1	2	4	.....	260	15,000
5849	Bristol	do	Chas. S. Paige	Dept.	1	1	17	27	0	0	3	0	1	0	8	8	1	0	4	.....	50	8,000
5850	Burlington	Edmunds High School	Isaac Thomas	Dept.	5	8	154	166	0	0	5	7	10	4	27	29	17	11	4	.....	2,500	130,000
5851	Chelsea	Academy	John M. Comstock, A. M.	Dept.	1	1	16	18	13	4	2	1	1	0	1	1	1	0	4	.....	186	.....
5852	Chester	Central High School	Frank W. Cady	Dept.	1	1	18	13	0	0	.....	.....	1	0	2	1	1	0	4	.....	100	5,000
5853	Enosburg Falls	High School	H. B. Jones	Dept.	1	1	24	36	0	0	1	0	.....	.....	3	11	1	2	4	.....	110	5,000
5854	Essex Junction	do	G. H. Dalrymple, M. A.	Dept.	1	1	12	28	0	0	.....	.....	.....	.....	1	2	0	2	4	.....	50	8,500
5855	Fairhaven	do	F. A. Wheeler	Dept.	1	1	21	34	0	0	1	0	1	0	0	3	.....	.....	4	.....	50	20,000
5856	Franklin	do	Miss M. A. Pomeroy	Dept.	0	2	27	19	31	28	0	1	.....	.....	6	2	.....	.....	4	.....	41	2,000
5857	Georgia	Academy and Central School.	H. E. Caswell	Dept.	1	0	6	11	18	25	.....	.....	2	1	.....	.....	.....	.....	2	.....	.....	7,000
5858	Hardwick	Academy and Graded School.	Bert E. Merriam	Dept.	1	2	30	50	0	0	6	10	3	5	5	9	3	0	4	.....	200	15,000
5859	Hinesburg	High School	W. J. Henderson	Dept.	1	1	14	23	0	0	1	0	.....	.....	0	6	.....	.....	4	.....	55	2,000
5860	Hydepark	Lamoille Central Academy.	Elwin L. Ingalls	Dept.	1	1	30	31	35	40	3	0	1	0	2	4	2	0	4	.....	100	10,000
5861	Island Pond	High School*	David Wylie	Dept.	1	0	9	15	0	0	.....	.....	.....	.....	1	5	.....	.....	3	.....	30	.....
5862	Johnson	Graded School	William E. Atwater	Dept.	1	0	4	8	19	21	.....	.....	.....	.....	3	1	.....	.....	1	.....	50	.....
5863	Ludlow	Black River Academy	Arthur G. Bugbee	Dept.	1	3	43	52	7	9	4	2	9	3	8	6	4	0	4	.....	1,500	25,000
5864	Lyndon	Academy and Graded School.	A. P. Fairfield	Dept.	1	0	15	13	45	57	2	3	3	0	2	4	2	4	4	.....	225	20,000
5865	Middlebury	High School	Alfred F. Howes	Dept.	1	2	26	24	0	0	10	6	6	4	1	5	1	5	4	.....	200	60,000
5866	Middletown Springs.	Graded School	A. B. Hayden	Dept.	1	1	12	21	0	0	.....	.....	.....	.....	0	6	.....	.....	2	.....	.....	2,000
5867	Milton	High School	C. H. Willey	Dept.	1	1	15	27	0	0	1	0	.....	.....	1	4	.....	.....	4	.....	200	6,000
5868	Montpelier	Washington County Grammar School.*	N. J. Whitehill	Dept.	1	5	41	72	0	0	.....	.....	.....	.....	6	9	3	1	4	30	2,307	50,000
5869	Morrisville	People's Academy	W. A. Beebe	Dept.	1	3	65	78	0	0	2	0	1	0	4	9	4	6	4	.....	500	22,000
5870	Newbury	Seminary*	G. W. Felton	Dept.	2	0	17	17	33	37	1	0	2	0	2	4	.....	.....	4	.....	300	50,000
5871	New Haven	Beeman Academy	Harry F. Lake	Dept.	1	1	6	18	35	39	.....	.....	2	2	3	4	1	0	4	.....	.....	.....
5872	Newport	High School*	J. E. Colburn	Dept.	1	3	21	42	0	0	.....	.....	.....	.....	1	4	1	4	4	.....	.....	.....
5873	North Bennington	do	Frank P. Davison	Dept.	1	1	21	29	0	0	.....	.....	.....	.....	0	7	.....	.....	4	.....	225	25,000
5874	Northfield	do	Herman H. Kibbey	Dept.	1	3	40	63	0	0	4	2	.....	.....	2	11	0	1	4	.....	500	12,923
5875	North Pownal	Graded School	Geo. H. Harten	Dept.	1	0	4	6	43	67	.....	.....	.....	.....	1	2	.....	.....	1	.....	756	5,000
5876	North Troy	High School	W. D. Wiggins	Dept.	1	0	8	13	0	0	.....	.....	2	0	0	1	.....	.....	4	.....	29	.....
5877	Norwich	do	L. A. Martin	Dept.	1	0	6	12	25	29	.....	.....	2	0	.....	.....	.....	.....	3	.....	.....	9,000
5878	Pittsford	Central High School	W. B. Woodbury	Dept.	1	1	15	20	15	20	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	2,500
5879	Poultney	High School	F. B. Van Ornum	Dept.	1	1	11	23	0	0	.....	.....	.....	.....	2	4	.....	.....	3	.....	60	10,000
5880	Proctor	do	Winthrop P. Abbott	Dept.	1	2	20	24	0	0	.....	.....	.....	.....	1	4	.....	.....	4	.....	150	.....
5881	Randolph	do	Fred. E. Prichard	Dept.	1	3	41	48	0	0	2	2	.....	.....	4	5	4	5	4	.....	500	25,000
5882	Richford	High and Graded School	Edwin F. Green	Dept.	1	1	13	20	0	0	2	0	1	0	2	4	.....	.....	4	.....	226	10,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	VERMONT—cont'd.																					
5883	Richmond	High School	Miss Mary S. Dubois	Dept.	0	2	11	13	15	10	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	30	.....
5884	Rochester	.....do	D. H. Scribner	Dept.	1	0	10	20	35	55	1	2	.....	.....	0	3	.....	.....	4	.....	100	$2,000
5885	Rutland	.....do	S. H. Erskine	Dept.	2	4	95	142	0	0	8	10	8	6	1	20	1	8	4	.....	1,200	.....
5886	Shelburne	.....do	Miss Ruth Ida Norton	Dept.	0	1	16	17	0	0	.....	.....	3	3	3	4	3	4	4	.....	300	.....
5887	Shoreham	Newton Academy*	H. Elroy Sessions	Dept.	1	0	9	17	15	19	.....	.....	.....	.....	0	1	0	1	.....	.....	.....	5,000
5888	South Royalton	High School	Frank K. Graves	Dept.	1	1	24	26	0	0	6	3	4	2	1	1	1	1	4	.....	100	10,000
5889	Springfield	.....do	H. Dressel, jr	Dept.	1	3	64	60	0	0	2	0	15	0	7	10	2	4	4	60	300	.....
5890	Stowe	.....do	C. L. Cowles	Dept.	1	0	10	10	0	0	.....	.....	.....	.....	2	1	1	0	4	.....	150	.....
5891	Swanton	.....do	W. E. Thomas	Dept.	1	2	23	17	0	0	2	0	.....	.....	2	3	.....	.....	4	.....	250	.....
5892	Vergennes	.....do.*	Ernest G. Ham, A. B	Dept.	1	2	40	44	0	0	12	3	12	10	3	6	1	3	4	.....	200	15,000
5893	Wallingford	.....do	W. H. Botsford	Dept.	1	0	17	14	0	0	.....	.....	3	2	1	3	1	2	4	.....	25	3,000
5894	Waterbury	.....do.*	Edward M. Roscoe	Dept.	1	1	30	36	0	0	3	0	8	6	1	3	1	2	4	.....	.....	30,000
5895	Wells River	.....do	H. S. Richardson	Dept.	1	1	11	22	0	0	.....	.....	1	1	3	7	1	1	4	.....	.....	.....
5896	West Rutland	.....do	N. Beckwith	Dept.	1	2	10	19	0	0	3	2	1	0	2	2	2	1	4	.....	.....	17,800
5897	White River Junction.	Hartford High School	N. J. Whitehill	Dept.	2	1	21	53	0	0	1	2	3	8	5	5	.....	.....	4	.....	300	30,000
5898	Wilmington	High School	James A. Lobban	Dept.	1	1	7	16	0	0	.....	.....	1	1	1	1	.....	.....	4	.....	50	6,000
5899	Windsor	.....do	R. B. Barton	Dept.	1	1	57	37	0	0	.....	.....	2	2	8	7	2	1	4	.....	.....	25,000
5900	Winooski	.....do	Asa M. Jones	Dept.	1	1	2	17	0	0	.....	.....	1	0	0	5	.....	.....	4	.....	150	2,000
5901	Woodstock	.....do	Walter D. Parsons	Dept.	1	3	35	68	5	12	2	0	3	2	3	7	2	1	4	.....	100	.....
	VIRGINIA.																					
5902	Adriance	Guinea High School	Mrs. C. W. Crawley	Dept.	0	1	8	20	7	9	2	8	.....	.....	.....	.....	.....	.....	4	.....	.....	.....

5903	Alexandria	Washington School	Theodore Ficklin	Dept.	3	0	125	0	0	0					12	0	3	0	4				
5904	Ashland	High School	C. H. Lambert	Dept.	1	1	10	10	55	60					0	4			3		75		
5905	Balham	Union High School*	G. H. I. Mayo	Ind.	1	1	6	10	19	2			0	1	0	1							
5906	Beaverdam	High School	L. L. Powers	Dept.	1	1	7	8	27	13					1	2			3				
5907	Bedford Springs	New London Academy	E. Albert Smith	Ind.	1	1	36	30	40	50									4				
5908	Berryville	High School	A. P. Kelly	Dept.	1	0	21	7	0	0			9	0	1	0	1	0	3				10,000
5909	Bigstone Gap	do.*	R. H. Sheppe	Dept.	1	0	23	36	0	0									4		250		3,000
5910	Bowling Green	Graded School	Miss L. B. Glassell	Dept.	0	2	1	8	29	37													
5911	Boydton	do	E. L. Baptiste	Dept.	1	1	5	13	18	20									2				500
5912	Bristol	do.*	E. H. Russell	Dept.	1	1	18	20	0	0	8	12			1	3	1	2	3		650		28,000
5913	Broadway	High School	D. Hays	Dept.	1	0	12	10	48	55									3		180		2,500
5914	Buenavista	do	J. Parry McCluer	Dept.	1	0	8	19	0	0			2	0	2	0	2	0	3				3,000
5915	Cedarbluff	do	P. R. Allen	Dept.	1	0	7	6	43	84									4				
5916	Charlottesville	Midway High School	James W. Lane	Dept.	2	3	40	60	0	0	5	0			2	5	2	0	4				
5917	Chatham	Graded High School*	T. A. Watkins	Dept.	1	1	8	10	45	45									4				1,200
5918	Chilhowie	Liberty Academy*	W. L. Umbarger	Dept.	1	1	8	12	50	52									1				2,000
5919	Cliftonforge	Graded and High School.	N. Courtice Scott	Dept.	1	1	18	21	0	0			2	0					4		10		8,000
5920	Clinch	Academy*	S. R. Stanard	Ind.	1	0	10	5	25	20													
5921	Covington	Graded School	Jas. G. Jeter	Dept.	1	1	15	20	0	0	5	0			5	4	2	2					10,000
5922	Culpeper	High School	James Hurst	Dept.	1	1	4	9	0	0									3				13,000
5923	Cypress Chapel	Graded School*	Miss Susie C. Parker	Dept.	0	1	13	17	12	8	2	3											
5924	Danville	High School	Thomas Williamson	Dept.	1	2	16	48	0	0					2	11			3				
5925	do	High School (colored)	W. F. Grasty	Dept.	1	1	18	26	0	0	2	2	3	4	5	9	5	6	3				3,000
5926	East Radford	Belle Heth Academy*	Robt. E. Henderson	Dept.	1	0	13	4	0	0			2	0	1	0	1	0	3				
5927	Elkton	Elk Run High School	I. C. Payne	Dept.	1	0	8	10	8	18									4				1,000
5928	Emporia	High School	Wm. L. Prince	Dept.	1	0	5	21	0	0									2				
5929	Fairview	do.*	J. S. Vineyard	Dept.	2	0	5	3	40	37													
5930	Farmville	do	Richard M. Smith	Ind.	1	0	18	2	64	61									4		10		10,000
5931	Front Royal	do	T. J. O'Neill	Dept.	1	0	17	18	0	0	0	2			0	2			4				4,000
5932	Grant	Institute	Dudley Brown	Ind.	1	1	10	4	36	43	3	0	3	2					4		200		800
5933	Hampton	High School	John E. Elliott	Dept.	1	5	14	18	0	0					1	4	1	3	3		500		35,000
5934	Harrisonburg	do	W. H. Keister	Dept.	2	0	30	20	0	0	20	10	5	0					4		2,000		8,000
5935	Houston	do.*	Elvin S. Ligon	Dept.	1	1	6	15	37	17	2	2	1	2					3				1,100
5936	Jonesville	Academy	Wm. H. Martin	Ind.	1	1	25	25	45	45									2				6,000
5937	Lawrenceville	Graded School	Miss Maude D. Hobbs	Dept.	0	1	20	14	37	41													
5938	Leesburg	Academy*	J. S. Simpson	Dept.	2	2	24	30	0	0					1	2			4		50		10,000
5939	Lynchburg	High School	Thos. C. Miller	Dept.	5	4	83	193	0	0					13	25	6	12	4		325		35,400
5940	do	High School (colored)	Jacob E. Yoder	Dept.	1	3	10	39	20	53	1	0			1	5			4		425		3,000
5941	McGaheysville	Oak Hill Academy	C. J. Heatwole	Dept.	2	0	7	7	12	11									3		360		1,400
5942	Manchester	High School (colored)	James H. Blackwell	Dept.	2	1	8	26	0	0	2	3			2	10			3				
5943	Marion	do	Vernon Hill, A. M.	Dept.	1	0	16	8	0	0	9	5	2	0					3				8,000
5944	Monterey	Graded School	I. L. Beverage	Dept.	1	0	4	3	57	50	3	3											600
5945	Newmarket	High School	H. K. Barbe	Dept.	1	0	10	20	46	50					1	3			4				
5946	Newport News	do	H. H. Epes	Dept.	2	3	27	68	0	0	5	7	8	0					3		150		37,000
5947	Norfolk	do	George McK. Bain	Dept.	2	6	88	185	0	0					4	17			4				
5948	Pearisburg	do	L. D. Shumate	Ind.	1	0	16	19	41	33	4	5	4	5					4		20		800
5949	Petersburg	High School	Miss A. P. Bolling	Dept.	0	6	70	127	0	0			3	0	6	7	3	0	4		300		5,000
5950	do	Peabody High School (colored).	Jas. E. Shields	Dept.	1	1	14	35	0	0					1	15	1	1	3				
5951	Port Republic	Academy	G. G. Strayer	Dept.	1	0	10	5	35	30	5	2	5	2					3		150		1,500
5952	Portsmouth	High School	Willis A. Jenkins	Dept.	1	4	20	41	0	0	3	0	1	0	6	3	4	0	3		250		22,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	VIRGINIA—cont'd.																					
5953	Pulaski City	High School*	C. B. Tate	Dept.	1	1	10	17	0	0	....	....	....	....	....	....	....	....	3	....	300	$5,000
5954	Richmond	....do	Julian P. Thomas	Dept.	2	21	257	571	0	0	2	0	....	....	33	120	2	0	3	....	300	40,000
5955	....do	High and Normal School (colored).	James C. Harwood	Dept.	1	10	70	271	0	0	....	....	4	3	4	31	2	3	3	....	300	.....
5956	Roanoke	High School	Harris Hart	Dept.	3	3	77	125	0	0	3	2	....	....	3	6	3	2	4	....	250	18,000
5957	Salem	....do.*	W. M. Adams, A. B	Dept.	1	3	33	56	0	0	....	....	....	....	1	10	1	0	4	....	150	8,000
5958	Shenandoah	....do	J. J. Lincoln	Dept.	1	2	10	10	0	0	2	2	....	....	....	....	....	....	4	....	....	3,000
5959	South Boston	....do	J. R. L. Johnson	Dept.	1	0	6	10	74	50	4	10	2	1	3	8	2	4	3	....	120	2,500
5960	Staunton	....do	J. R. Weaver	Dept.	2	3	31	69	0	0	4	25	10	0	0	2	0	1	4	....	1,200	62,000
5961	....do	High School (colored)*	Oliver J. Derritt	Dept.	2	0	8	14	0	0	....	....	3	4	1	5	1	5	3	....	231	19,000
5962	Stevens Creek	Academy*	M. H. Carico	Dept.	1	1	25	10	25	30	5	3	1	2	....	....	....	....	3	....	....	.....
5963	Suffolk	High School	W. C. Morton	Dept.	1	1	22	20	0	0	1	0	....	....	0	1	....	....	4	....	.....	8,000
5964	Tazewell	....do	G. L. Byrom	Dept.	1	1	26	34	0	0	8	15	....	....	1	3	1	3	4	....	180	10,000
5965	Toshes	Clifton High School*	J. D. Hughlett, A. M	Dept.	1	1	18	10	27	25	2	0	1	0	2	0	2	0	4	....	.....	800
5966	Warrenton	High School	E. L. Johns	Dept.	1	0	10	0	45	45	8	0	1	0	8	0	1	0	4	....	60	7,000
5967	Waterford	....do	Richard M. Macroe	Dept.	1	0	14	9	31	31	4	0	....	....	....	....	....	....	....	....	.....	.....
5968	Westpoint	....do	Miss Katharine P. Howerton.	Dept.	0	1	8	12	61	62	....	....	....	....	0	2	....	....	3	....	.....	7,000
5969	Whaleyville	Graded School	Miss Lizzie A. Tucker	Ind.	0	1	2	3	24	29	....	....	....	....	....	....	....	....	....	....	.....	600
5970	Williamsburg	Nicholson School*	John S. Charles	Dept.	1	0	0	9	49	60	....	....	....	....	....	....	....	....	....	....	.....	4,000
5971	Winchester	John Kerr School	J. C. Van Fossen	Dept.	2	1	43	40	0	0	5	4	....	....	11	10	5	4	3	....	.....	.....
5972	....do	Public School (colored)	John H. Quiett	Dept.	1	0	7	10	0	0	0	2	....	....	2	6	....	....	4	....	.....	.....
5973	Woodstock	Graded and High School	Wright G. Campbell	Dept.	1	2	11	21	0	0	1	3	....	....	0	1	....	....	3	....	.....	4,000
5974	Wytheville	High School	Robt. Snavely	Dept.	2	0	15	22	0	0	2	2	7	0	2	5	2	0	3	....	400	15,000

	WASHINGTON.																					
5975	Aberdeen	High School	John Jackal	Dept.	1	1	14	26	0	0									4			
5976	Asotin	do	J. B. Jones	Dept.	1	0	11	17	0	0					1	5			2	420	14,000	
5977	Auburn	do	C. F. Allan	Ind.	2	0	3	6	136	120	1	2			1	0			2	50	3,000	
5978	Ballard	do	H. E. Peck	Dept.	1	1	11	24	0	0									2	460		
5979	Bayview	do	T. H. Look	Dept.	1	0	4	2	0	0	3	1							2			
5980	Black Diamond	do	David Thomas	Dept.	1	0	2	6	155	198	0	1	1	0					1	100	3,000	
5981	Buckley	do.*	J. C. Dickson	Dept.	1	0	6	20	0	0					1	7	1	7	2	100	15,000	
5982	Burlington	Union High School	Mrs. Linnie Barnard	Dept.	0	1	2	4	0	0									2			
5983	Castlerock	High School	Jno. H. Giblin	Dept.	1	0	5	12	0	0					3	5			2	200	5,000	
5984	Centralia	do	Z. N. Wallis	Dept.	2	0	25	30	0	0	5	5			4	3	4	3	4	100	25,000	
5985	Chelan	do	Will A. Robison	Dept.	1	0	10	8	54	45									2		4,000	
5986	Cheney	do	C. M. Burnham	Dept.	1	1	6	2	169	158	3	0			0	2			1	165	15,000	
5987	Colfax	do	W. E. Ransom	Dept.	2	2	28	40	0	0	1	0	2	0	3	1			3	915	49,180	
5988	Columbia City	do	F. J. Boyd	Dept.	1	0	5	7	0	0			1	0	3	4	1	1	2	10	20,000	
5989	Colville	do	J. E. M. Bailey	Dept.	1	0	4	7	0	0									4	60		
5990	Cosmopolis	do	W. M. Brock	Dept.	1	0	5	3	85	107					2	2			2	50		
5991	Davenport	do	J. H. Perkins	Dept.	1	1	25	35	0	0	5	6							4	200	30,000	
5992	Dayton	do	J. L. Dumas	Dept.	3	3	37	58	0	0			12	20	1	1	1	0	4	900	18,000	
5993	Diamond	do	W. L. Wester	Dept.	1	0	6	4	0	0					2	0			2	75		
5994	Edmonds	do.*	Philip Brady	Dept.	1	1	4	3	0	0	2	3			2	3	1	1	1	146	15,000	
5995	Elberton	do	H. T. Irion	Dept.	1	0	13	13	0	0			2	9	2	3	1	3	2	160	4,000	
5996	Ellensburg	do	F. M. McCulley	Dept.	2	2	45	40	0	0					5	8			2	200	50,000	
5997	Elma	do	Wm. T. Walton	Dept.	1	0	4	15	0	0			4	1	1	3	1	1	2	150	7,500	
5998	Enumclaw	Union High School	J. H. Wylie	Dept.	1	0	2	5	64	66									4	125	6,000	
5999	Everett	High School	Miss Gertrude Gibbs	Dept.	2	3	55	88	0	0			10	12	2	9	2	9	4	500	29,000	
6000	Fairhaven	do	W. J. Hughes	Dept.	1	2	31	46	0	0	8	12	8	14	6	9	3	4	4	200		
6001	Fall City	do	D. M. Daum	Dept.	1	0	2	3	49	47					2	0				227	600	
6002	Farmington	do	N. D. Showalter	Dept.	1	0	21	21	0	0	10	12	8	2	6	7			2	350	10,000	
6003	Garfield	do	J. O. Mattoon	Dept.	2	0	10	10	0	0					6	4	6	4	2	150	12,000	
6004	Hamilton	do	F. McGreal	Dept.	1	0	1	4	47	52	1	4			0	1				300	12,000	
6005	Hoquiam	do	P. A. Williams	Dept.	1	0	7	8	0	0	1	2	1	1	2	3	1	1	2	200	20,000	
6006	Ilwaco	do	J. F. Moran	Dept.	1	0	5	1	84	90			5	1					3	100		
6007	Johnson	do	J. E. Lindsey	Dept.	1	0	3	5	40	43			3	4					4		2,000	
6008	Kent	do	Henry K. Benson	Dept.	1	1	6	14	0	0	1	3	0	1					4	150	15,000	
6009	Kirkland	Union School	H. A. Snyder, A. B.	Dept.	1	0	5	6	64	60									4	169		
6010	Laconner	High School	H. J. Davidson	Dept.	1	0	23	13	0	0	1	1	2	1	4	5	3	2	2	557	8,000	
6011	Montesano	do	Eldridge Wheeler	Dept.	1	0	7	23	0	0					3	9			2	30	5,000	
6012	Mount Vernon	do	W. B. Davis	Dept.	1	1	5	27	0	0			1	8					4	55		
6013	Northbend	do	Miss L. L. Lacey	Dept.	0	1	1	4	34	42									4	108	2,000	
6014	North Yakima	do.*	G. H. Roust	Dept.	2	2	34	35	0	0	3	2	2	2					3	350	50,980	
6015	Oakesdale	do	Geo. E. Craig	Dept.	1	1	10	12	0	0					3	2	3	1	2	280	20,000	
6016	Olympia	do	Mrs. Mary Keyes	Dept.	1	3	28	68	0	0					3	12	2	3	4	100		
6017	Orting	do	W. W. Head	Dept.	1	0	10	12	0	0	0	1	1	0					2	210	6,000	
6018	Palouse	do.*	Mrs. Ellen McKinzie	Dept.	1	1	15	30	0	0					0	4			2	100		
6019	Pe Ell	Union High School	J. E. Lease	Dept.	1	0	5	7	0	0									2		3,000	
6020	Pomeroy	High School	H. C. Benbow	Dept.	2	0	27	26	0	0			5	7					4	300	28,000	
6021	Port Angeles	Central High School	Sam Treby	Dept.	2	0	9	17	0	0	0	1			1	2	0	1	3	300	10,000	
6022	Port Townsend	High School	Wm. H. Thompson	Dept.	2	1	24	31	0	0	2	3	1	2	2	2	1	0	4	75	5,000	
6023	Prescott	do	John Woods	Dept.	1	0	4	3	43	50			2	0					2	112	3,000	

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	WASHINGTON—continued.																					
6024	Puyallup	High School	Miss Ada A. Dresbach	Dept.	1	2	11	23	0	0	....	....	2	3	3	8	2	3	3	....	350	$25,000
6025	Renton	....do	G. H. Conklin	Dept.	1	0	6	6	0	0	4	6	....	....	1	2	1	2	1	....	100	8,000
6026	Ridgefield	....do	S. B. Packer	Dept.	0	1	0	6	26	28	....	....	0	1	0	1	....	....	4	....	.....	.....
6027	Ritzville	....do	D. L. Van Amburgh	Dept.	1	1	14	13	0	0	....	....	....	....	2	11	....	....	2	....	300	10,000
6028	Roslyn	....do	G. H. Dunn	Dept.	1	2	2	10	0	0	0	3	....	....	....	....	....	....	4	....	360	18,000
6029	Seattle	....do	Edwin Twitmyer, A. M.	Dept.	11	12	307	493	0	0	....	....	....	....	32	32	....	....	4	60	1,500	.....
6030	Sedro Woolley	....do	Miss Birdie I. Beals	Dept.	0	1	7	6	0	0	....	....	....	....	....	....	....	....	4	....	78	4,000
6031	Shelton	....do	G. D. Hines	Dept.	1	0	2	3	125	116	....	....	....	....	0	3	....	....	2	....	450	5,000
6032	Skamokawa	Union High School	Albert S. Foster	Ind.	1	0	1	8	37	34	0	1	....	....	....	....	....	....	4	....	120	2,000
6033	Snohomish	High School	Chas. I. Kerr	Dept.	2	0	15	22	0	0	....	....	....	....	2	8	....	....	2	....	500	.....
6034	Southbend	....do	Albert W. Bush	Dept.	1	1	15	24	0	0	....	....	....	....	5	6	3	3	2	....	300	10,000
6035	Spangle	....do	John W. Howe	Dept.	1	0	10	12	50	75	....	....	6	10	2	5	....	....	2	....	100	10,000
6036	Sprague	....do	T. A. Davies	Dept.	1	0	7	10	0	0	....	....	1	1	1	1	1	1	2	....	50	.....
6037	Stamwood	Union High School	Ray Packer	Dept.	1	0	3	4	70	80	....	....	....	....	....	....	....	....	1	....	180	6,000
6038	Sumner	High School	J. B. Protzman	Dept.	1	1	8	14	0	0	....	....	....	....	0	1	....	....	3	....	250	15,000
6039	Tacoma	....do	Henry F. Wegener	Dept.	8	12	202	375	0	0	....	....	....	....	12	40	....	....	4	35	1,200	75,000
6040	Tekoa	....do.*	J. L. McIntosh	Dept.	1	0	14	20	0	0	....	....	....	....	....	....	....	....	2	....	100	7,500
6041	Toledo	....do	George H. Tucker	Dept.	1	0	5	6	0	0	....	....	....	....	....	....	....	....	4	....	175	4,000
6042	Vancouver	....do	P. Hough	Dept.	1	1	25	33	0	0	5	3	7	4	3	1	2	0	4	....	450	17,000
6043	Wartsburg	....do	I. O. Jones	Dept.	2	0	20	25	0	0	....	....	....	....	2	2	....	....	3	....	300	18,000
6044	Walla Walla	....do	R. C. Kerr	Dept.	2	2	58	60	0	0	12	8	....	....	2	7	1	4	4	58	500	.....
6045	Waterville	....do	E. F. Elliot	Dept.	1	1	15	16	0	0	....	....	....	....	....	....	....	....	4	....	450	6,000
6046	Wenatchee	....do	J. F. Haney	Dept.	1	0	6	10	0	0	....	....	1	0	....	....	....	....	2	....	187	.....

6047	Whatcom	do	John A. Lee	Dept..	3	3	74	111	0	0					5	14	5	2	4		300	5,000
6048	Winlock	do.*	George I. Brooks	Dept..	1	0	17	12	0	0					1	2			3		25	5,000
	WEST VIRGINIA.																					
6049	Benwood	Central High School	Chas. E. Carrigan	Dept..	1	1	8	18	0	0					2	7	2	0	3		300	6,000
6050	Bridgeport	High School	A. S. Law	Dept..	1	0	6	14	45	55					2	3			3		300	4,000
6051	Buckhannon	do	H. A. Darnall	Dept..	1	1	9	15	0	0	3	0			2	4	1	1	3		1,000	10,000
6052	Burning Springs	do	H. C. Tucker	Dept..	1	0	6	8	14	17												
6053	Charleston	do	Mrs. Mary R. McGwigan.	Dept..	0	4	55	84	0	0	4	9	3	0	4	10	2	0	4		600	
6054	Charlestown	Graded High School	Wright Denny	Dept..	2	1	28	25	0	0	3	1	1	0	0	1	0	1	3		225	13,000
6055	Clarksburg	High School	Orie McConkey	Dept..	3	0	12	38	0	0	1	2			1	3	1	0	4		500	25,000
6056	do	High School (colored)	S. H. Guss	Dept..	1	0	4	13	0	0			2	3	0	3	0	1	3		280	5,500
6057	Davis	High School	S. H. McLane	Dept..	3	0	6	24	0	0	1	1			2	5	1	2	3		800	8,000
6058	Elkins	do	J. S. Cornwell	Dept..	1	1	7	27	0	0									3		250	10,000
6059	Fairmont	do.*	E. E. Mercer	Dept..	3	1	28	43	0	0					1	9	1	0	4		500	20,000
6060	Grafton	do.*	Hayward Fleming	Dept..	2	1	20	41	0	0					4	5			3		600	
6061	Guyandotte	do	Lawrence B. Hill	Dept..	1	0	5	16	0	0	0	1			1	3	1	3	2		190	25,000
6062	Huntington	Douglass High School (colored).	C. G. Woodson	Dept..	2	0	5	11	0	0	2	2			0	2	0	1	4		200	10,000
6063	do	High School	U. S. G. Anderson	Dept..	1	2	30	50	0	0					5	4			4		200	
6064	Keyser	do.*	R. M. Collins	Dept..	2	0	40	40	0	0	3	4			3	10	5	2	4		150	18,000
6065	Martinsburg	do	C. H. Cole	Dept..	4	1	45	100	0	0			8	12	5	14	3	0	4		1,500	7,800
6066	Mason	do.*	Seth Thomas	Dept..	1	1	11	18	0	0	1	1			2	2	1	1	3		48	6,500
6067	Milton	do.*	N. W. Hensley	Dept..	1	0	8	12	0	0												3,500
6068	Morgantown	do.*	R. L. Kline	Dept..	2	1	17	23	0	0									4			
6069	Moundsville	do	D. T. Williams	Dept..	1	2	34	39	0	0	1	1			4	5			4		150	
6070	New Cumberland	do	W. M. Henderson	Dept..	1	1	12	13	0	0					7	0			3		376	20,000
6071	New Martinsville	Magnolia High School	W. J. Postlethwait	Dept..	2	2	25	27	0	0					6	1	2	0	3		865	8,000
6072	Parkersburg	High School	H. T. Upson	Dept..	3	2	47	117	0	0					4	19			3		3,300	60,000
6073	do	Sumner High School (colored).	J. Rupert Jefferson	Dept..	1	0	9	10	0	0					0	1			3		100	
6074	Piedmont	Davis High School*	Wilson M. Foulk	Dept..	1	1	10	18	0	0					1	3			4			15,000
6075	Point Pleasant	High School	R. A. Riggs	Dept..	3	0	32	44	0	0			8	4	4	3	4	1	4		300	30,000
6076	do	Langston Academy (colored).	R. W. White	Dept..	1	0	3	5	37	47									3			3,000
6077	Sistersville	High School	Geo. E. Dannels, B. S	Dept..	2	1	7	60	0	0					0	5			3		550	45,000
6078	Wellsburg	do	C. E. Githens	Dept..	2	1	21	46	0	0					2	7			3		965	45,000
6079	Weston	do	Buchanan White (supt.).	Dept..	2	0	15	22	0	0					4	13			2		900	16,000
6080	Wheeling	do	H. B. Work	Dept..	3	7	85	200	0	0					6	22			4		140	26,000
	WISCONSIN.																					
6081	Albany	High School	C. H. Hemingway	Dept..	1	1	22	23	0	0			2	0	4	6			4		300	16,000
6082	Algoma	do	E. M. Phillips	Dept..	1	1	23	29	0	0			2	2	3	6	2	2	4		786	8,000
6083	Alma	do	S. Saby	Dept..	2	0	31	32	0	0					1	3	1	3	4			
6084	Almond	do	Wayne F. Cowan	Dept..	1	0	15	8	10	30					4	1	1	1	3		125	
6085	Amery	do.*	Edward Vincent	Dept..	1	0	18	24	0	0					0	5			3		325	5,000
6086	Amherst	do	William L. Bullock	Dept..	1	0	13	15	0	0			2	3	2	3	0	1	3		367	5,375
6087	Antigo	do	F. F. Showers	Dept..	2	2	70	74	0	0	12	27	17	3	4	5	4	5	4		1,900	
6088	Appleton	do.*	W. F. Winsey	Dept..	3	2	44	37	0	0					6	5	4	3	4		2,250	39,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	WISCONSIN—cont'd.																					
6089	Appleton	Ryan High School	Ralph W. Pringle	Dept.	5	4	72	99	0	0	.....	.....	.....	.....	9	8	1	0	4	.....	2,100	.....
6090	Areadia	High School	G. O. Banting	Dept.	1	2	46	37	0	0	.....	.....	11	10	8	10	4	2	4	.....	1,151	$10,000
6091	Argyle	.....do.*	R. H. Mueller	Dept.	2	0	18	29	0	0	1	0	.....	.....	2	7	1	0	4	.....	500	7,700
6092	Ashland	.....do	L. R. Burns	Dept.	3	5	70	110	0	0	5	8	5	4	9	16	1	2	4	.....	1,200	36,000
6093	Augusta	.....do	Albert Hedler	Dept.	1	2	27	32	0	0	.....	.....	0	1	2	3	0	1	4	.....	300	8,500
6094	Avoca	.....do	V. L. Rehn	Dept.	1	1	10	14	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	250	4,000
6095	Baldwin	.....do	A. M. Wakefield	Dept.	2	0	12	24	0	0	.....	.....	.....	.....	2	3	.....	.....	3	.....	500	4,000
6096	Bangor	.....do	.....	Dept.	1	2	6	31	0	0	.....	.....	.....	.....	2	6	1	0	4	.....	300	6,000
6097	Baraboo	.....do	H. A. Whipple	Dept.	1	7	96	145	0	0	.....	.....	.....	.....	8	19	5	0	4	.....	300	.....
6098	Barron	.....do	W. S. Freeman	Dept.	1	1	24	35	0	0	.....	.....	.....	.....	1	4	.....	.....	4	.....	255	2,000
6099	Bayfield	.....do	M. A. Hester	Dept.	2	1	10	15	0	0	1	0	.....	.....	1	1	.....	.....	4	.....	1,200	25,000
6100	Beaverdam	.....do	Homer B. Hubbell	Dept.	1	4	45	70	0	0	3	9	8	16	7	13	3	6	4	.....	500	40,000
6101	Belleville	.....do	Chas. Harrison	Dept.	1	0	10	22	0	0	.....	.....	.....	.....	3	3	.....	.....	3	.....	.....	4,650
6102	Belmont	.....do	Lewis A. Jones	Dept.	1	1	9	20	0	0	.....	.....	.....	.....	2	10	.....	.....	3	.....	382	3,000
6103	Beloit	.....do	F. E. Converse	Dept.	3	5	87	185	0	0	5	7	12	10	7	16	3	7	4	.....	600	50,000
6104	Benton	.....do	H. E. Case	Dept.	2	0	10	19	0	0	.....	.....	.....	.....	3	4	.....	.....	3	.....	400	1,100
6105	Berlin	.....do	G. H. Landgraf	Dept.	1	5	60	90	0	0	10	12	.....	.....	7	15	.....	.....	4	.....	2,000	36,000
6106	Birnamwood	.....do	M. P. Cady	Dept.	1	1	10	28	0	0	.....	.....	3	0	0	1	.....	.....	4	.....	250	6,000
6107	Black Earth	.....do	K. L. Hatch	Dept.	2	0	30	26	0	0	.....	.....	4	0	4	6	4	0	4	.....	200	3,000
6108	Black River Falls	Union High School	C. D. Kipp	Dept.	1	3	37	67	0	0	.....	.....	.....	.....	8	8	.....	.....	4	.....	800	18,000
6109	Bloomer	High School	C. D. Donaldson	Dept.	1	1	22	29	0	0	.....	.....	0	1	5	6	0	1	3	.....	265	4,000
6110	Bloomington	.....do	O. R. Parker	Dept.	1	1	25	35	0	0	.....	.....	.....	.....	2	5	.....	.....	4	.....	300	.....
6111	Boscobel	.....do	G. W. Gehrand	Dept.	1	3	32	54	0	0	0	2	1	0	3	4	3	4	4	.....	1,400	28,000
6112	Brandon	.....do	Charlton T. Beek	Dept.	2	1	23	24	0	0	0	1	2	1	0	2	0	1	4	.....	560	12,750

6113	Brillion	do	R. E. Carncross	Dept.	1	0	13	13	0	0					2	1	1	1	3		250	8,000
6114	Brodhead	do	H. S. Yonker	Dept.	2	1	35	53	0	0	2	3	2	4	4	9	3	3	4		820	10,000
6115	Burlington	do	W. H. Hickok	Dept.	1	3	27	57	0	0	4	4	5	6	7	8	2	2	4		1,000	40,000
6116	Cadott	do	E. C. Roberts	Dept.	1	0	3	22	0	0					0	7			3		300	6,500
6117	Cambria	do	Robert Morris	Dept.	1	1	13	13	0	0					1	2			3		375	11,000
6118	Cambridge	do	J. L. Hooper	Dept.	1	1	20	26	0	0					6	6	3	2	4		700	10,000
6119	Cashton	do	J. D. Beck	Dept.	1	1	19	21	0	0					4	1			3		250	20,000
6120	Cassville	do.*	W. P. Colburn	Dept.	1	1	20	25	0	0					2	2			4		200	10,000
6121	Cedarburg	do.*	Charles Lau	Dept.	1	0	11	13	0	0									3		400	30,000
6122	Centralia	do.*	Harmon L. Van Dusen	Dept.	1	2	45	28	0	0					4	6	0	2	4		390	
6123	Chetek	do	Orriman S. Ely	Dept.	1	0	3	28	0	0					1	3			3		282	4,000
6124	Chilton	do	Gough M. Morrissey	Dept.	1	2	34	47	0	0			3	3	3	6	2	2	4		529	8,000
6125	Chippewa Falls	do	Silas B. Tobey	Dept.	2	4	70	110	0	0	10	15			3	17			4		4,091	
6126	Clinton	do	R. E. Loveland	Dept.	2	1	24	35	0	0	4	6	2	3	5	6	3	4	4		610	14,000
6127	Clintonville	do	J. M. Bold	Dept.	1	2	40	65	0	0			2	5	2	9	2	5	4		685	20,000
6128	Cobb	do	Oscar P. Brown	Dept.	1	1	19	18	0	0			2	3	2	2	1	0	4		200	1,200
6129	Colby	do	F. M. Jackson	Dept.	1	1	25	26	0	0					7	1	4	0	4		100	2,500
6130	Columbus	do.*	M. H. Jackson	Dept.	1	3	45	51							5	7			4			
6131	Cuba	do	Emery Bray	Dept.	2	0	30	32	0	0	5	1	6	1	4	5	4	2	3		500	8,000
6132	Cumberland	do	P. L. Pease	Dept.	1	2	20	30	0	0			11	9	4	8	1	1	4		285	
6133	Darlington	do.*	James M. Stevens	Dept.	1	3	39	55	0	0			2	0	6	11	2	0	4		1,500	52,000
6134	Deerfield	do	O. S. Rice	Dept.	1	1	22	35	0	0			1	0	2	2	1	1	4		225	7,000
6135	De Forest	Windsor Township High School.	E. C. Meland	Ind.	3	0	36	39	0	0	3	8	8	0	7	4	7	2	4		345	5,000
6136	Delavan	High School*	C. W. Rittenburg	Dept.	1	3	37	59	0	0	1	1			3	9	1	0	4		1,200	40,000
6137	Depere	do	F. J. Wells	Dept.	2	2	23	42	0	0	1	0	2	0	7	6	3	0	4		700	20,000
6138	Dodgeville	do	De Witt Elwood	Dept.	3	2	57	85	0	0					7	11			4		700	37,500
6139	Durand	do	D. E. Kiser	Dept.	1	1	24	20	0	0			2	2	4	4	4	4	4		500	10,000
6140	Eagle River	do	J. A. Walsh	Dept.	1	0	14	10	0	0					6	3			3			
6141	East Troy	do	D. R. Jones	Dept.	1	2	38	40	0	0					3	10			4		700	
6142	Edgerton	do	C. D. Rosa	Dept.	1	2	25	30	0	0	0	3	5	7	7	4	2	2	4		622	24,000
6143	Elkhorn	do	T. J. Jones	Dept.	2	3	58	62	0	0					6	11	3	2	4		896	35,000
6144	Elroy	do	George E. Bunsa	Dept.	1	2	21	35	0	0					3	1			4		1,000	30,000
6145	Ettrick	Graded School	F. J. Curtiss	Dept.	1	0	13	9	42	32					1	2					300	1,500
6146	Evansville	High School	H. F. Kling	Dept.	2	2	51	67	0	0	4	10	6	5	5	6	2	3	4		2,500	30,000
6147	Fairchild	do	Edward M. Beeman	Dept.	1	2	15	22	0	0			2	0					4		850	16,000
6148	Fennimore	do.*	Miss Elizabeth Clary	Dept.	0	3	20	30	0	0	2	2			1	7	0	2	4		350	10,000
6149	Florence	do	C. A. H. Fortier	Dept.	1	2	15	35	0	0			2	3	2	13	2	3	4		2,000	40,000
6150	Fond du Lac	do	Miss Elizabeth Waters	Dept.	3	7	108	190	0	0					12	30	6	8	4		580	55,000
6151	Fort Atkinson	do	J. A. Hagemann	Dept.	2	3	51	82	0	0	1	2	3	0	4	5	2	2	4		1,800	45,000
6152	Fountain City	do	H. W. Kircher	Dept.	1	0	18	23	0	0					0	5			3		600	15,000
6153	Foxlake	do	F. A. Harrison	Dept.	1	2	14	21	0	0			1	5	2	7	1	5	4		400	15,000
6154	Friendship	do.*	S. A. Stivers	Dept.	1	0	8	16	10	12					1	0			3		200	2,500
6155	Galesville	do	H. B. Wentz	Dept.	1	1	9	31	0	0			1	3	1	4	1	4	4		406	5,000
6156	Glenbeulah	do	Vincent H. Huck	Ind.	1	0	14	13	32	48	0	1	1	0	6	5			3		300	3,600
6157	Glenwood	do	A. L. Thomsen	Dept.	2	0	34	29	0	0			4	1	10	4	4	1	4		1,000	15,000
6158	Grand Rapids	Howe High School	Geo. P. Hambrecht	Dept.	3	4	80	90	0	0	15	8	10	0	14	11	7	5	4		1,200	45,000
6159	Grantsburg	High School	William F. Steve	Dept.	1	0	12	12	0	0			3	0	3	5	1	0	3		300	12,000
6160	Green Bay	East Side High School	Wm. O. Brown	Dept.	1	4	53	76	0	0									4		675	40,000
6161	do	West Side High School	H. Hendrickson	Dept.	2	3	56	60	21	39	2	3	6	0	5	8	3	1	4		700	
6162	Greenwood	High School	Harold A. Veeder	Dept.	1	1	8	30	0	0					1	5			4		400	

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	WISCONSIN—cont'd.																					
6163	Hammond	High School	W. F. Lusk	Dept..	1	1	25	38	0	0	....	....	....	....	2	5	....	....	4	....	129	$7,000
6164	Hartford	....do	Thos. R. Lloyd-Jones	Dept..	1	2	43	39	0	0	2	3	6	2	6	4	3	1	4	....	800	1,500
6165	Hayward	....do	J. G. Adams	Dept..	2	1	9	23	0	0	....	....	....	....	0	5	....	....	4	....	450	30,000
6166	Hazelgreen	....do	Chas. M. Fox	Dept..	1	0	12	12	0	0	....	....	....	....	0	2	....	....	3	....	200	5,000
6167	Highland	....do	Louis L. Corcoran	Dept..	2	0	18	23	0	0	....	....	....	....	3	6	....	....	4	....	500	.....
6168	Hillsboro	....do	Fred S. Barrows	Dept..	1	0	18	20	0	0	....	....	....	....	0	5	....	....	3	....	.....	20,000
6169	Horicon	....do.*	P. J. Zimmers	Dept..	2	1	30	40	0	0	....	....	....	....	5	5	2	1	4	....	400	20,000
6170	Hudson	....do	M. N. McIver	Dept..	2	4	61	80	0	0	....	....	....	....	4	7	2	1	4	....	1,172	.....
6171	Humbird	....do	H. S. Perry	Dept..	1	0	6	12	0	0	0	1	....	....	1	0	....	....	3	....	553	5,000
6172	Hurley	....do	J. E. Beckler	Dept..	2	1	15	40	15	30	10	20	2	3	1	5	1	3	4	....	600	30,000
6173	Iola	....do.*	Oscar Gunderson	Dept..	1	0	14	21	0	0	....	....	....	....	3	1	....	....	3	....	.....	.....
6174	Janesville	....do	D. D. Mayne	Dept..	7	7	179	247	0	0	40	45	50	64	20	37	18	17	4	....	666	60,000
6175	Jefferson	....do	H. L. Van Dusen	Dept..	1	3	32	48	0	0	2	5	....	....	4	6	2	2	4	....	1,700	40,000
6176	Juneau	....do	D. E. McLane	Dept..	1	1	17	18	0	0	0	3	1	0	1	2	....	....	4	....	549	12,000
6177	Kaukauna	....do.*	A. M. Olson	Dept..	1	3	63	54	0	0	....	....	....	....	8	9	6	2	4	....	532	.....
6178	Kenosha	....do	E. C. Wiswall	Dept..	2	5	74	110	0	0	2	4	5	8	6	16	2	5	4	....	1,100	65,000
6179	Kewaunee	....do.*	M. McMahon	Dept..	2	1	55	38	0	0	....	....	1	0	7	2	1	0	4	....	1,678	15,000
6180	Kiel	....do	A. O. Heyer	Dept..	1	1	27	25	0	0	....	....	....	....	7	6	....	....	4	....	225	12,000
6181	La Crosse	....do	W. R. Hemmenway	Dept..	3	1	157	222	0	0	2	0	50	60	15	28	10	4	4	....	700	50,000
6182	Lake Geneva	....do	John N. Foster	Dept..	2	2	45	46	0	0	1	2	4	0	5	4	5	2	4	....	300	.....
6183	Lake Mills	....do	Allen B. West	Dept..	1	2	33	51	0	0	4	4	2	3	6	10	2	4	4	....	800	11,000
6184	Lancaster	....do	L. L. Clarke	Dept..	2	3	58	76	0	0	....	....	....	....	4	16	....	....	4	....	400	30,000
6185	Linden	....do	S. Miles W. Thomas	Dept..	1	0	12	13	0	0	....	....	....	....	2	4	1	2	3	....	360	10,000
6186	Lodi	....do	G. W. Swartz	Dept..	1	2	36	50	0	0	5	4	6	2	1	9	1	9	4	....	864	30,000

6187	Lonerock	High School	C. E. Gilmore	Dept.	1	0	7	25	0	0					2	2			3		92	2,300
6188	Loyal	do	D. L. Hennessey	Dept.	1	1	19	32	0	0			1	1	3	8			4		200	
6189	Madison	do	J. H. Hutchison	Dept.	6	15	237	350	0	0					41	43	23	23	4		329	300,000
6190	Manawa	Little Wolf High School	C. B. Stanley	Dept.	1	1	20	34	0	0			5	7	1	3	0	2	4		600	9,000
6191	Manitowoc	South Side High School	W. H. Luehr	Dept.	4	1	54	30	0	0	5	2	1	0	6	5	2	3	4		850	39,000
6192	Marinette	High School	R. P. Redfield	Dept.	3	4	95	141	0	0	11	12			9	21			4		1,216	
6193	Marion	Dupont High School	A. A. Blandin	Dept.	1	0	12	12	0	0	2	0							3			
6194	Marshall	Medina High School	J. B. Baldwin, B. L	Ind.	1	1	19	20	0	0			5	0	2	4	2	2	4		432	5,000
6195	Marshfield	High School	J. B. Borden	Dept.	2	3	20	81	0	0	5	12	3	6	2	7	1	2	4		857	25,000
6196	Mauston	do	A. H. Fleteher	Dept.	2	2	36	51	0	0	2	7	6	3	3	5	2	3	4		600	33,000
6197	Mayville	do.*	L. S. Keeley	Dept.	3	1	33	23	0	0	2	0	2	0	2	5	2	0	4		462	30,000
6198	Mazomanie	do	William Kittle	Dept.	1	2	30	41	0	0			4	0	1	5	1	0	4		600	6,000
6199	Medford	do	F. W. Thomas	Dept.	1	2	34	39	0	0					7	4	3	1	4		700	14,000
6200	Menasha	do	A. B. O'Neil	Dept.	1	2	21	33	0	0	4	3	2	2	4	8	2	1	4		325	
6201	Menomonie	do	Judson E. Hoyt	Dept.	6	4	58	79	0	0					9	14	2	3	4		1,200	
6202	Merrill	do	Miss Anna E. Anderson	Dept.	3	4	69	137	0	0					11	10			4		600	
6203	Merrillan	do	John E. Hale	Dept.	1	1	14	16	0	0	0	2	4	2	6	5	4	4	3		650	3,000
6204	Middleton	do	Thomas Webster	Ind.	1	0	13	20	0	0					0	5			3		175	
6205	Milton	do	David C. Ring	Dept.	1	1	13	23	0	0					2	8	2	3	3		403	10,000
6206	Milton Junction	do	Jas. T. Healy	Dept.	1	2	21	37	0	0	5	6	3	1	2	9	1	3	4		800	1,400
6207	Milwaukee	East Division High School	A. J. Rogers	Dept.	8	10	285	245	0	0	1	0			30	19	20	5	4		3,000	100,000
6208	do	South Division High School.	Arthur Bureh	Dept.	7	9	202	205	0	0	28	24	14	7	10	6			4		2,000	130,000
6209	do	West Division High School.	Chas. E. McLenegan	Dept.	8	16	330	396	0	0	19	29	33	24	28	39	18	24	4		3,000	140,000
6210	Mineralpoint	High School	A. R. Jolley	Dept.	2	1	50	69	0	0	2	11	2	0	6	12	4	11	4		222	15,000
6211	Mondovi	do.*	J. W. Nesbit	Dept.	1	1	24	52	0	0					0	9			4			
6212	Monroe	do	Alvin F. Rote	Dept.	2	3	47	76	0	0	2	1	6	4	9	13	5	3	4		4,587	50,200
6213	Montello	do	Julius Winden	Dept.	2	0	11	40	0	0					0	6	0	1	4		400	12,000
6214	Montfort	do	David James	Ind.	2	1	30	46	0	0					5	4			4		120	5,300
6215	Mounthope	do	G. J. Zimmerman	Dept.	1	0	7	18	0	0			2	4	0	2	0	1	3		150	800
6216	Muscoda	do	R. M. Orchard	Dept.	1	1	12	21	0	0					4	2	1	0	3		400	7,600
6217	Neeedah	do	Oliver E. Riee	Dept.	2	1	23	45	0	0			4	5	2	7	2	7	4		700	20,000
6218	Neenah	do	O. J. Schuster	Dept.	1	3	38	66	0	0	8	12	4	2	3	14	2	8	4		500	
6219	Neillsville	do	L. W. Wood	Dept.	1	3	42	62	0	0					5	1	2	0	4		350	18,000
6220	New Lisbon	do	C. R. Thomson	Dept.	1	2	34	36	0	0			5	7	1	4	1	2	4		1,200	32,000
6221	New London	do	Taylor Frye	Dept.	1	2	36	51	0	0					3	5			4		350	40,000
6222	New Richmond	do	John Callahan	Dept.	2	2	55	79	0	0	3	5	7	3	6	11	3	5	4		625	30,000
6223	Oakfield	do	B. W. Bridgman	Dept.	1	0	17	19	0	0					7	8			3		500	6,000
6224	Oeonomowoc	do	M. M. Beddall	Dept.	2	4	52	78	0	0					3	9			4		2,500	20,000
6225	Oconto	do.*	R. L. Cooley	Dept.	2	2	44	53	0	0					6	7	6	7	4		500	50,000
6226	Omro	do	E. E. Sheldon	Dept.	1	2	35	40	0	0			3	2	8	2	2	0	4		1,000	15,000
6227	Onalaska	do	B. F. Oltman	Dept.	2	0	21	43	0	0					6	3	6	3	4		500	20,000
6228	Oregon	do	Franklin Gould	Dept.	1	1	35	38	0	0					3	5			4		650	15,000
6229	Osceola	do	C. F. Peterson	Dept.	1	2	21	32	0	0	4	6	1	0					4		300	10,000
6230	Oshkosh	do	H. A. Simonds	Dept.	4	13	141	141	0	0					5	9			4			
6231	Palmyra	do	Chas. W. McIntyre	Dept.	2	1	21	26	0	0					3	7	2	3	4		500	15,000
6232	Paynesville	Oakwood High School	A. H. Cole	Dept.	1	0	6	9	38	42					0	4			3		310	4,000
6233	Pepin	High School	Wm. Darling	Dept.	1	0	14	16	0	0					4	5			3		220	2,500
6234	Peshtigo	do	H. C. Stair	Dept.	2	1	13	45	0	0					0	8			3		250	
6235	Pewaukee	do	J. C. McDowell	Dept.	1	1	13	28	0	0					1	3			4		400	3,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	WISCONSIN—cont'd.																					
6236	Phillips	High School	E. C. Gotham	Dept.	1	2	13	14	0	0	...	...	...	...	1	1	1	0	4	....	600	.....
6237	Plainfield	....do	G. E. Dafoe	Dept.	2	0	15	25	0	0	...	...	...	...	2	3	2	2	4	....	680	$4,300
6238	Platteville	....do	O. E. Gray	Dept.	1	2	37	52	0	0	...	...	...	...	5	5	...	...	4	....	500	17,000
6239	Plymouth	....do	Otto Gaffron	Dept.	2	2	73	80	0	0	1	2	2	2	6	11	0	1	4	....	600	29,000
6240	Portage	....do.*	W. G. Clough	Dept.	1	3	53	99	0	0	...	...	...	...	10	12	...	...	4	....	.....	.....
6241	Port Washington	....do	Alexander G. Hough	Dept.	2	0	27	10	0	0	...	...	11	3	5	2	4	1	4	....	350	26,000
6242	Potosi	....do	L. C. Hatch	Dept.	1	1	3	23	35	74	0	3	...	...	2	6	...	...	4	....	300	10,000
6243	Poynette	....do	C. E. Lamb	Dept.	1	2	17	27	12	15	...	...	4	0	4	4	4	0	4	....	600	3,000
6244	Prairie du Chien	....do	John A. Pratt	Dept.	1	2	16	44	0	0	1	5	6	8	2	10	1	4	4	....	725	21,508
6245	Prairie du Sac	....do	J. F. Bergen	Dept.	1	2	25	32	0	0	5	10	3	0	2	7	0	5	4	....	905	12,000
6246	Prentice	....do	Louis A. Bauman	Dept.	1	1	15	20	0	0	...	...	...	...	...	...	...	...	4	....	400	.....
6247	Prescott	....do	Oliver J. Stirratt	Dept.	1	2	11	15	0	0	...	...	...	...	...	...	...	...	4	....	1,250	30,000
6248	Racine	....do	Eugene C. Crosby	Dept.	4	8	167	234	0	0	57	98	54	16	20	43	12	19	4	....	1,050	.....
6249	Randolph	....do	E. W. McCrary	Dept.	1	2	25	28	0	0	...	...	...	...	9	5	3	3	4	....	400	16,000
6250	Reedsburg	....do.*	W. P. Roseman	Dept.	1	2	45	55	0	0	7	10	10	8	4	10	3	2	4	....	735	8,700
6251	Reeseville	....do	A. H. Schubert	Dept.	1	0	18	9	49	58	...	...	...	...	3	0	1	0	3	....	600	2,500
6252	Rhinelander	....do	F. A. Lowell	Dept.	1	3	35	53	0	0	3	5	2	1	1	2	0	1	4	....	1,600	.....
6253	Rice Lake	....do.*	E. C. McClelland	Dept.	2	1	23	57	0	0	...	...	...	...	6	9	2	3	4	....	329	.....
6254	Richland Center	....do	Grant E. Pratt	Dept.	3	1	70	78	0	0	...	...	...	...	8	9	...	...	4	....	250	.....
6255	Ripon	....do	V. A. Suydam	Dept.	2	2	32	55	0	0	...	...	...	...	4	7	...	...	4	....	200	42,650
6256	River Falls	....do	J. W. T. Ames	Dept.	1	2	33	25	0	0	...	...	...	...	4	2	3	1	4	....	1,200	20,000
6257	Rosendale	....do	Miss Alice M. Tetherly	Dept.	0	1	19	20	38	47	...	...	...	...	5	6	...	...	3	....	340	6,000
6258	St. Croix Falls	....do	Geo. A. Works	Dept.	1	1	19	21	0	0	...	...	...	...	0	1	0	1	4	....	675	4,000
6259	Sauk City	....do.*	J. E. Phillips	Dept.	2	1	19	22	0	0	2	2	2	3	2	4	1	1	4	....	800	6,000

6260	Sextonville	do	J. C. Davis	Dept..	1	1	34	32	0	0	....	....	2	1	4	6	2	0	3	....	274	2,000
6261	Seymour	do	Fred. W. Axley	Dept..	2	0	32	18	0	0	....	....	3	0	4	7	2	0	4	....	600	10,000
6262	Sharon	do	E. T. Towne	Dept..	2	1	24	19	18	16	....	....	4	3	1	3	1	1	4	....	300	10,000
6263	Shawano	do	J. Leidenberg	Dept..	1	2	35	39	0	0	1	1	1	0	6	4	1	0	4	....	300	16,750
6264	Sheboygan	do	John S. Roesler	Dept..	5	3	100	125	0	0	3	4	7	7	6	15	4	4	4	....	7,235	50,000
6265	Sheboygan Falls	do	A. C. Kingsford	Dept..	1	2	11	34	0	0	....	....	3	0	0	6	....	....	4	....	700	15,000
6266	Shell Lake	do.*	J. C. Thomson	Dept..	1	1	24	48	0	0	....	....	....	....	0	1	0	1	4	....	1,000	16,000
6267	Shullsburg	do	A. G. Grant	Dept..	3	0	15	35	0	0	4	15	2	0	5	11	4	7	4	....	400	35,000
6268	Soldiers Grove	do	B. L. Birkbeck	Dept..	2	1	25	20	0	0	3	4	2	1	6	5	....	....	4	....	500	.....
6269	South Milwaukee	do	Francis Kelly	Dept..	2	0	22	30	0	0	5	8	....	....	2	7	1	3	4	....	1,000	30,000
6270	Sparta	do.*	F. E. Doty	Dept..	2	3	70	110	0	0	....	....	....	....	6	19	3	5	4	....	760	.....
6271	Spring Green	do	G. F. Snyder	Dept..	2	1	28	48	0	0	....	....	1	0	4	2	....	....	4	....	500	3,000
6272	Stanley	do	Thomas W. Davies	Dept..	1	0	10	19	0	0	....	....	....	....	1	4	....	....	3	....	300	9,000
6273	Stevens Point	do	Jas. W. Simmons	Dept..	3	3	48	72	0	0	1	3	....	....	9	7	....	....	4	....	1,320	.....
6274	Stockbridge	do	Hugh J. Hughes	Dept..	1	0	11	21	59	48	....	....	....	....	1	6	....	....	3	....	200	3,000
6275	Stoughton	do.*	Arthur H. Sholtz	Dept..	2	2	49	53	0	0	....	....	....	....	8	14	....	....	4	....	500	40,000
6276	Sturgeon Bay	do.*	E. E. Beckwith	Dept..	1	2	38	50	0	0	....	....	....	....	3	5	....	....	4	....	.....	.....
6277	Superior	Nelson Dewey High School.	Milton C. Potter	Dept..	3	2	24	50	0	0	4	10	2	0	1	8	1	3	4	....	500	50,000
6278	Thorp	High School	A. C. Finn	Dept..	1	0	8	24	0	0	....	....	....	....	0	3	0	1	3	....	100	5,000
6279	Tomah	do	C. H. Maxson	Dept..	2	3	43	89	0	0	....	....	....	....	5	16	1	4	4	....	1,000	50,000
6280	Tomahawk	do	Ralph E. Smith	Dept..	1	2	18	41	0	0	....	....	....	....	2	5	....	....	4	....	400	16,000
6281	Trempealeau	do	Edw. A. Ketcham	Dept..	1	0	16	20	0	0	1	1	1	0	1	3	....	....	3	....	950	6,000
6282	Two Rivers	do	C. W. Vande Walker	Dept..	1	2	28	25	0	0	1	3	3	0	3	4	....	....	4	23	1,300	28,500
6283	Unionogrove	do	R. B. Johns	Dept..	1	2	15	27	0	0	....	....	1	0	2	6	1	0	4	....	400	5,000
6284	Unity	do	A. L. Rhodes	Dept..	1	0	10	15	0	0	....	....	....	....	1	1	....	....	3	....	260	5,000
6285	Verona	Township High School	Thomas S. Thompson	Ind...	1	0	21	18	0	0	....	....	....	....	1	1	1	0	3	....	60	.....
6286	Viola	High School	J. Scott Earll	Dept..	2	0	14	32	0	0	....	....	....	....	2	5	....	....	3	....	1,067	5,000
6287	Viroqua	do	S. E. Pearson	Dept..	2	3	49	104	0	0	1	5	4	0	5	7	....	....	4	....	260	35,000
6288	Waldo	do	J. W. Steenis	Ind...	1	0	18	31	32	41	....	....	....	....	2	9	....	....	3	....	260	3,000
6289	Walworth	do	Frank J. Lowth	Ind...	1	0	9	15	4	8	....	....	....	....	2	4	....	....	4	....	250	5,000
6290	Washburn	do	D. E. Cameron	Ind...	2	1	25	36	0	0	....	....	1	0	2	5	1	0	4	....	1,200	30,000
6291	Waterloo	do	Chas. H. Dietz	Dept..	1	2	31	34	0	0	3	2	....	....	6	7	3	2	4	....	650	10,000
6292	Watertown	do	Charles F. Viebahn	Dept..	3	3	76	107	0	0	....	....	8	15	10	15	3	3	4	....	850	30,000
6293	Waukesha	do	H. L. Terry	Dept..	2	4	96	107	0	0	....	....	....	....	11	12	11	12	4	....	2,300	40,000
6294	Waupaca	do	C. R. Showalter	Ind...	2	2	68	80	0	0	....	....	2	0	14	9	5	4	4	....	300	30,000
6295	Waupun	do	G. F. Loomis	Dept..	1	4	58	66	0	0	5	7	12	10	1	10	1	5	4	....	1,200	12,000
6296	Wausau	do	Chas. C. Parlin	Dept..	5	4	97	120	18	27	0	5	18	1	11	10	10	2	4	....	525	75,000
6297	Wauwatosa	do	E. C. Cornelius	Dept..	2	2	49	53	0	0	....	....	....	....	2	8	1	2	4	....	600	25,000
6298	Westbend	do	D. T. Keeley	Dept..	2	2	64	46	0	0	....	....	2	2	7	11	1	2	4	....	1,100	35,000
6299	West Depere	do	Gunluf Guthormsen	Dept..	1	2	25	37	0	0	1	1	1	0	5	7	2	2	4	....	1,300	24,000
6300	Westfield	do	Chas. G. Hosmer	Dept..	1	1	7	27	0	0	....	....	....	....	0	3	0	2	4	....	400	8,000
6301	West Salem	do	Oliver H. Miller	Dept..	1	2	26	37	0	0	8	10	6	10	6	0	1	0	4	....	1,000	13,300
6302	West Superior	Blaine High School	J. S. Griffin	Dept..	4	3	87	122	0	0	....	....	....	....	13	8	....	....	4	....	300	75,000
6303	Weyauwega	High School	J. J. Enright	Dept..	1	1	24	24	0	0	1	4	2	0	0	11	0	4	4	....	410	5,000
6304	Whitewater	do	H. C. Buell	Dept..	1	5	80	100	0	0	0	5	12	3	9	10	3	4	4	....	600	40,000
6305	Wilton	do	W. C. Harrison	Dept..	1	0	14	15	0	0	....	....	....	....	4	3	....	....	3	....	315	4,000
6306	Winneconne	do	C. F. Youmans	Dept..	2	0	16	34	0	0	....	....	....	....	3	4	....	....	4	....	500	.....
6307	Wittenberg	do.*	P. F. Dolan	Dept..	1	0	12	18	0	0	....	....	....	....	....	....	....	....	3	....	576	10,000
6308	Wonewoc	do	M. H. White	Dept..	2	0	17	24	0	0	....	....	....	....	0	2	....	....	4	....	.....	26,000

*Statistics of 1899–1900.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1900–1901*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	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.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1901.					
											Classical course.		Scientific course.									
					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
	WYOMING.																					
6309	Buffalo	High School	R. L. Hoff	Dept..	1	1	11	18	0	0	....	....	....	....	2	7	1	1	3	....	440	$30,000
6310	Cheyenne	....do	Miss Helen Middlekauff.	Dept..	1	4	38	58	0	0	4	3	....	....	7	3	4	0	4	....	941	45,000
6311	Evanston	....do	Irving Buckminster	Dept..	2	2	17	31	0	0	....	....	....	....	....	....	....	....	4	....	460	25,000
6312	Greenriver	....do	H. J. Wendt	Dept..	1	0	8	16	0	0	....	....	....	....	....	....	....	....	1	....	.....	2,800
6313	Lander	....do	O. L. Kinfong	Dept..	2	0	16	34	0	0	0	5	....	....	1	9	....	....	4	....	500	30,000
6314	Newcastle	....do	F. L. Brooks	Dept..	1	0	6	10	0	0	0	4	....	....	0	4	....	....	2	....	200	.....
6315	Rawlins	....do.*	C. P. Lamar	Dept..	1	1	17	24	0	0	3	4	2	3	1	1	1	0	4	....	1,250	5,000
6316	Rock Springs	....do	Miss E. Shedden	Dept..	1	1	2	12	0	0	0	1	1	0	....	....	....	....	4	....	100	.....
6317	Sheridan	....do	J. A. McNaught	Dept..	1	2	24	36	0	0	2	1	1	0	1	3	1	0	4	....	300	.....
6318	Sundance	....do	E. A. Douglas	Dept..	1	0	3	12	0	0	0	1	1	0	1	4	1	1	2	....	40	3,000

* Statistics of 1899–1900.

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	ALABAMA.		
1	Ashville	St. Clair College*	L. A. Smith
2	Birmingham	Polloek-Stephens Institute	Mrs. E. T. Taliaferro
3	.....do	The Taylor School	William P. Taylor, A. B.
4	Clanton	University School	E. Y. McMorries, Ph. D
5	Collinsville	Collinsville High School*	J. O. Brown
6	Crews Depot	Trideka College	J. M. Walton, M. A., B. L., LL. D.
7	Cullman	Polytechnic College and Ladies' Institute.	S. A. Felter, A. M., M. I., president.
8	Demopolis	Marengo Military Institute*	W. A. McLeod
9	Eliska	Sevier's (Miss) School	Miss Elizabeth Sevier
10	Elkmont	Elkmont High School	E. I. Luna
11	Fayette	Fayette Academy	John B. Ziegler
12	Flomaton	Flomaton High School*	J. W. Agnew
13	Fort Payne	North Alabama College	J. L. Ruffin
14	Gaylesville	Gaylesville High School	E. J. Chestnut, C. E.
15	Gurley	Robert Donnell High School	Rev. H. L. Walker
16	Healing Springs	Healing Springs Industrial Academy.	J. M. Quarles, A. B., C. E.
17	Huntsville	Huntsville Academy	Frank Puryear
18	Joppa	Industrial Normal and Collegiate Institute.	A. D. Luethi
19	Lower Peachtree	Lower Peachtree Academy*	J. B. Miller
20	Marion	Marion Baptist Academy	D. V. Jemison
21	.....do	Marion Military Institute	James T. Murfee, LL. D
22	Mobile	Academy of the Visitation	Sister M. Ligonei Fox
23	.....do	Hunter's (Miss) School, Select, for Girls.	Miss Sallie E. Hunter
24	.....do	St. Mary's Select School	Sister Aloysia
25	Montgomery	Loretta Academy	Sister M. Borromeo
26	.....do	University School (boys)	J. M. and S. C. Starke
27	Nat	Green Academy	Miss F. M. Crane
28	Newton	Baptist Collegiate Institute	A. W. Tate
29	Pisgah	Male and Female Academy	J. W. Simpson
30	Roanoke	Roanoke Normal College	Robert M. Crawford
31	Rockford	Rockford High School	Jef Sox
32	Springville	Spring Lake College*	W. C. Griggs
33	Talladega	Talladega College	Geo. W. Andrews, D. D.
34	Town Creek	Town Creek Normal School*	J. T. Stricklin
35	Trinity	North Alabama Collegiate Institute.*	Rev. Josephus Shackelford
36	Tuscaloosa	The Verner Military Institute	R. Bliss Edgar
37	Tuscumbia	Deshler Female Institute	Mrs. R. P. Foote
	ARIZONA.		
38	Prescott	St. Joseph's Academy	Sisters of St. Joseph
39	Tucson	St. Joseph's Academy	Sister Elizabeth
	ARKANSAS.		
40	Amity	Amity High School	Samuel M. Samson
41	Barren Fork	Barren Fork College	C. L. Manning
42	Belleville	Belleville Normal College*	D. F. Montgomery
43	Berryville	Clarke's Academy	Isaac A. Clarke
44	Carrollton	Carrollton Academy*	H. H. Davis
45	Fordyce	Training School for Youths	J. D. Clary
46	Gentry	Hendrix Academy	W. E. Simpson
47	Helena	Sacred Heart Academy	Sister Evangelista
48	Holly Springs	Judson Baptist High School	W. R. McEwen
49	Imboden	Sloan-Hendrix Aeadcmy	W. L. Clifton
50	Little Rock	Arkansas Baptist College	Joseph A. Booker

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901.

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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	3	30	20	40	30	0	0	0	0	....	....	....	....	....	0	40	$1,000	1
Nonsect ...	2	12	0	100	0	75	0	5	....	....	0	19	0	2	5	0	500	50,000	2
Nonsect ...	3	2	36	14	43	29	20	4	12	0	4	0	....	....	4	....	1,200	5,000	3
Nonsect ...	1	0	21	16	16	20	8	5	....	....	0	0	....	....	4	0	100	3,000	4
Nonsect ...	2	1	38	46	64	34	16	12	....	....	6	4	6	4	2	0	400	3,000	5
Nonsect ...	2	0	14	10	10	4	....	....	....	....	0	0	....	....	....	0	1,200	14,000	6
Nonsect ...	2	5	67	48	0	0	4	2	....	....	3	1	....	....	3	0	1,000	6,000	7
Nonsect ...	1	1	37	0	20	0	16	0	5	0	....	....	....	....	5	28	.....	10,000	8
Epis	0	1	3	2	1	5	....	....	....	....	....	....	....	....	....	....	.....	.....	9
Nonsect ...	1	1	20	12	41	36	1	1	4	1	0	1	0	1	4	0	.....	1,000	10
Nonsect ...	1	0	30	20	50	55	....	....	3	5	5	3	5	3	3	0	.....	.....	11
Nonsect ...	1	0	3	11	11	11	....	....	....	....	0	0	0	0	....	0	.....	600	12
Nonsect ...	2	1	26	18	60	48	....	....	....	....	0	0	....	....	....	0	.....	.....	13
Nonsect ...	1	0	5	3	9	15	1	0	....	....	0	0	....	....	....	0	225	2,500	14
Cum. Presb	1	1	28	30	22	35	2	2	....	....	2	4	1	2	4	16	75	12,000	15
Bapt.....	1	0	21	21	25	17	2	3	0	2	....	....	....	....	3	....	.....	1,400	16
Nonsect ...	1	1	19	17	3	6	....	....	....	....	....	....	....	....	4	0	280	.....	17
Cong	1	0	4	3	93	90	1	0	....	....	0	0	0	0	3	0	400	3,900	18
Nonsect ...	1	1	11	17	12	9	1	3	2	0	0	3	0	3	4	....	.....	2,000	19
Bapt.....	1	1	27	31	40	39	13	16	14	15	0	0	0	0	1	....	98	2,000	20
Nonsect ...	5	0	113	0	0	0	0	0	102	0	5	6	....	....	4	113	.....	75,000	21
R. C	0	4	0	20	0	31	....	....	....	....	0	5	....	....	3	0	3,700	.....	22
Nonsect ...	0	3	0	28	0	17	0	14	0	10	0	3	....	....	4	....	.....	.....	23
R. C	0	2	0	32	0	148	....	....	0	70	0	4	....	....	4	....	.....	.....	24
R. C	0	8	0	50	0	70	0	6	0	6	0	0	0	0	4	0	2,000	100,000	25
Nonsect ...	3	0	65	0	20	0	2	0	8	0	0	0	0	0	5	0	0	9,000	26
Cong	0	2	9	12	26	13	....	....	....	....	....	....	....	....	4	0	.....	10,000	27
Bapt.....	1	1	45	40	40	38	2	3	1	2	1	0	1	0	....	....	.....	4,000	28
Nonsect ...	1	1	10	12	50	33	0	3	0	2	0	0	....	....	3	0	.....	1,200	29
Nonsect ...	1	4	39	47	94	99	20	25	35	40	11	3	....	....	....	0	400	20,000	30
Nonsect ...	0	1	15	15	35	30	3	4	....	....	....	....	....	....	4	....	.....	1,000	31
Nonsect ...	2	0	40	20	110	55	0	0	5	3	0	0	0	0	4	0	150	600	32
Cong	7	4	61	55	185	285	....	....	....	....	7	8	....	....	4	0	.....	.....	33
Nonsect ...	1	1	82	73	21	20	....	....	....	....	8	5	8	5	....	0	.....	3,500	34
Bapt.....	2	0	15	10	23	16	2	0	....	....	....	....	....	....	2	0	.....	800	35
Nonsect ...	1	0	40	0	0	0	....	....	6	0	6	0	6	0	4	0	.....	5,000	36
Nonsect ...	0	1	0	9	2	36	0	8	0	0	0	0	....	....	4	0	.....	20,000	37
R. C	0	3	1	5	34	75	....	....	1	4	0	2	0	2	4	0	200	.....	38
R. C	1	1	0	15	0	24	....	....	....	....	....	....	....	....	....	0	.....	25,000	39
Nonsect ...	2	1	73	63	81	78	....	....	6	3	0	1	0	1	4	65	400	8,000	40
Nonsect ...	3	1	40	20	50	100	10	1	8	4	8	5	....	....	....	0	380	3,500	41
Nonsect ...	1	1	33	25	75	80	....	....	0	4	....	....	....	....	3	....	65	3,500	42
Nonsect ...	1	1	15	20	10	10	1	1	1	1	....	....	....	....	4	0	800	5,000	43
Nonsect ...	1	2	33	40	70	80	0	0	4	0	9	7	....	....	2	0	0	2,000	44
M. E. So....	2	1	50	46	20	14	10	8	....	....	2	3	2	3	4	0	600	.....	45
M. E. So....	2	2	20	15	5	10	3	2	8	7	0	0	....	....	4	0	1,200	7,500	46
R.C.....	0	2	9	12	27	26	....	....	1	0	1	0	....	....	....	....	440	.....	47
Miss. Bapt.	2	1	25	15	10	30	0	1	....	....	....	....	....	....	3	0	.....	2,500	48
M. E. So....	2	2	30	15	10	5	....	....	....	....	....	....	....	....	4	0	600	10,500	49
Bapt.....	2	2	29	14	185	210	11	2	....	....	1	2	....	....	....	....	250	.....	50

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	ARKANSAS—continued.		
51	Monticello	Hinemon's University School	Ury McKenzie
52	Newport	Doswell Institute	Wm. L. Skaggs
53	North Little Rock (Argenta Station).	Shorter College	T. H. Jackson, president
54	Okolona	Okolona High School*	T. E. Greene
55	Paragould	Thompson's Classical Institute	R. S. Thompson
56	Rogers	Rogers Academy	Morrison Weimer
57	Searcy	Speers-Langford Military Institute.	O. C. Gray, LL. D., and R. B. Willis, D. D.
58	Spielerville	New Subiaco College	Rev. Ignatius Conrad, O. S. B.
59	Stuttgart	Stuttgart College	E. McKee, president
60	Wilmar	Beauvoir College	J. L. Spence
61	Witcherville	Buckner College	W. A. Hill
	CALIFORNIA.		
62	Alameda	Notre Dame Academy	Sister of Notre Dame
63	Belmont	Belmont School	W. T. Reid, A. M
64	Berkeley	Boone's University School	P. R. Boone
65	....do	Head's (Miss) Preparatory School.	Anna Head, A. B
66	Crescent City	Crescent City Academy	Walter F. Jones
67	East Oakland	Lourdes Academy	Sister Mary Fidelis
68	Grass Valley	Mount St. Mary's Academy	Sister Mary Baptist O'Connor.
69	Healdsburg	Healdsburg College*	M. E. Cady
70	Hollister	Sacred Heart Academy	Sister Helena
71	Irvington	Anderson Academy	W. W. Anderson
72	Lakeport	Lakeport Academy	John Overholser
73	Los Angeles (217 South Broadway).	Eton Academy for Boys*	Horace A. Brown
74	Los Angeles (Adams street, corner Hoover).	Girls' Collegiate School	Miss A. K. Parsons, Miss J. W. Dennen.
75	Los Angeles	The Harvard School	Grenville C. Emery
76	Los Angeles (post-office box 193).	Los Angeles Military Academy	Sanford A. Hooper
77	Los Angeles (865 West Twenty-third street).	Marlboro School for Girls and Ladies.	Mrs. G. A. Caswell
78	Los Angeles	St. Mary's Academy	Sister Catherine
79	Marysville	College of Notre Dame	Sister Superior
80	Menlo Park	Hoitt's School	Ira G. Hoitt
81	....do	St. Patrick's Seminary	Rev. A. J. B. Vinbert
82	Nordhoff	The Thacher's School	Sherman D. Thacher
83	Oakland	Convent of Our Lady of the Sacred Heart.	Sister Mary Symphorosa
84	....do	Horton's (Miss) School	Miss Sarah W. Horton
85	Palo Alto	Manzanita Hall Preparatory School for Boys.	Frank Cramer
86	Pasadena (49 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	Sister Mary Francis
90	Redwood City	Academy of Notre Dame	Sister Mary Cecilia
91	Rio Vista	St. Gertrude's Academy	Sister Mary Camillus
92	Sacramento	Howe's Academy and Business College.	Edward Howe, jr.
93	....do	Sacramento Institute*	Brother Vellesian
94	....do	St. Joseph's Academy*	Sisters of Mercy
95	San Diego	Academy of Our Lady of Peace	Sisters of St. Joseph
96	San Francisco (925 Franklin street).	Academy of the Sacred Heart	Madame M. Gorman
97	San Francisco	College of Notre Dame	Sister Julia Theresa

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—Continued.

Religious denomination.	Secondary instructors.		Students.								Graduates in 1901.		College preparatory students in the class that graduated in 1901.		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.												
							Classical course.		Scientific course.										
	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	2	4	32	52							0	4	0	2	4	0	100	$4,000	51
Nonsect	2	0	5	5	13	17	0	0	5	5					2	0	400	2,500	52
A. M. E	1	3	5	12	30	90	0	1	1	1	0	0	0	0		0	500	15,000	53
Nonsect	2	2	42	41	23	19									4			3,500	54
Nonsect	2	1	50	44	36	32	4	4	0	0	1	1	1	1	4	0	350	3,000	55
Cong	3	1	49	41	12	18					2	2	2	2	4	0	1,800	15,000	56
Nonsect	4	3	65	0	0	0	65	0			7	0	3	0	4	65			57
R. C	5	0	30	0	15	0	22	0	22	0							2,000		58
United Presb.	2	2	16	14	9	13	7	1	3	0	0	1			3		1,000	10,000	59
Nonsect	1	4	88	85	87	97	6	2	20	30					3	40	700	11,000	60
Bapt	2	1	35	25	40	35										0			61
R. C	0	4	0	32	25	138	0	0	0	2	0	4	0	2	4	0	450		62
Cong	8	0	100	0	50	0	5	0	40	0	22	0	19	0	4	100	1,200	150,000	63
Nonsect	7	0	63	0	7	0	10	0	53	0	20	0	20	0	4	0	5,000	25,000	64
Nonsect	3	12	0	76	12	50	0	28	0	0	0	8	0	7	4	0	2,500	40,000	65
Nonsect	1	0	7	1	6	2	2	0	0	0	0	1	0	0	4	0	600	3,000	66
R. C	0	4	0	14	0	211					0	2			3		700		67
R. C	0	1	0	5	5	120	0	5			0	2	0	2	4	0			68
7th Day Adv	5	5	40	45	112	53	10	8	15	10	7	6						40,000	69
R. C	0	3	1	5	15	55					0	0	0	0	3	0	150	10,000	70
Nonsect	3	1	26	1	7	0	2	1	14	0	7	0	6	0	4	27	1,000	30,000	71
Nonsect	1	1	5	10	0	0	1	1	1	0	1	0	1	0	4	0	500	5,000	72
Nonsect	1	2	21	0	29	0	6	0							4	0	400		73
Nonsect	1	11	0	75	3	47	0	10	0	10	0	8	0	8	4		400	3,000	74
Christian	3	1	30	0	42	0					4	0			4	30	1,000	35,000	75
Nonsect	7	1	23	0	25	0									4	23	5,000	200,000	76
Nonsect	0	8	0	75	0	65	0	15			0	13							77
R. C.	0	5	0	40	0	140	0	10	0	8	0	2	0	1	4	0	800	2,500	78
R. C	0	3	0	20	40	130	0	2	0	3	0	4	0	3	4				79
Nonsect	7	0	13	0	44	0					0	3			4	0	450	50,000	80
R. C.	8	0	50	0	0	0	50	0	50	0					6				81
Nonsect	7	1	39	0	7	0	14	0	8	0	3	0	3	0	4	0	500	28,000	82
R. C	0	5	0	28	0	52					0	2			4		1,460	500,000	83
Nonsect	1	5	2	18	42	94	0	0	2	6	0	1	0	1	4	0			84
Nonsect	4	1	20	0	20	0	10	0	10	0	7	0	6	0	4	0		15,000	85
Nonsect	3	2	24	0	16	0	5	0	12	0	2	0	2	0	4		1,000		86
Nonsect	0	5	0	20	0	80	0	6							4	0	1,200		87
R. C	0	3	50	10	100	80	3	3	4	4	0	3	0	3	4		150	20,000	88
R. C	0	3	0	20	0	40					0	2					300		89
R. C	0	4	0	14			0	7	0	7	0	0	0	0	3	0			90
R. C	2	10	2	50	40	100	2	10			0	8	0	2	3	0	500	45,000	91
Protestant	1	0	10	10	170	90	0	0	0	5							1,200		92
R. C	5	0	81	0	184	0	8	0	4	0	5	0	2	0	4	0	1,500	20,000	93
R. C	0	10	0	175	0	75	0	6								0		20,000	94
R. C	0	4	0	20	50	120					0	3			4		500		95
R. C	0	5	0	25	13	50	0	25							4		2,000		96
R. C	0	6	0	54	0	246	0	12	0	8	0	8	0	1	4	0	2,000		97

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	CALIFORNIA—continued.		
98	San Francisco (1849 Jackson street).	Hamlin School	Sarah D. Hamlin
99	San Francisco (2126 California street).	Irving Institute	Edward B. Church, A.M
100	San Francisco (2234 Pacific avenue).	Murison's (Miss) School	Miss E.L. Murison
101	San Francisco	Our Lady of Mercy's Academy	Sister M. Immanuel
102	San Francisco (1901 Powell street).	Presentation Convent	Mother M. Josephine
103	San Francisco (Eddy and Larkin streets).	Sacred Heart College	Brother Florinus
104	San Francisco (1623 Broadway).	St. Brigid's School	Sister Superior
105	San Francisco (Twenty-fourth and Alabama).	St. Peter's Academy	Sister Mary B. O'Brien
106	San Francisco (671 Mission street).	St. Vincent's School	Sister Eugenia
107	San Francisco (2203 Central avenue).	Trinity School	George S. Mead, M. A
108	San Francisco (2014 Van Ness avenue).	West's (Miss) School for Girls	Miss Mary B. West
109	San Jose	St. Joseph's College*	Rev. M. Gleeson, S. J
110	.....do	The Washburn School	Arthur Washburn
111	San Leander	St. Mary's Convent*	Sisters of St. Dominic
112	San Luis Obispo	Academy of Immaculate Heart of Mary.	Sister Mary Conception
113	San Mateo	St. Margaret's School	Miss I. L. Lebbett
114	.....do	St. Mathew's School	William A. Brewer
115	San Rafael	Dominican College	Mother Louis
116	.....do	The Hitchcock School	Rev. Charles Hitchcock
117	.....do	Mount Tamalpais Military Academy.	Arthur Crosby
118	Santa Barbara	Santa Barbara Collegiate School.	T. H. McCune, M. A
119	Santa Clara	Academy of Notre Dame	Sister Louis de Gonzague
120	Santa Cruz	School of the Holy Cross	Sister Mary Joseph
121	Santa Rosa	Ursuline Academy	Sister Agatha Reynolds
122	Shorb	Academy of the Holy Names* (Ramona Convent).	Sister Superior
123	Stockton	St. Mary's College	Bro. Charles Aul
124	Vallejo	St. Vincent's Convent School	Sister M. Agnes
125	Woodland	Academy of the Holy Rosary	Sister Mary Barbara
	COLORADO.		
126	Boulder	Mount St. Gertrude's Academy	Sister M. Salome
127	Canon City	Mount St. Scholastica's Academy.	Sister M. Callista
128	Del Norte	The Presbyterian College of the Southwest.	Rev. J. E. Weir
129	Leadville	St. Mary's School	Sister Anacleta
130	Montclair	Jarvis Hall Military Academy	Rev. George Rogers
131	Pueblo	Loretto Academy	Sister M. Reparata
	CONNECTICUT.		
132	Baltic	Academy of the Holy Family	Sister M. Carine
133	Black Hall	Black Hall School	Charles G. Bartlett
134	Bridgeport	The Courtland School	Frances A. Marble, Mary J. Miner.
135	Bridgeport (688 Park avenue.)	Park Avenue Institute	Seth B. Jones
136	Bridgeport (836 Fairfield avenue.)	The University School	Vincent C. Peck
137	Brookfield Center	The Curtis School for Boys	Frederick S. Curtis

* Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.						
							Classical course.		Scientific course.										
	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	9	0	64	0	35	0	11	0	3	0	5	0	2	4	0	250	.....	98
P. E.	5	12	0	75	11	64	0	0	0	15	0	5	0	0	4	0	2,000	$8,000	99
Nonsect	2	7	0	45	0	30	0	0	0	4	0	3	0	1	5	0	.....	.....	100
R. C	0	1	0	11	240	251	....	....	....	....	0	7	....	....	4	....	.....	.....	101
R. C	0	2	0	20	350	550	0	4	0	0	0	4	0	0	3	0	6,000	30,000	102
R. C	7	0	72	0	309	0	0	0	65	0	8	0	8	0	3	0	.....	.....	103
R. C	5	9	0	35	200	290	....	....	....	....	....	....	....	....	4	....	.....	.....	104
R. C	0	2	0	25	102	364	0	13	0	12	0	4	0	4	3	0	500	.....	105
R. C	0	2	0	43	322	40	....	....	0	23	....	....	....	....	4	43	3,000	54,000	106
P. E.	5	0	48	0	5	0	19	0	19	0	6	0	....	....	....	0	300	.....	107
Nonsect	0	8	0	40	6	54	0	4	....	....	....	....	....	....	4	....	.....	.....	108
R. C	4	0	140	0	....	....	....	....	....	....	....	....	....	....	....	....	10,000	.....	109
Nonsect	2	6	23	29	35	34	2	1	21	28	7	2	7	2	4	0	650	7,500	110
R. C	0	4	0	15	20	95	....	....	....	....	0	2	....	....	....	....	.....	.....	111
R. C	0	2	0	22	55	87	....	....	....	....	....	....	....	....	4	....	500	.....	112
Epis	0	5	0	12	4	10	0	2	0	1	....	....	....	....	....	....	.....	15,000	113
Epis	16	0	84	0	56	0	2	0	20	0	9	0	9	0	4	84	2,000	.....	114
R. C	0	6	0	20	0	60	0	10	0	10	0	3	0	3	4	0	5,000	100,000	115
Nonsect	3	0	18	0	24	0	....	....	....	....	0	0	0	0	4	18	250	30,000	116
Presb	13	0	72	0	26	0	10	0	28	0	10	0	6	0	4	72	1,000	40,000	117
Nonsect	2	1	12	11	8	4	0	0	9	7	3	2	3	1	4	0	350	7,000	118
R. C	0	4	0	50	0	155	....	....	0	55	....	....	....	....	....	....	600	.....	119
R. C	0	3	0	50	0	150	....	....	....	....	....	....	....	....	4	0	610	50,000	120
R. C	0	5	0	20	0	30	....	....	....	....	0	1	....	....	4	0	.....	.....	121
R. C	0	5	0	20	6	40	....	....	0	10	0	2	....	....	4	0	675	.....	122
R. C	1	0	16	0	129	0	....	....	....	....	3	0	....	....	3	0	.....	.....	123
R. C	0	3	7	42	188	193	....	....	....	....	1	5	....	....	....	30	800	.....	124
R. C	0	3	0	27	0	70	0	2	0	7	0	4	....	....	4	....	900	.....	125
R. C	0	3	12	49	56	71	0	0	2	0	3	14	....	....	4	....	.....	.....	126
R. C	0	5	0	25	0	100	0	22	....	....	0	6	0	1	4	0	600	75,000	127
Presb	2	1	19	18	9	6	....	....	....	....	1	0	1	0	....	....	600	20,000	128
R. C	0	2	15	30	310	245	15	30	....	....	1	3	....	....	4	....	500	40,000	129
Epis	6	0	24	0	15	0	....	....	....	....	3	0	....	....	....	24	300	160,000	130
R. C	0	4	0	50	0	40	....	....	....	....	....	....	....	....	....	....	1,000	.....	131
R. C	0	10	0	43	0	35	0	25	....	....	0	4	0	1	4	....	750	.....	132
Epis	4	1	27	0	3	0	4	0	....	....	12	0	8	0	4	0	2,000	.....	133
Nonsect	1	6	0	39	0	48	0	11	....	....	....	....	....	....	5	0	.....	.....	134
Nonsect	3	0	42	0	28	0	15	0	12	0	20	0	8	0	4	0	2,500	30,000	135
Nonsect	3	1	32	0	4	0	12	0	15	0	4	0	4	0	5	0	1,000	22,500	136
Nonsect	3	3	13	0	10	0	9	0	4	0	0	0	0	0	....	0	350	.....	137

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	CONNECTICUT—continued.		
138	Cheshire	Episcopal Academy of Connecticut.	E. D. Woodbury
139	Clinton	Morgan School*	George E. Eliot, jr
140	Cornwall	The Cornwall School	F. M. McGaw
141	Easton	Easton Academy*	Wm. W. Gallup
142	Essex	Pratt High School	J. Francis Allison
143	Fairfield	Fairfield Academy	Francis H. Brewer
144	Farmington	Porter's (Miss) School	Mrs. Mary E. Dow
145	Greenwich	Greenwich Academy	J. H. Root
146	do	Rosemary Hall	Caroline Ruutz-Rees
147	Hamden	Hamden Hall	Wm. C. Raymond
148	Hartford	Mount St. Joseph's Seminary	Sister Mary Cecilia
149	do	Woodside School for Girls	Sara J. Smith
150	Kent	Hopson's (Miss) School	Miss Katharine M. Hopson
151	Lakeville (Salisbury)	The Hotchkiss School	Edward G. Coy
152	do	The Taconic School for Girls	Lilian Dixon
153	Lyme	The Boxwood School*	Mrs. R. S. Griswold
154	Middletown	Patten's (Misses) School	Misses Patten
155	Milford	Simpson's (Miss) School	Miss L. Simpson
156	Mystic	Mystic Valley English and Classical Institute.	John Knight Bucklyn
157	New Haven	Booth Preparatory School*	George A. Booth
158	do	Gile Grammar School	Theo. B. Willson
159	do	Hopkin's Grammar School	George L. Fox, M. A
160	New Haven (97 Whitney avenue.)	Johnstone's (Miss) School	Miss Mary Sibyl Johnstone
161	New Haven (33 Wall street).	Whedon's (Miss) School for Boys.	Susan H. Whedon
162	New Haven (96 Mansfield street.)	Willard's (Miss) School for Girls.	Miss Charlotte A. Willard
163	New London	Bulkeley School	Walter A. Towne
164	do	Williams Memorial Institute	Colin S. Buell
165	New Milford	Ingleside School*	Mrs. Wm. D. Black
166	New Preston	Upson Seminary	Rev. Henry Upson
167	Newtown	Newtown Academy	Wm. Wilson Gardner
168	Norfolk	The Robbins School	Howard W. Carter
169	North Stonington	Wheeler School	Susie M. Lindsey
170	Norwalk	Mead's (Miss) School for Girls and Young Ladies.	Mrs. Mellville E. Mead
171	do	The Norwalk University School	W. G. Chase, A. B
172	Norwich	Norwich Free Academy	Robert P. Keep, Ph. D
173	Pomfret	Pomfret School	Wm. Beach Olmsted
174	Putnam	Academy of Notre Dame	Rev. J. Van Den Noort
175	Redding	Hill Academy	Adah J. Todd
176	Saybrook	Shepard's (Miss) Private School	Miss F. C. Shepard
177	Simsbury	McLean Seminary	J. B. McLean
178	do	Westminster School	W. L. Cushing
179	Southport	Seaside Seminary	Miss Augusta Smith
180	Stamford	Betts's Academy*	Wm. J. Betts
181	do	The King School	Hiram U. King
182	do	Low's (Miss) School	Miss Low and Miss Heywood.
183	Suffield	Suffield Academy	Harry L. Thompson
184	Washington	The Gunnery	John C. Brinsmade
185	Waterbury	Notre Dame Convent	Sister St. Stanislaus
186	do	Gerard School	Isabel C. Lawton
187	do	St. Margaret's Diocesan School for Girls.*	Mary R. Hillard
188	Watertown	Taft's School for Boys	Horace D. Taft
189	Westport	Staples High School	Bessie R. Taylor
190	Wilton	Wilton Educational Institute	Charles W. Whitlock
191	Windsor	Hayden Hall	Julia S. Williams
192	Winsted	Gilbert School	John E. Clarke, Ph. D
193	Woodstock	Woodstock Academy	E. R. Hall

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	
P. E	5	3	56	0	12	0	8	0	19	0	5	0	5	0	4	56	600	$60,000	138
Nonsect	3	2	31	39	101	110	8	10	9	6	5	9	3	5	4	0	2,000	100,000	139
Nonsect	2	2	18	6	0	0	4	0	1	0	1	0	1	0	4	0	160		140
Nonsect	1	0	2	7	6	7	1	0	0	0					4	0	325		141
Nonsect	1	1	4	11	0	0	1	8	2	2	2	4	1	0	3	0	65		142
Nonsect	2	1	5	5	5	5									4	0	100	1,500	143
Nonsect	3	10	0	120	0	0										0	3,000	52,000	144
Nonsect	3	0	6	6	27	4	5	3			1	1	1	0	4	0			145
Nonsect	3	10	0	55	0	13	0	11	0	0	0	4	0	4	3			50,000	146
Nonsect	2	0	8	8	13	9			4	0									147
R. C	0	6	0	60	0	40	0	3	0	3	0	13			4		3,900	200,000	148
Nonsect	1	6	0	20	0	0	0	1			0	4			4		1,100		149
Nonsect	0	2	3	6	0	0													150
Nonsect	11	0	142	0	0	0	101	0	39	0	42	0	42	0	4	0	1,200	450,000	151
Nonsect	1	6	0	11	9	12	0	1	0	1	0	0			4	0	325	20,870	152
Nonsect	1	6	0	25	0	0													153
Nonsect	0	5	7	18	18	13	1	0	11	7	1	1	0	1	4	0			154
Protestant	0	1	5	17	2	2	2	0								0			155
Nonsect	2	1	8	1	17	5	2	0	2	0	0	0	0	0	4	9	500	10,000	156
Nonsect	1	3	50	5	48	67	2	0	30	0	32	19			3	0			157
Nonsect	1	2	14	1	4	1	1	0	2	0						0	50	200	158
Nonsect	3	0	68	0	0	0	30	0	38	0	7	0	7	0	4	0	400		159
Nonsect	1	3	0	63	10	90	0	3	0	4	0	8	0	8	4	0		10,000	160
Nonsect	2	7	17	0	24	0	17	0							5	0			161
Nonsect	0	3	0	12	0	13	0	1											162
Nonsect	4	1	98	0	0	0	6	0	4	0	28	0	4	0	3	0	500	75,000	163
Nonsect	1	8	0	165	0	0	0	11	0	13	0	27	0	6	4		900	125,000	164
Epis	0	10	0	70	0	0					0	16			5			100,000	165
Cong	1	1	8	6	1	2	4	3	4	3	3	6					400		166
Nonsect	1	1	6	6	10	11	5	5							3	0	15		167
Nonsect	2	2	18	6	0	0	1	1	11	0	2	0	2	0	4	0	500	35,000	168
Nonsect	1	2	10	13	1	1	5	8			0	3			3	0	200	50,000	169
Nonsect	0	10	0	35	2	10	0	24			0	3			4		2,100		170
Nonsect	4	0	28	0	12	0	10	9	7	0	3	0	3	0	4	28	600		171
Nonsect	7	10	118	156	1	1	30	30	10	1	22	27	10	4	4	0	12,201		172
Epis	9	0	106	0	0	0	80	0	20	0	10	0	8	0		0	1,000		173
R. C	0	4	0	50	0	5			0	10	0	5			4	0	400		174
Nonsect	0	2	6	4	6	4	1	1			1	1	1	1	3	0			175
Nonsect	0	2	4	9	2	0	0	2							4	0	500	5,000	176
Nonsect	2	4	0	33	0	3	0	4	0	7	0	4	0	1	4		1,200		177
Nonsect	6	0	36	0	0	0	30	0	4	0	6	0	5	0	5	0	1,800	80,000	178
Nonsect	0	2	2	8	2	1	0	1	1	0	0	0	0	0	3	0	150	8,000	179
Nonsect	7	2	44	0	12	0	13	0	21	0	11	0	11	0	5	0		50,000	180
Nonsect	5	0	36	0	20	0	3	0	7	0	7	0	7	0	4	0	200	25,000	181
Epis	0	10	0	78	0	0	0	4							4	0			182
Bapt	4	0	53	48	8	2	12	6	14	18	8	3	3	0	4	0	2,000	100,000	183
Nonsect	6	2	40	10	2	0	15	4	12	0	8	2	8	2	4	0			184
R. C	0	12	0	50	0	130	0	5			0	12	0	3	4		5,429	90,000	185
Nonsect	0	2	16	12	14	16	0	12	6	5					3		150		186
Epis	0	13	0	70	0	63	0	13			0	15	0	3	5	0			187
Nonsect	8	0	72	0	0	0	17	0	50	0	12	0			5	0	500	40,000	188
Nonsect	0	2	12	27	10	12	0	4	2	0	1	4	0	1	4	0	2,200		189
Nonsect	4	0	35	0	25	0	10	0	8	0	5	0	5	0	4	0	1,200	25,000	190
Nonsect	0	6	0	26	7	8					0	4	0	3			500		191
Nonsect	3	3	46	77	0	0	7	14	5	0	6	15	2	8	4	0	5,500	95,000	192
Nonsect	2	3	26	20	3	3	3	3	2	1	7	4	2	2	4	0	3,000	25,000	193

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	DELAWARE.		
194	Wilmington	Friends' School	Herschel A. Norris, A. M
195	do	Hebb's (Misses) School for Girls*.	Misses Hebb
196	do	Wilmington Military Academy	Wm. H. Morrison and Thos. A. Blackford.
	DISTRICT OF COLUMBIA.		
197	Washington	Academy of the Visitation	Sister M. Loretto Brooks
198	Washington (Eighth street and Maryland avenue).	Academy of the Sacred Heart of Mary.	Sister Mary Clementine
199	Washington (1517 H street NW.).	The Berkeley School*	Charles W. Fisher
200	Washington (1342 Vermont avenue).	Chenoweth Institute	Mrs. Mary D. Chenoweth Turner.
201	Washington (2705 Fourteenth street).	Columbia School for Boys	H. Montgomery Smith
202	Washington (914 Fourteenth street).	Emerson Institute*	Charles B. Young
203	Washington (2701 Fourteenth street).	Fairmont Seminary	A. T. Ramsay
204	Washington (1811 I street NW.).	Friends' Select School	Thomas W. Sidwell
205	Washington (1401 Massachusetts avenue).	Gunston Institute	Beverley R. Mason and Mrs. Mason.
206	Washington (1312 Massachusetts avenue).	Holy Cross Academy	Sister M. Angelica
207	Washington (1622-24 P street NW.).	Laise-Phillips School	Mrs. Anna M. Laise-Phillips
208	Washington (1305 Seventeenth street).	McDonald-Ellis School	Edwin R. Lewis, M. D
209	Washington (1100 M street).	Mount Vernon Seminary*	Mrs. Elizabeth J. Somers
210	Washington (822 Connecticut avenue).	National Capital University School.	Warren W. Phelan*
211	Washington (North Capitol and K streets).	Notre Dame Academy	Sister Mary Euphrasia
212	Washington (1206 Eighteenth street).	Olney Institute	Miss Virginia Mason Dorsey
213	Washington (1339 Corcoran street).	Putnam's English and Classical School.	William H. Putnam
214	Washington (601 East Capitol street).	St. Cecilia's Academy	Mother Mary Augusta
215	Washington (1310 Eighteenth street NW.).	The University School	Robert L. 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 Wisconsin avenue).	The Washington School for Boys	Louis Leverett Hooper, A. M
219	West Washington	Linthicum Institute	R. C. Balinger, curator
	FLORIDA.		
220	Fernandina	St. Joseph's Academy	Sister M. Agnes
221	Gainesville	Boarding and Day School	Miss Tebeau
222	Jacksonville	Cookman Institute	H. R. Bankerd
223	do	Edward Waters College	A. St. Geo. Richardson
224	do	Florida Baptist College	N. W. Collier
225	do	St. Joseph's Academy*	Sister M. de Sales
226	Key West	Convent of Mary Immaculate	Sister M. Delphine
227	Martin	Fessenden Academy	Joseph L. Wiley
228	Palatka	St. Joseph's Academy and Day School.	Sister M. Jane France

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	
Friends	4	4	28	31	54	37	3	6	6	6	6	7	6	5	4	0	850	$56,000	194
Nonsect	0	5	0	48	0	0	0	1	0	10	0	2	.....	.....	.....	.....	.....	.....	195
Nonsect	5	0	30	0	30	0	0	0	14	0	6	0	5	0	4	30	2,000	50,000	196
R. C	0	3	0	70	0	20	0	30	0	0	0	0	0	0	.....	.....	.....	.....	197
R. C	0	4	0	40	0	45	.....	.....	0	5	0	3	.....	.....	3	.....	900	100,000	198
Nonsect	4	0	40	0	0	0	3	0	5	0	.....	.....	.....	.....	.....	0	.....	.....	199
Nonsect	0	2	0	10	.....	.....	0	1	0	1	0	5	0	1	5	.....	500	25,000	200
Nonsect	4	0	34	0	0	0	30	0	.....	.....	.....	.....	.....	.....	.....	.....	600	.....	201
Nonsect	4	1	35	0	20	0	.....	.....	.....	.....	4	0	.....	.....	4	0	300	.....	202
Nonsect	3	5	0	60	0	10	0	10	0	6	.....	.....	.....	.....	.....	.....	2,000	100,000	203
Friends	4	8	35	27	106	37	9	3	6	4	6	4	6	1	4	.....	.....	65,000	204
Nonsect	6	15	0	92	0	0	.....	.....	.....	.....	0	6	0	5	5	.....	.....	.....	205
R. C	0	4	0	28	20	172	.....	.....	.....	.....	0	2	.....	.....	4	.....	.....	.....	206
Nonsect	0	7	0	21	0	21	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	207
Nonsect	1	8	0	42	0	0	.....	.....	.....	.....	0	8	.....	.....	4	.....	2,000	60,000	208
Nonsect	0	12	0	100	0	40	0	4	.....	.....	0	17	.....	.....	.....	.....	1,800	.....	209
Nonsect	2	0	32	0	0	0	6	0	8	0	3	0	3	0	4	0	.....	.....	210
R. C	0	2	0	30	100	378	0	30	0	30	0	3	.....	.....	4	.....	3,000	.....	211
Epis	3	12	0	25	0	5	0	3	0	1	0	7	0	3	4	.....	.....	.....	212
Nonsect	1	0	8	2	3	2	1	0	1	0	0	0	0	0	4	0	.....	.....	213
R. C	0	9	0	32	0	199	0	2	0	4	0	2	0	2	4	0	1,550	.....	214
Nonsect	4	0	26	0	26	0	7	0	10	0	.....	.....	.....	.....	.....	.....	.....	.....	215
Nonsect	0	10	0	50	0	40	.....	.....	.....	.....	0	12	.....	.....	.....	.....	.....	.....	216
Nonsect	0	4	0	20	0	20	0	10	.....	.....	0	6	0	4	4	.....	200	.....	217
Nonsect	7	0	9	0	1	0	8	0	1	0	1	0	1	0	.....	.....	1,000	60,000	218
Nonsect	5	0	25	0	95	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30,000	219
R. C	0	1	0	5	27	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	220
Nonsect	0	2	0	25	0	29	.....	.....	.....	.....	0	0	.....	.....	4	.....	500	10,000	221
M. E	2	2	35	25	114	95	35	25	.....	.....	2	0	2	0	4	.....	.....	27,000	222
A. M. E	2	2	18	13	79	111	6	0	0	0	4	0	4	0	4	0	0	.....	223
Bapt	3	2	11	8	55	83	11	8	11	8	0	0	0	0	4	0	500	10,500	224
R. C	0	8	0	26	61	56	0	26	.....	.....	0	2	.....	.....	4	.....	350	50,000	225
R. C	0	4	22	50	103	297	.....	.....	.....	.....	0	2	.....	.....	.....	.....	513	.....	226
Nonsect	0	1	0	6	113	119	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	10,000	227
R. C	0	2	0	30	15	0	.....	.....	.....	.....	.....	.....	.....	.....	5	.....	.....	.....	228

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	FLORIDA—continued.		
229	St. Augustine	St. Joseph's Academy	Sister Mary Agatha
230	San Antonio	Holy Name Academy*	Sister Catherine
231	Tampa	Convent of the Holy Names	Sister Mary Winifred
	GEORGIA.		
232	Arabi	Houston High School	Lawson E. Brown
233	Athens	Jeruel Academy	J. H. Brown
234	.....do	Knox Institute	L. S. Clark
235	Atlanta	Peacock's School for Boys	D. C. Peacock
236	.....do	The Prather Home School	Mrs. J. S. Prather
237	.....do	Spelman Seminary	Miss Harriet E. Giles
238	.....do	Washington Seminary	Mrs. W. T. Chandler and L. D. Scott.
239	Auburn	Perry-Rainey College	W. H. Maxwell
240	Augusta	Academy of Richmond County	Charles H. Withrow
241	.....do	The Paine College	Geo. Wms. Walker, D. D.
242	.....do	Sacred Heart Academy	Sister M. Gertrude
243	.....do	St. Mary's Academy*	Sister Mary Peter
244	.....do	Summerville Academy	Arthur Grabowskie, Ph. D
245	.....do	Walker Baptist Institute*	N. W. Curtright
246	Buford	Bellewood Academy*	Henry D. Capers
247	Canton	Etowah Military Institute*	E. A. Cole
248	Carnesville	Tugalo Institute	J.-D. Garner, LL. B., A. M.
249	Cavespring	Hearn Institute	Albert N. Swain
250	Cedartown	The Samuel Benedict Memorial School.*	G. E. Benedict, president
251	Cochran	New Ebenezer College	J. E. Wright
252	Columbus	St. Elmo Institute	James J. Slade
253	.....do	St. Joseph's Academy	Sister M. Berchmans
254	.....do	Wynnton College	F. G. Webb, A. M.
255	Cooksville	Cooksville High School	G. W. St. John
256	Crawfordville	Stephen's High School	Wm. D. Sanford
257	Dalton	McLellan School*	J. G. McLellan
258	Damascus	Damascus Academy*	W. C. Culpepper
259	Decatur	Agnes Scott Institute	F. H. Gaines, D. D.
260	.....do	The Donald Fraser High School	G. Holman Gardner
261	Demorest	The J. S. Green College	C. C. Spence
262	Epworth	Epworth Seminary	William A. Parsons
263	Everett	Everett Springs Seminary	George S. Fulton
264	Fairburn	Fairburn Institute*	J. E. Pendergrast
265	Fairmount	Fairmount College	J. W. Smith
266	Fort McPherson	Anna Dill Institute	W. C. Aderhold
267	Glenn	Glenn High School	G. A. Adams
268	Greensboro	Thomas Stock's Institute*	F. G. Webb, A. M.
269	Hagan	Hagan Academy	J. E. Parker
270	Hartwell	Hartwell Institute	Geo. C Looney
271	Hiawassee	Hiawasse High School	A. B Greene, B. A.
272	Irwinton	Talmage Institute*	P. F. Duggan
273	Jefferson	Martin Institute	G. E. Usher
274	La Grange	La Grange Male High School*	Addison W. Lynch
275	Lavonia	Lavonia Institute	F. M. Hailey
276	Leo	Mossy Creek Academy	J. W. Smith
277	Lexington	Mason Academy*	N. H. Ballard
278	McIntosh	Dorchester Academy	Fred W. Foster
279	Macon	Central City College	Wm. E. Holmes, A. M.
280	.....do	St. Stanislaus Novitiate*	Rev. Michael Moynihan, S. J.
281	Martin	High School*	J. M. Looney
282	Monroe	Monroe High School	Thomas C. Hoyl, A. B.
283	Monticello	Monticello Male and Female Academy.	Rembert G. Smith
284	Mountville	Mountville Academy* (military)	James T. Warthen
285	Mount Zion	Mount Zion Seminary	W. P. Weston

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	8	0	16	66	138	....	....	....	....	0	3	....	....	4	....	453	.....	229
R. C	0	2	4	11	0	0	0	1	....	....	0	0	0	0	4	0	200	.....	230
R. C	0	3	0	47	133	188	....	....	....	....	0	2	....	....	4	....	1,200	$60,000	231
Nonsect	1	6	80	38	30	38	....	....	....	....	6	4	6	4	4	0	.....	.....	232
Bapt	1	1	26	29	31	66	....	....	....	....	0	1	....	....	4	0	350	8,000	233
Cong	2	1	7	13	118	163	7	13	....	....	....	....	....	....	....	....	250	6,000	234
Nonsect	2	0	52	0	33	0	13	0	23	0	....	....	....	....	4	0	100	20,000	235
Nonsect	0	4	0	38	16	22	0	22	....	....	0	7	....	....	4	0	398	15,000	236
Bapt	0	9	0	97	0	544	0	8	0	0	0	16	0	5	4	0	3,550	300,000	237
Nonsect	1	10	0	130	0	87	0	18	0	0	0	11	0	3	4	0	2,000	20,000	238
Nonsect	2	0	30	40	70	20	....	....	....	....	1	2	....	....	4	0	.....	4,000	239
Nonsect	5	0	115	0	0	0	115	0	....	....	14	0	....	....	4	115	.....	100,000	240
M. E. So	6	5	82	121	22	22	....	....	....	....	7	4	6	2	4	0	.....	43,734	241
R. C	0	3	0	48	32	208	....	....	0	38	0	5	....	....	4	....	.....	.....	242
R. C	0	3	0	40	0	140	0	20	0	20	0	1	0	1	4	....	.....	40,000	243
Nonsect	1	1	27	14	43	68	14	6	3	0	3	0	3	0	4	0	1,400	30,000	244
Bapt	2	5	14	45	29	64	3	6	0	0	0	0	0	0	4	0	70	5,000	245
Nonsect	1	1	33	11	51	16	14	11	3	0	0	0	....	....	2	....	124	3,500	246
Nonsect	1	0	25	31	75	64	14	17	....	....	....	....	....	....	....	....	100	2,000	247
Bapt	0	3	29	15	130	135	10	6	12	8	0	0	0	0	4	0	.....	5,000	248
Bapt	1	2	26	32	30	16	2	6	4	0	1	2	1	1	3	0	300	6,000	249
Nonsect	2	3	6	17	59	63	8	7	8	7	1	1	....	....	2	0	2,000	8,000	250
Nonsect	2	4	20	16	97	75	....	....	....	....	....	....	....	....	4	0	60	5,000	251
Nonsect	0	4	0	30	0	5	0	30	....	....	....	....	....	....	4	0	600	25,000	252
R. C	0	2	13	15	12	20	4	10	0	0	0	0	0	0	....	0	500	10,000	253
Nonsect	1	0	15	18	20	12	15	10	0	0	0	0	0	0	3	0	.....	6,000	254
Nonsect	1	1	14	16	20	15	3	4	6	8	....	....	....	....	....	0	.....	750	255
Nonsect	2	1	11	7	47	58	4	2	1	0	2	0	....	....	3	0	320	5,000	256
Nonsect	1	0	20	0	10	0	....	....	10	0	0	0	....	....	4	0	150	.....	257
Nonsect	1	1	15	11	20	30	....	....	....	....	....	....	....	....	4	....	.....	450	258
Presb	0	10	0	127	0	75	0	93	....	....	0	3	....	....	4	....	1,500	130,000	259
Presb	2	0	30	0	50	0	5	0	....	....	2	0	2	0	3	0	800	12,000	260
Cong	1	5	116	98	171	127	43	27	7	4	5	7	....	....	4	....	.....	30,000	261
M. E	2	0	7	5	87	80	1	1	....	....	....	....	....	....	3	0	.....	800	262
Nonsect	1	0	20	5	30	35	5	5	3	2	....	....	....	....	4	0	50	1,500	263
Nonsect	2	0	22	28	70	77	8	17	3	8	0	5	....	....	3	....	.....	5,500	264
Meth	2	2	21	24	40	60	4	3	7	6	2	2	....	....	4	....	343	7,000	265
Nonsect	1	2	6	5	71	55	2	2	....	....	....	....	....	....	4	0	200	4,000	266
Nonsect	1	1	7	4	53	41	....	....	....	....	....	....	....	....	1	0	.....	.....	267
Nonsect	1	0	20	33	53	44	20	23	0	0	1	0	1	0	3	0	50	3,000	268
Nonsect	1	1	15	15	45	35	5	5	5	5	0	0	0	0	3	0	65	1,200	269
Nonsect	2	0	60	40	152	148	....	....	....	....	6	9	1	4	4	0	100	4,000	270
Bapt	2	2	46	25	115	45	....	....	....	....	....	....	....	....	3	0	300	1,500	271
Nonsect	1	0	10	15	12	20	....	....	1	6	....	....	....	....	4	0	.....	500	272
Nonsect	1	0	24	29	117	128	8	3	....	....	0	4	0	4	5	0	300	18,000	273
Nonsect	1	0	43	0	40	0	10	0	....	....	0	0	....	....	5	....	.....	1,500	274
Nonsect	1	1	50	10	75	80	20	0	....	....	....	....	....	....	3	0	.....	8,000	275
Meth	1	1	30	25	25	40	6	0	....	....	0	0	0	0	1	0	.....	2,000	276
Nonsect	1	1	15	19	36	39	....	....	....	....	0	0	....	....	3	....	500	5,000	277
Nonsect	1	3	21	23	169	176	....	....	....	....	1	3	....	....	5	0	1,600	13,000	278
Bapt	2	2	36	45	97	132	9	15	1	1	1	3	1	1	4	0	350	20,000	279
R. C	3	0	19	0	0	0	19	0	19	0	0	0	0	0	3	0	5,000	.....	280
Nonsect	1	1	8	7	37	23	....	....	....	....	....	....	....	....	....	....	0	400	281
Nonsect	1	3	30	30	120	120	30	0	30	0	2	2	2	1	3	0	.....	12,000	282
Nonsect	1	0	13	27	47	38	....	....	....	....	0	1	0	0	3	0	.....	5,000	283
Nonsect	2	2	20	15	20	33	3	4	....	....	....	....	....	....	4	....	100	3,000	284
M. E	2	0	32	25	89	90	5	3	3	1	0	0	0	0	4	0	64	3,500	285

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	GEORGIA—continued.		
286	Newnan	Walker High School	Daniel Walker and J. E. Pendergrast.
287	Oliver	Oliver High School	David S. Laffitte
288	Ringgold	Ringgold Literary and Normal Institute.	W. E. Bryan
289	Rockmart	Piedmont Institute	Rev. Oscar L. Kelley
290	Royston	Royston Academy	W. H. Cobb
291	Savannah	Beach Institute	Bertha S. Rick
292	....do	Savannah Academy	John Taliaferro
293	Swainsboro	Swainsboro High School	W. W. Larsen
294	Tennille	Tennille Institute	Z. Whitehurst
295	Thomasville	South Georgia College*	E. H. Merrill, A. G. Miller
296	Thomson	George F. Pierce's Institue*	J. M. Pitner
297	Unadilla	Unadilla High School*	A. C. Frasuer
298	Washington	St. Joseph's Academy	Mother Gabriel
299	Waynesboro	Waynesboro Academy	N. B. F. Close
300	Weston	Weston High School*	L. A. Giles
301	Whitesburg	Hutcheson Collegiate Institute	Rev. W. W. Gaines, A. B.
	IDAHO.		
302	Boise	St. Teresa's Academy	Sister M. Francis Clare
303	Caldwell	College of Idaho	Wm. Y. Boone
304	Preston	Oneida Stake Academy	Edwin Cutler
305	Rexburg	Fremont Stake Academy	Douglas M. Todd
	ILLINOIS.		
306	Albion	Southern Collegiate Institute	W. J. Cook
307	Alton	Academy of the Holy Family	Mother Lucy
308	....do	Wellesley Preparatory School	Miss Julia D. Randall
309	Anna	Union Academy of Southern Illinois.	Thaddeus H. Rhodes
310	Aurora	Aurora College Preparatory School.	George M. Neterer, B. S
311	....do	"Young Woman's School," Jennings Seminary.	Mrs. Lucy Rider Meyer, A. M., M. D.
312	Belleville	Immaculate Conception Academy	Sister M. Magdalen
313	Bunker Hill	Bunker Hill Military Academy	S. L. Stiver, Ph. D
314	Chicago (95th and Throop sts.).	Academy of Our Lady of the Sacred Heart.	Mother M. F. Seraphica
315	Chicago (485 West Taylor st.).	Academy of the Sacred Heart	Charlotte Lewis
316	Chicago (4746 Madison ave.)	Ascham Hall	Kate B. Martin
317	Chicago (2252 Calumet ave.)	Dearborn Seminary	Evelyn Matz
318	Chicago (4670 Lake ave.)	The Harvard School	John J. Schobinger and John C. Grant.
319	Chicago (40 East 47th st.)	The Kenwood Institute	Annice Bradford Butts
320	Chicago (40 Scott st.)	Kirkland School	Mrs. Emma S. Adams
321	Chicago	Lake View Institute	Sara A. Anable
322	Chicago (2535 Prairie ave.)	The Loring School	Mrs. Stella Dyer Loring
323	Chicago	Midland University	Charles A. Steinmann
324	Chicago (4928 Evans ave.)	St. Xavier's Academy	Mother Genevieve
325	Chicago (3912 Vincennes ave.).	Starrett's (Mrs.) School for Girls	Mrs. Helen E. Starrett
326	Chicago	University School*	Misses Hain and Mitchell, Miss Rebecca S. Rice.
327	Chicago (1254 Michigan ave.).	Zion College	Rev. W. F. Mathews
328	Coffeen	Coffeen Normal School and Academy.	Jacob L. Traylor
329	Crab Orchard	Crab Orchard Academy	James C. Blizzard
330	Creal Springs	Creal Springs College	Mrs. G. B. Murrah

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	2	0	23	12	17	6	1	1	....	....	....	....	....	....	4	0	100	$3,000	286
Nonsect	1	0	15	10	5	10	....	....	....	....	....	....	....	....	2	0	360	3,000	287
Nonsect	1	1	19	21	49	61	1	0	1	0	0	1	....	....	3	0	180	3,000	288
M. E. So	2	1	40	35	110	140	1	0	....	....	....	....	....	....	4	0	400	10,000	289
Nonsect	1	0	14	16	86	89	2	0	2	1	4	3	0	0	3	0	60	4,000	290
Cong	1	1	11	36	138	145	....	....	11	36	4	10	4	4	2	25	400	500	291
Nonsect	1	0	16	0	14	0	8	0	8	0	0	0	0	0	4	0	400	10,000	292
Nonsect	0	3	20	24	62	69	9	9	....	....	....	....	....	....	4	0	100	.....	293
Nonsect	1	3	18	13	106	93	2	3	1	0	2	1	1	1	3	0	250	10,000	294
Nonsect	1	3	30	20	55	30	30	20	30	20	2	2	....	....	4	....	200	30,000	295
Nonsect	1	3	40	40	116	109	10	10	5	0	....	....	....	....	4	....	100	2,000	296
Nonsect	1	1	8	11	0	0	2	2	....	....	2	2	2	2	3	....	150	4,000	297
R. C	0	3	0	20	0	60	0	20	0	10	0	7	0	2	4	....	2,000	20,000	298
Nonsect	2	0	10	12	71	88	6	7	....	....	0	0	....	....	3	0	0	10,000	299
Nonsect	2	0	17	19	25	20	2	1	....	....	1	0	1	2	....	0	.....	1,500	300
Meth	1	1	11	16	67	56	2	2	....	....	1	2	1	1	2	0	.....	4,000	301
R. C	0	6	0	28	0	102	....	....	....	....	0	2	....	....	4	....	400	15,000	302
Presb	2	2	25	38	9	18	4	0	20	38	2	8	2	4	4	0	2,000	7,000	303
L. D. S	2	2	5	15	80	100	3	3	....	....	....	....	....	....	4	16	1,000	5,500	304
L. D. S	2	1	29	10	44	33	....	....	....	....	0	0	0	0	4	0	.....	.....	305
Cong	3	3	101	98	0	0	4	3	10	2	6	1	2	1	4	0	1,400	25,000	306
R. C	0	4	0	40	0	40	0	2	....	....	0	4	0	1	4	....	300	50,000	307
Nonsect	0	4	3	10	14	9	2	1	....	....	....	....	....	....	4	....	150	4,200	308
Presb	1	2	19	22	10	17	....	....	2	0	4	3	4	3	4	0	1,000	50,000	309
Nonsect	3	2	9	4	14	5	....	....	....	....	....	....	....	....	....	....	1,500	35,000	310
M. E	0	6	0	36	0	50	0	3	....	....	0	3	0	2	4	36	400	50,000	311
R. C	0	4	0	22	0	28	....	....	....	....	....	....	....	....	4	....	.....	.....	312
Nonsect	3	0	15	0	20	0	2	0	3	0	4	0	4	0	4	15	500	25,000	313
R. C	2	9	0	50	0	90	....	....	0	10	0	6	0	4	4	....	2,000	.....	314
R. C	0	11	0	24	0	56	0	34	0	34	0	6	....	....	4	....	3,000	150,000	315
Nonsect	0	5	0	34	10	60	0	20	....	....	0	3	....	....	4	....	.....	.....	316
Nonsect	1	9	0	34	6	22	0	12	....	....	0	2	0	2	4	0	500	.....	317
Nonsect	1	4	72	0	84	0	18	0	19	0	12	0	12	0	4	0	300	1,500	318
Nonsect	4	15	0	98	....	....	0	46	....	....	0	16	0	8	4	0	1,000	.....	319
Nonsect	0	11	0	40	8	85	0	6	0	5	0	7	0	5	4	0	.....	.....	320
Nonsect	0	4	0	12	12	26	....	....	0	4	....	....	....	....	4	0	500	30,000	321
Nonsect	0	11	0	40	25	75	0	20	0	10	0	10	0	5	4	0	400	.....	322
Nonsect	7	1	50	25	15	20	1	1	3	2	....	....	....	....	0	0	2,000	65,000	323
R. C	0	10	0	62	15	150	....	....	....	....	0	9	....	....	4	....	.....	.....	324
Nonsect	0	9	0	40	0	20	....	....	....	....	....	....	....	....	4	....	2,000	.....	325
Nonsect	0	12	0	41	12	77	0	3	0	24	0	8	0	8	4	0	3,500	.....	326
R. C	1	2	8	15	....	....	4	3	....	....	....	....	....	....	4	....	.....	.....	327
Nonsect	2	2	20	20	....	....	....	....	....	....	....	....	....	....	3	....	200	3,000	328
M. E	1	0	14	6	0	0	....	....	....	....	6	5	....	....	....	0	.....	3,000	329
Bapt	3	4	27	46	....	....	10	0	....	....	....	....	....	....	....	....	400	12,000	330

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	ILLINOIS—continued.		
331	Dakota	College of Northern Illinois	Rev. H. L. Beam, A. M
332	Decatur	St. Theresa's Academy	Rev. J. Murphy
333	Dixon	Steinmann College and Dixon Business University.	Charles A. Steinmann
334	Elgin	Elgin Academy	George N. Sleight
335	Evanston	Visitation Academy	Sisters of the Visitation
336	Geneseo	Geneseo Collegiate Institute	S. Hope Thompson
337	Godfrey	Monticello Female Seminary	Harriet Newell Haskell
338	Jacksonville	Jacksonville Female Academy	J. M. Gillette
339	Joliet	St. Francis Academy	Sister M. Stanislaus Droesler
340	.....do	St. Mary's Academy*	Mother M. Angels
341	Kankakee	St. Joseph's Seminary	Sister St. Zephyrine
342	Kenilworth	Rugby School*	Trowbridge and Cooke
343	Knoxville	St. Alban's School	A. H. Noyes
344	Laharpe	Gittings Seminary	H. K. Fox
345	Media	Wever-Media Academy	Rev. J. E. Bradford
346	Mendota	Mendota College	M. L. Gordon
347	Morris	St. Angela's Academy	Sister M. Jerome
348	Mount Carroll	The Frances Shimer Academy of the University of Chicago.	William Parker McKee
349	Mount Morris	Mount Morris College	J. G. Royer
350	Nauvoo	St. Mary Academy	Mother M. Ottilia, O. S. B
351	Onargo	Grand Prairie Seminary*	Fred C. Demorest
352	Ottawa	Pleasant View Luther College	C. O. Solberg, A. M., B. D
353	.....do	St. Xavier's Academy	Sister Mary Ursula
354	Peoria	Academy of Our Lady of the Sacred Heart.	Sister Mary Alexandrine
355	Port Byron	Port Byron Academy	Henry Raymond Mussey
356	Quincy	St. Mary's Institute	Mother M. Boniface
357	Springfield	Academy of Our Lady of the Sacred Heart.	Sister Thomasina
358	.....do	Bettie Stuart Institute	Mrs. A. M. Brooks
359	.....do	Concordia Seminary	Reinhold Pieper, A. B
360	.....do	St. Agatha's School	Miss D. Murdoch
361	Sycamore	Waterman Hall	Benjamin F. Fleetwood
362	Toulon	Toulon Academy	Lewis A. Morrow
363	Upper Alton	Western Military Academy	Albert M. Jackson
364	Vermilion Grove	Vermilion Grove Academy*	George H. Moore
365	Warren	Warren Academy	Aaron Beede
366	Waynesville	Waynesville Academy	W. H. Smith
	INDIANA.		
367	Bloomingdale	Friends Bloomingdale Academy	Andrew F. Mitchell
368	Bourbon	Bourbon College	Daniel Hahn
369	Collegeville	St. Joseph's College	B. Boebner, C. P. P. S
370	Culver	Culver Military Academy	Col. A. F. Fleet
371	Elkhart	Elkhart Institute	N. E. Byers, B. S
372	Fairmount	Fairmount Academy and Normal School.*	W. E. Schoonover
373	Ferdinand	Academy of the Immaculate Conception.	Sister M. Salesia, O. S. B
374	Fort Wayne	St. Augustine's Academy	Sister St. Louise
375	Indianapolis	Classical School for Girls*	Mrs. May Wright Sewall
376	.....do	Knickerbocker Hall	The Misses Yerkes
377	.....do	St. Agnes' Academy	Sister M. Raphael
378	.....do	St. John's Academy	Sister St. Liguori
379	Lafayette	St. Ignatius Academy*	Sisters of Providence
380	Laporte	St. Rose's Academy	Sisters of the Holy Cross
381	Lima	Howe School	John H. McKenzie
382	Michigan City	St. Mary's High School	Sister Mary Acquinata

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	
Reformed	1	0	13	5	0	0	....	....	....	....	2	2	....	....	4	0	500	$7,000	331
R. C	0	2	7	19	110	144	7	19	....	....	1	6	....	....	....	....	....	.....	332
Nonsect	4	2	25	20	18	35	3	2	14	6	....	....	....	....	....	....	1,500	70,000	333
Nonsect	3	4	35	54	20	4	1	0	1	0	0	1	0	1	4	0	1,200	78,000	334
R. C	0	5	0	34	0	11	....	....	....	....	....	....	....	....	4	0	.....	.....	335
Presb	2	2	22	21	7	8	1	0	4	2	4	4	....	....	3	0	300	22,000	336
Nonsect	0	14	0	150	....	....	....	....	....	....	0	18	....	....	....	....	3,500	500,000	337
Presb	0	7	0	55	....	....	....	....	....	....	0	8	....	....	....	....	1,000	80,500	338
R. C	0	2	0	4	0	60	....	....	....	....	....	....	....	....	4	....	.....	.....	339
R. C	0	5	0	50	0	120	....	....	0	50	0	10	....	....	4	0	600	.....	340
R. C	0	5	0	21	0	274	....	....	....	....	0	4	....	....	3	0	720	43,160	341
Nonsect	5	0	40	0	15	0	13	0	0	0	2	0	1	0	5	0	2,000	20,000	342
Epis	6	0	54	0	6	0	1	0	30	0	10	0	5	0	4	54	1,000	65,000	343
M. E	3	1	9	23	7	57	2	4	3	3	0	4	0	2	4	0	.....	25,000	344
Nonsect	2	1	10	19	4	8	....	....	....	....	0	4	0	1	....	0	300	.....	345
Ad. Chris	4	3	33	40	10	4	5	0	3	0	....	....	....	....	....	0	1,250	15,000	346
R. C	0	4	0	40	0	85	0	30	0	5	0	7	....	....	4	....	400	.....	347
Bapt	1	5	0	58	0	12	....	....	0	10	0	14	0	10	4	0	1,050	50,000	348
Dunker Breth.	11	3	149	126	27	25	7	5	15	11	32	17	7	3	0	....	20,000	85,000	349
R. C	0	5	0	48	0	96	0	7	0	6	0	3	0	1	4	....	.....	.....	350
M. E	2	2	40	45	95	65	....	....	....	....	19	15	2	7	4	0	750	5,200	351
Luth	2	1	36	19	50	30	6	2	....	....	13	8	4	1	3	0	500	35,000	352
R. C	0	4	0	33	0	167	0	0	0	15	0	6	0	0	4	....	30	80,000	353
R. C	0	8	0	84	0	16	0	4	0	12	0	6	....	....	3	....	1,600	89,000	354
Cong	1	3	18	18	17	3	4	2	5	5	4	5	4	3	3	0	125	5,000	355
R. C	0	5	0	50	0	150	0	20	0	30	0	7	....	....	....	....	.....	.....	356
R. C	0	3	0	12	....	....	....	....	....	....	0	4	0	4	4	....	.....	.....	357
Nonsect	0	3	0	31	0	94	0	4	0	22	0	7	....	....	4	....	2,500	20,000	358
Ev. Luth	3	0	39	0	85	0	....	....	39	0	15	0	15	0	2	0	2,500	125,000	359
P. E	0	1	0	17	0	33	....	....	....	....	....	....	....	....	4	....	300	25,000	360
P. E	0	7	0	52	0	45	....	....	....	....	0	13	0	2	4	0	2,000	170,000	361
Nonsect	1	2	37	48	0	0	5	8	3	4	8	9	3	3	4	0	200	14,000	362
Nonsect	6	1	60	0	18	0	2	0	8	0	15	0	7	0	4	60	1,000	75,000	363
Friends	3	1	33	48	0	0	3	5	3	0	2	6	....	....	4	0	500	5,000	364
Cong	1	4	19	40	3	7	1	3	1	3	5	7	1	4	4	0	3,000	10,000	365
Nonsect	1	1	17	14	2	0	4	0	1	0	3	3	2	0	4	0	.....	.....	366
Friends	1	3	33	27	18	15	....	....	....	....	4	3	4	3	3	0	800	10,000	367
Nonsect	3	2	23	37	7	23	....	....	4	3	2	5	1	0	4	....	100	10,000	368
R. C	6	0	80	0	40	0	80	0	....	....	15	0	....	....	....	60	.....	.....	369
Nonsect	14	0	246	0	16	0	16	0	80	0	36	0	28	0	4	246	1,080	150,000	370
Mennonite	8	4	157	98	4	2	5	0	3	0	9	8	5	1	4	0	475	12,000	371
Friends	2	2	31	38	194	137	8	5	18	20	11	10	2	3	3	0	600	20,000	372
R. C	0	5	0	18	0	10	0	2	....	....	0	1	....	....	4	....	.....	200,000	373
R. C	0	4	0	100	72	300	0	55	0	30	0	9	0	5	4	0	800	60,000	374
Nonsect	3	15	0	78	12	91	....	....	....	....	0	8	0	2	5	0	350	25,000	375
P. E	1	12	0	50	8	38	0	10	0	10	....	....	....	....	5	....	1,500	35,000	376
R. C	0	5	0	25	78	95	....	....	....	....	....	....	....	....	4	....	.....	.....	377
R. C	0	3	0	40	0	250	....	....	....	....	0	3	....	....	4	0	2,000	0	378
R. C	2	5	0	32	74	80	....	....	....	....	....	....	....	....	....	....	.....	.....	379
R. C	0	2	0	15	17	49	....	....	0	2	....	....	....	....	4	0	1,000	16,000	380
Epis	6	0	68	0	42	0	40	0	10	0	9	0	5	0	4	68	1,000	100,000	381
R. C	1	3	25	20	160	150	12	0	....	....	6	0	4	0	4	....	500	.....	382

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	INDIANA—continued.		
383	North Manchester	Manchester College*	H. P. Abaugh
384	Notre Dame	St. Mary's Academy	Mother M. Pauline
385	Oakland City	Oakland City College	W. P. Dearing
386	Oldenburg	Academy of the Immaculate Conception.	Sister M. Veronica
387	Plainfield	Central Academy	Central Academy
388	.....do	Sugar Grove School	Laura E. Steer
389	Plymouth	St. Michael's Academy	Sister M. Pulcheria
390	St. Marys	St. Mary's Academic Institute	
391	South Bend	St. Joseph's Academy	Sisters of the Holy Cross
392	Spiceland	Spiceland Academy	M. S. Wildman
393	Vincennes	St. Rose Academy	Sister St. Cyrilla
394	.....do	Vincennes University	W. A. Hershman
395	Westfield	Union High School	Irvin Stanley
	INDIAN TERRITORY.		
396	Ardmore	Hargrove College	T. G. Whitten
397	Atoka	Atoka Baptist Academy	Edwin H. Rishel
398	Cameron	Cameron Presbyterian Institute	W. S. Lacy
399	Chelsea	Chelsea Academy*	Thos. L. Bates
400	Pryorcreek	Pryor Creek Collegiate Institute*	H. S. Bruce
401	Ryan	Ryan Educational Institute	H. P. Walker
402	Vinita	Willie Halsell College	Rev. C. L. Browning
	IOWA.		
403	Ackworth	Ackworth Academy*	Ada Ellis
404	Bode	Lutheran High School	Rev. J. E. Jörkensen
405	Boone	Sacred Heart School*	Sister Superior
406	Burlington	Burlington Institute*	J. R. Pentuff, D. D
407	Cedar Rapids	St. Joseph's Academy*	
408	Charles City	Academy of the Immaculate Conception.	Rev. P. J. McGrath
409	Clinton	Mount St. Clare Academy	Sister M. Beatrice
410	.....do	St. Mary's School*	Sister Mary Justa
411	Corning	Corning Academy	F. D. Ewing, D. D
412	Council Bluffs	St. Frances Academy	Sister Mary Chionia
413	Davenport	St. Ambrose College	Rev. J. T. A. Flannagan
414	Decorah	Decorah Institute	Mrs. J. Breckinridge, acting prin.
415	Denmark	Denmark Academy	Leonard Wing
416	Des Moines	Clarke's (Miss) School	Rachel C. Clarke
417	.....do	Grand View College	R. R. Vestergaard
418	Dubuque	Academy of the Visitation	Sister M. Aloysia Faherty
419	Emmetsburg	St. Mary's College*	Sisters of Charity
420	Epworth	Epworth Seminary	Rev. Frank G. Barnes
421	Fort Dodge	Tobin College	Monk and Finlay
422	Grand Junction	St. Mary's Academy*	Sister Mary Berchmans
423	Hull	Hull Educational Institute	A. R. Chase, A. B
424	Independence	Notre Dame Seminary	Sister of Mercy
425	Iowa City	Iowa City Academy	W. A. Willis
426	Iowa Falls	Ellsworth College	J. D. Stout
427	Jewell	Jewell Lutheran College	V. H. Hegstrom, Ph. D
428	Keokuk	St. Vincent's Academy	Sister Irene
429	Legrand	Friends Academy*	E. H. Colvin
430	New Providence	New Providence Academy	J. H. Hadley
431	Nora Springs	Nora Springs Seminary	H. A. Dwelle
432	Orange City	Northwestern Classical Academy.	Philip Soulen, A. M
433	Osage	Cedar Valley Seminary	Alonzo Abernethy
434	Pleasantplain	Pleasant Plain Academy	Barclay C. Winslow, A. B., M. S.

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	
Ger. Bapt ..	18	3	175	148	15	10	25	20	30	15	17	8	2	1	4	0	2,000	$35,000	383
R. C.....	0	20	0	123	0	117	....	....	....	....	0	10	....	....	4	0	5,000	.....	384
Ger. Bapt ..	3	2	50	35	32	18	....	....	....	....	3	4	3	1	0	....	4,000	10,000	385
R. C.....	0	8	0	60	0	30	....	....	....	....	0	10	0	8	....	....	.....	.....	386
Friends....	1	3	28	35	0	0	....	....	....	....	5	3	5	2	4	0	200	6,000	387
Friends....	0	1	0	7	0	21	....	....	....	....	....	....	....	....	....	0	40	.....	388
R. C.....	0	3	4	12	....	....	3	6	....	....	0	6	....	....	....	....	.....	18,000	389
R. C.....	0	10	0	120	0	41	0	38	0	20	0	17	0	12	4	....	6,000	.....	390
R. C.....	0	2	0	55	0	65	....	....	....	....	....	....	....	....	....	....	.....	.....	391
Friends....	3	1	56	61	0	0	....	....	....	....	9	9	....	....	3	0	4,000	10,000	392
R. C.....	0	5	0	50	0	150	0	30	0	30	0	4	....	....	4	....	.....	.....	393
Nonsect ...	6	4	80	70	80	70	....	....	....	....	12	6	....	....	5	....	6,000	.....	394
Friends....	0	1	15	21	5	6	3	3	15	21	1	2	1	1	4	....	500	7,000	395
M. E. So....	4	7	105	113	15	2	3	5	....	....	5	1	....	....	4	70	250	20,000	396
Bapt.....	1	1	12	17	99	97	....	....	....	....	....	....	....	....	....	....	150	8,000	397
Presb.....	1	2	6	10	93	84	1	0	2	2	....	....	....	....	....	0	100	2,500	398
Cum. Presb.	1	1	10	9	70	61	....	....	19	0	....	....	....	....	4	0	.....	4,000	399
Nonsect ...	1	1	5	5	85	80	3	1	4	5	0	0	0	0	4	0	35	2,500	400
Nonsect ...	0	3	17	20	60	58	0	5	0	5	3	4	3	3	3	0	.....	3,000	401
M. E. So....	1	1	29	28	31	44	....	....	....	....	....	....	....	....	3	0	100	50,000	402
Friends....	0	2	10	15	0	0	....	....	....	....	....	....	....	....	3	0	300	300	403
Luth	1	0	4	1	13	11	3	0	0	0	0	0	0	0	....	0	20	14,000	404
R. C	0	2	5	15	55	85	5	10	....	....	2	5	....	....	3	0	300	.....	405
Bapt.....	3	2	18	42	4	6	3	4	....	....	1	4	1	3	4	0	50	25,000	406
R. C	0	7	18	42	60	77	....	....	4	5	....	....	....	....	4	0	725	12,000	407
R. C	1	2	10	30	44	63	6	4	8	6	1	5	1	2	3	0	500	12,000	408
R. C	0	8	0	47	0	40	0	18	0	7	0	4	....	....	....	....	1,000	30,000	409
R. C	0	3	10	20	120	150	....	....	....	....	0	3	0	3	4	0	300	10,000	410
Presb.....	2	5	67	77	0	0	6	2	6	10	9	9	5	4	4	0	500	1,000	411
R. C	0	4	0	60	0	150	0	2	....	....	0	6	....	....	4	....	2,000	.....	412
R. C	5	0	35	0	60	0	35	0	....	....	....	....	....	....	....	0	6,000	75,000	413
Nonsect ...	5	7	114	89	170	61	3	2	5	3	5	2	3	1	4	0	1,500	10,000	414
Cong	2	2	21	31	0	0	5	6	4	5	7	2	1	2	4	....	500	20,000	415
Nonsect ...	0	4	4	18	4	6	0	0	0	0	0	0	0	0	4	0	.....	.....	416
Ev. Luth ..	4	1	60	29	0	0	....	....	....	....	1	0	....	....	....	....	3,000	30,000	417
R. C	0	4	0	25	0	125	....	....	....	....	0	2	....	....	4	0	1,000	.....	418
R. C	0	3	37	50	83	100	2	4	1	0	1	5	1	2	3	....	300	10,000	419
M. E.....	1	2	56	47	59	48	....	....	....	....	12	5	....	....	3	50	1,800	50,000	420
Nonsect ...	1	1	33	22	165	87	....	....	0	4	3	4	3	2	3	0	500	35,000	421
R. C	0	3	0	20	20	10	0	3	0	0	0	3	....	....	4	0	50	5,000	422
Cong	1	3	16	27	5	7	0	0	0	1	1	5	0	1	3	0	500	10,000	423
R. C	0	3	2	20	28	70	....	....	....	....	0	2	....	....	4	....	300	.....	424
Nonsect ...	2	5	79	67	20	18	0	0	45	41	24	22	15	8	3	0	275	600	425
Nonsect ...	5	3	15	20	5	6	8	10	12	7	4	3	....	....	....	....	1,200	35,000	426
Luth	3	1	24	44	40	28	3	10	15	4	6	8	....	....	4	0	600	25,000	427
R. C	0	3	0	26	50	185	0	26	0	26	0	4	....	....	4	0	300	.....	428
Friends....	1	1	8	15	0	0	1	4	....	....	....	....	....	....	3	0	300	5,000	429
Friends....	1	2	24	23	8	7	16	14	....	....	3	6	....	....	4	0	500	5,000	430
Nonsect ...	2	3	20	48	100	125	5	5	8	7	....	....	....	....	3	50	200	9,000	431
Reformed .	3	1	56	16	0	0	21	0	9	0	13	2	12	0	4	0	3,500	25,000	432
Bapt	4	6	75	60	50	40	....	....	....	....	10	9	7	4	4	0	4,000	30,000	433
Friends....	2	2	27	34	10	8	1	0	1	0	3	0	3	0	4	0	300	.....	434

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	IOWA—continued.		
435	Sac City	Sac City Institute	G. W. Lee
436	St. Ansgar	St. Ansgar Seminary and Institute.	Sigurd Olsen
437	Salem	Whittier College	E. H. Parisho
438	Vinton	Tilford Collegiate Academy	Thomas Francis Tobin
439	Waukon	St. Patrick's School	Rev. P. Walsh
440	Westbranch	Scattergood Seminary	Walter T. Edgerton
441	Wilton Junction	Wilton German-English College	J. F. Grove
	KANSAS.		
442	Concordia	Nazareth Academy	Sister Louise
443	Eudora	Hesper Academy	A. J. Bales
444	Eureka	Southern Kansas Academy	J. W. Scroggs
445	Haviland	Haviland Academy	Albert J. Wall
446	Hiawatha	Hiawatha Academy	Leland E. Tupper, A. M.
447	Leavenworth	St. Mary's Academy	Mother Mary Regis
448	McPherson	McPherson College	Charles E. Arnold, A. M.
449	Newton	Bethel College	H. O. Kruse
450	North Branch	North Branch Academy	H. H. Townsend
451	Salina	St. John's Military School	R. H. Mize
452	Washington	Friends Academy*	A. W. Jones, A. M
453	Wichita	Lewis Academy	J. M. Naylor, Ph. D
	KENTUCKY.		
454	Albany	Albany High School	A. E. Barnes
455	Anchorage	Bellwood Female Seminary	W. G. Lord
456	Auburn	Auburn Seminary	Charles E. Bates
457	Bardstown	Bardstown Male and Female Institute.	H. J. Greenwell
458	Beaver Dam	West Kentucky Seminary	W. G. Welborn
459	Beechmont	Louisville Training School	H. K. Taylor
460	Blandville	Blandville Baptist College	J. N. Robinson
461	Booneville	Booneville Academy	F. P. Dalrymple, A. M.
462	Bowling Green	Bowling Green Preparatory School	Misses Du Bose and Ragland.
463	Buffalo	East Lynn College	C. L. Crum, A. B
464	Burkesville	Alexander College*	Rev. T. C. Kerr
465	Cadiz	Ewell Merrill Carroll College	E. McCulley, president
466	Campbellsburg	Campbellsburg High School	J. W. Pearcy
467	Campbellsville	Campbellsville High School	W. M. Jackson, A. B.
468	Campton	Kentucky Wesleyan Academy	E. E. Bishop
469	Canmer	Lilian Academy	S. M. Durham
470	Carrollton	St. John's Select School	Ignatius M. Ahmann
471	Clinton	Clinton College*	Cook and White
472	do	Marvin College	H. W. Browder
473	Columbia	Male and Female High School	A H Ballard
474	Corinth	Northern Kentucky Normal Academy.*	R. R Hutcheson
475	Covington	Notre Dame Academy	Sister Mary Armella
476	do	Rugby School	K. J. Morris
477	do	St. Joseph's High School for Boys.	Brother Francis Laehr
478	Cynthiana	Smith's Classical School	N. F. Smith
479	Danville	Reed's (Miss) School	Miss Josephine Reed
480	Elizabethtown	Hardin Collegiate Institute	J. E. Austin, jr
481	do	St. James' School	Sister M. Gabriel
482	Elizaville	Willow Dell Academy	James H. McGohan
483	Elkton	Vanderbilt Training School	Joshua H. Henderson
484	Flippin	Monroe Normal School	E. T. Thomas
485	Fountain Run	Jimtown Academy	R. E. Seary
486	Franklin	Franklin Military Institute*	J. Robt. Boss, A. M
487	Fulton	Fulton Normal School and Business College.*	G. R. Haley

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	
Bapt	2	3	13	15	35	100	11	10	0	0	1	0	1	0	4	0	500	$30,000	435
Luth	3	3	13	10	44	7	.....	.....	.....	.....	4	4	1	1	1	0	150	10,000	436
Friends	1	1	16	19	0	0	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	10,000	437
Nonsect	3	2	75	85	75	60	5	4	7	3	9	5	.....	.....	4	.....	1,500	20,000	438
R. C	0	2	10	30	60	70	.....	.....	.....	.....	2	7	.....	.....	2	0	.....	.....	439
Friends	2	1	25	13	0	0	2	3	5	3	.....	.....	.....	.....	.....	.....	.....	.....	440
Cong	6	2	25	35	50	15	4	0	3	2	7	6	2	4	3	28	1,200	15,165	441
R. C	0	7	0	28	0	8	0	2	0	2	0	0	0	0	4	0	4,000	50,000	442
Friends	0	2	18	12	18	12	4	1	4	4	3	1	2	1	4	0	600	5,000	443
Cong	2	2	53	47	6	46	1	2	6	2	5	4	3	1	4	0	800	13,000	444
Friends	1	1	15	3	10	9	2	2	3	0	3	3	3	2	3	0	450	2,000	445
Nonsect	5	3	49	45	25	23	18	20	5	0	8	13	5	11	5	0	1,000	25,000	446
R. C	0	2	0	50	0	15	0	50	0	7	0	5	.....	.....	4	.....	1,000	.....	447
Ger. Bapt	4	4	76	80	45	55	0	0	0	0	4	3	3	0	3	0	1,500	55,000	448
Mennonite	5	0	57	23	42	18	13	7	.....	.....	2	3	.....	.....	3	0	1,300	58,208	449
Friends	2	0	14	14	4	8	3	2	10	12	2	0	2	0	4	0	200	2,000	450
Epis	8	0	70	0	0	0	20	0	15	0	1	0	.....	.....	4	70	.....	100,000	451
Friends	3	0	10	10	40	45	.....	.....	.....	.....	2	0	1	0	3	0	500	4,000	452
Presb	2	2	82	85	37	42	.....	.....	6	8	7	8	2	6	4	.....	300	72,050	453
Baptist	2	0	45	35	40	30	3	0	1	0	.....	.....	.....	.....	.....	.....	.....	.....	454
Nonsect	2	4	20	44	4	5	4	2	.....	.....	0	5	0	0	4	0	1,500	10,000	455
Cumb. Pres.	2	1	31	25	39	35	2	1	0	0	2	0	1	0	4	0	0	10,000	456
Bapt	1	1	25	28	20	25	.....	.....	.....	.....	1	0	1	0	4	0	200	10,000	457
Nonsect	2	1	43	47	27	79	3	2	.....	.....	10	3	.....	.....	4	0	200	2,000	458
Nonsect	2	0	29	9	30	1	2	0	15	2	7	0	5	0	4	38	1,500	15,000	459
Bapt	2	1	20	20	40	35	4	3	8	5	.....	.....	.....	.....	4	.....	.....	5,000	460
Presb	1	1	16	12	14	17	.....	.....	.....	.....	0	0	0	0	.....	0	.....	2,500	461
Nonsect	0	3	2	8	14	28	2	6	2	6	0	6	0	6	3	.....	.....	.....	462
Nonsect	3	1	50	65	75	100	9	2	14	4	10	1	.....	.....	4	0	150	5,000	463
Presb	1	0	7	13	50	46	.....	.....	7	13	0	2	.....	.....	4	0	.....	15,000	464
Nonsect	2	0	35	20	0	0	12	10	0	0	0	0	0	0	4	0	.....	3,800	465
Nonsect	1	2	16	19	39	20	.....	.....	10	9	0	1	.....	.....	3	0	135	4,500	466
Presb	1	1	50	50	20	20	.....	.....	.....	.....	1	5	1	3	5	0	.....	3,500	467
M. E. So	1	2	15	16	85	90	1	5	.....	.....	6	5	1	4	2	0	300	4,000	468
Nonsect	0	1	0	14	5	42	0	0	0	0	0	0	.....	.....	3	0	100	3,500	469
R. C	1	3	12	13	23	26	.....	.....	1	0	12	13	1	0	2	.....	200	6,000	470
Bapt	3	5	35	45	15	20	.....	.....	.....	.....	0	0	0	0	4	80	1,000	30,000	471
M. E. So	4	4	25	18	59	60	12	10	10	8	0	0	.....	.....	4	0	500	15,000	472
Nonsect	1	1	30	45	10	15	.....	.....	4	0	.....	.....	.....	.....	4	.....	.....	4,000	473
Nonsect	1	1	15	14	0	0	8	7	7	7	5	4	3	1	3	0	10	5,000	474
R. C	0	6	0	62	0	125	.....	.....	.....	.....	0	6	.....	.....	4	.....	.....	.....	475
Nonsect	1	2	19	15	9	5	1	0	8	2	7	0	7	0	4	28	.....	.....	476
R. C	2	0	55	0	245	0	1	0	0	0	3	0	1	0	3	.....	.....	.....	477
Nonsect	1	1	40	10	8	7	30	4	.....	.....	.....	.....	.....	.....	5	0	100	2,000	478
Nonsect	0	2	4	10	8	32	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	8,000	479
Presb	1	1	40	31	9	15	6	3	2	0	1	0	1	0	4	0	100	20,000	480
R. C	0	1	2	6	34	40	2	3	0	3	0	0	0	0	.....	.....	50	3,000	481
Nonsect	2	0	16	0	20	21	3	7	4	2	.....	.....	.....	.....	4	.....	.....	2,000	482
M. E. So	4	1	53	12	.....	.....	.....	.....	.....	.....	4	0	4	0	4	0	.....	.....	483
Nonsect	1	1	35	28	31	27	3	5	5	6	.....	.....	.....	.....	.....	0	.....	2,000	484
Nonsect	0	2	0	73	0	60	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	485
Nonsect	4	0	60	0	9	0	40	0	10	0	4	0	4	0	4	60	250	14,000	486
Nonsect	1	1	40	26	50	65	6	5	.....	.....	0	0	.....	.....	.....	0	.....	6,000	487

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	KENTUCKY—continued.		
488	Gethsemane	Gethsemane College	Edward M. Obreeht, O. C. R.
489	Glasgow	Urania Normal College*	Rice S. Eubank, A. B
490	Glendale	Lynnland Male and Female Institute.	W. B. Gwynn
491	Harlan	Harlan Academy	W. C. Clemens
492	Harrodsburg	Harrodsburg Academy	J. C. Acheson
493	Hartford	Hartford College and Business Institute.*	T. J. Morton
494	Hazel Green	Hazel Green Academy	Wm. Henry Cord
495	Hindman	Hindman School	George Clarke
496	Hodgensville	Kenyon College	Charles William Barnes
497	Hustonville	Central Christian College	Miss Mary F. Wood
498	Hyden	Hyden Academy*	James M. Walton
499	Independence	Independence High School	E. D. Lucy
500	Jackson	S. P. Lee's Collegiate Institute	'William Dinwiddie
501	Jett	Excelsior Collegiate Institute*	Eudora Lindsay South
502	Lebanon	St. Augustine's Academy	Sister Mary Kevin Coffey
503	Level Green	Level Green Academy	J. N. Brown
504	Lexington	St. Catherine's Academy	Sister Mary Vincent
505	London	Sue Bennett Memorial School	J. C. Lewis
506	Louisville	Academy of Our Lady of Merey*.	Sister Margaret Mary Carroll.
507	do	Flexner's School	Abraham Flexner
508	do	Kentucky Home School for Girls.	Miss Belle S. Peers
509	do	Presentation Academy	Sister Eutopia
510	do	St. Benedict's Academy (Cedar Grove).	Sister Evangelista
511	do	St. Xavier's College	Brother Bernardine
512	do	State University	C. L. Puree, D. D
513	do	University School	William Hardy Tharp
514	Lyndon	Kentucky Military Institute	C. W. Fowler
515	Maekville	Maekville High School*	W. J. Rumley
516	Madisonville	Atkinson Literary and Industrial College.	Samuel E. Duncan
517	do	Shaeklett Academy*	R. P. Shaeklett
518	Maysville	Hayswood Female Seminary	Miss Fannie L. Hays
519	Millersburg	Millersburg Training School*	C. M. Best, C. E.
520	Morgantown	Morgantown Seminary	J. Elmer Turner
521	Mount Sterling	Goodwin's Male High School	M. J. Goodwin
522	Mount Vernon	Mount Vernon Collegiate Institute.	Rev. A. E. Ewers
523	Nazareth	Nazareth Literary and Benevolent Institution.	Mother M. Cleophas Miller
524	Nerinx	Loretto Literary and Benevolent Institution.	Sister Rosine
525	Newport	Mount St. Martin's Seminary	Mother Maria
526	North Middletown	Kentucky Classieal and Business College.	Mrs. J. B. Skinner
527	Owenton	Caldwell Aeademy and Graded School.*	Jesse C. Caldwell
528	Paduean	St. Mary's Aeademy	Sister Agathina
529	Paris	Tipton's (Miss) Seleet School*	Miss M. S. Tipton
530	do	Yerkes' Private Sehool*	W. L. Yerkes
531	Pikeville	Pikeville Collegiate Institute	James F. Reeord
532	Pineville	Theodore Harris Institute	J. T. C. Noe
533	Prineeton	Princeton Collegiate Institute*	John M. Riehmond
534	Providence	Male and Female Aeademy*	J. Y. Brown
535	Riehmond	Madison Female Institute*	Miss Alice Lloyd
536	St. Joseph	Mount St. Joseph Academy	Mother M. Augustine
537	St. Vincent	St. Vincent's Academy	Sister Mary David
538	Sharpsburg	Male and Female College	Mrs. Fannie B. Talbot
539	Shelbyville	Seience Hill Sehool	Mrs. W. T. Poynter
540	Slaughtersville	Van Horn Institute	J. W. Bigney

*Statisties of 1899–1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	4	0	35	0	56	0	.....	.....	.....	.....	7	0	.....	.....	.....	0	460	.....	488
Nonsect	3	1	11	3	13	9	0	1	5	2	0	0	0	0	4	0	400	$10,000	489
Bapt	2	3	24	26	18	25	1	0	4	3	1	4	1	4	5	0	1,000	15,000	490
Presb	2	0	19	16	106	104	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	200	5,000	491
Nonsect	2	1	33	43	40	55	4	0	8	6	3	3	3	3	4	0	300	5,000	492
Nonsect	3	2	61	40	60	72	.....	.....	.....	.....	11	5	.....	.....	4	0	300	15,000	493
Christian	4	1	60	67	80	70	1	0	2	0	3	0	3	0	3	0	100	5,700	494
Nonsect	1	1	45	20	100	105	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	80	2,800	495
Nonsect	1	1	15	12	145	127	4	4	.....	.....	4	0	.....	.....	3	.....	200	6,500	496
Christian	0	2	21	19	19	1	2	0	6	0	.....	.....	.....	.....	4	.....	25	5,000	497
Presb	2	1	8	3	68	62	8	3	.....	.....	.....	.....	.....	.....	4	.....	500	3,000	498
Nonsect	1	1	18	19	10	6	.....	.....	.....	.....	.....	.....	.....	.....	4	0	200	2,000	499
Presb	4	1	33	18	127	146	16	11	.....	.....	0	1	.....	.....	4	0	.....	40,000	500
Christian	0	2	11	12	7	5	9	8	.....	.....	2	3	.....	.....	4	0	.....	.....	501
R. C	0	4	20	60	70	60	20	60	.....	.....	.....	.....	.....	.....	5	.....	100	.....	502
Nonsect	2	0	25	15	15	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	150	1,000	503
R. C	0	3	0	20	30	70	0	10	0	0	0	2	0	5	4	0	.....	.....	504
M. E. So	2	5	26	14	114	99	26	0	.....	.....	2	0	.....	.....	4	0	350	30,000	505
R. C	0	6	0	27	15	58	0	27	0	27	0	4	.....	.....	4	.....	500	20,000	506
Nonsect	3	2	27	3	8	2	20	3	2	0	5	2	5	2	.....	0	300	1,000	507
Epis	0	5	0	20	0	61	.....	.....	.....	.....	0	6	.....	.....	4	.....	.....	.....	508
R. C	0	3	2	34	36	88	.....	.....	.....	.....	0	1	.....	.....	4	0	.....	.....	509
R. C	0	3	0	20	0	42	.....	.....	.....	.....	0	2	.....	.....	4	0	1,800	.....	510
R. C	7	0	95	0	131	0	12	0	.....	.....	13	0	.....	.....	4	.....	2,150	.....	511
Bapt	5	2	50	20	74	37	50	15	.....	.....	17	3	17	3	4	0	800	40,000	512
Nonsect	2	1	21	4	0	0	16	3	.....	.....	2	0	2	0	4	0	.....	15,000	513
Nonsect	7	0	74	0	3	0	1	0	8	0	14	0	6	0	.....	74	.....	.....	514
Nonsect	1	0	26	30	12	18	2	2	.....	.....	0	0	0	0	4	0	.....	.....	515
A. M. E	2	2	0	45	0	0	5	4	.....	.....	.....	.....	.....	.....	.....	0	.....	.....	516
Nonsect	1	1	24	22	28	12	12	5	2	0	2	4	.....	.....	4	.....	.....	.....	517
Nonsect	0	4	0	12	10	38	.....	.....	.....	.....	0	3	.....	.....	4	0	300	10,000	518
Nonsect	3	1	61	0	0	0	5	0	40	0	4	0	4	0	5	61	300	15,000	519
Nonsect	2	0	30	23	78	82	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	520
Nonsect	1	0	30	6	10	0	2	0	.....	.....	4	0	2	0	4	0	402	1,600	521
Presb	1	2	20	13	47	44	1	1	13	12	0	1	.....	.....	4	0	12	5,000	522
R. C	0	8	0	53	0	45	0	17	.....	.....	0	9	.....	.....	4	.....	.....	5,000	523
R. C	0	5	0	30	0	15	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	1,595	.....	524
R. C	0	4	0	38	0	25	0	7	0	6	0	3	.....	.....	4	.....	1,203	.....	525
Christian	0	2	10	10	30	20	.....	.....	.....	.....	1	0	0	0	4	0	300	8,000	526
Nonsect	1	2	12	13	13	17	.....	.....	10	10	.....	.....	.....	.....	3	0	.....	1,500	527
R. C	0	3	4	12	76	117	4	12	2	8	0	2	.....	.....	4	0	300	1,700	528
Nonsect	0	2	0	17	0	0	0	6	.....	.....	0	0	0	0	4	0	1,000	3,000	529
Nonsect	1	0	27	10	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	.....	2,500	530
Presb	2	1	10	10	75	50	6	2	2	0	.....	.....	.....	.....	3	0	400	15,000	531
Nonsect	1	1	9	20	157	127	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20,000	532
Presb	3	2	15	31	15	20	3	0	.....	.....	1	2	.....	.....	3	0	1,500	35,500	533
Nonsect	2	0	51	52	17	13	10	2	.....	.....	0	0	0	0	.....	.....	306	2,300	534
Christian	0	6	0	90	16	39	0	1	0	10	0	6	0	3	5	0	1,000	35,000	535
R. C	0	2	0	15	0	45	0	10	0	6	0	0	0	0	4	0	3,000	40,000	536
R. C	0	2	0	20	0	60	.....	.....	0	15	0	3	0	1	4	0	1,800	.....	537
Nonsect	0	2	10	15	63	74	2	4	2	6	2	4	2	0	4	0	250	.....	538
Nonsect	0	5	0	58	0	66	0	2	0	4	0	6	0	4	4	0	2,500	.....	539
Nonsect	1	1	10	32	15	18	0	5	0	4	1	3	.....	.....	.....	0	50	500	540

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	KENTUCKY—continued.		
541	Stanford	Stanford Male Academy	E. L. Grubbs, A. M
542	Sulphur	Fairmount College	B. F. Turner
543	Taylorsville	Spencer Institute	G. C. Overstreet
544	Vanceburg	Riverside Seminary	Lawrence Rolfe
545	Versailles	Ashland Seminary	Frederick B. Ayer
546	Williamsburg	Williamsburg Academy*	Herbert Haynes
547	Wilmore	Asbury College*	J. W. Hughes
	LOUISIANA.		
548	Arcadia	Arcadia Male and Female College	W. C. Roaten
549	Baldwin	Gilbert Industrial College	Rev. Pierre Laudry
550	Covington	Dixon Academy	William A. Dixon
551	Donaldsonville	St. Vincent's Institute	Sister M. Clotilda
552	Franklinton	Franklinton Central Institute	A. A. Mooney
553	Gibsland	Gibsland Institute*	G. L. Wren
554	Grand Coteau	Academy of the Sacred Heart	Mother H. Sarens
555	Harrisonburg	Harrisonburg High School	A. W. Meadows
556	Jackson	Feliciana Female Collegiate Institute.	D. O. Byers
557	....do	Millwood Institute	Miss A. M. C. Pearce
558	Marksville	Marksville High School	V. L. Roy
559	Monroe	St. Hyacinth's Boarding Academy	Sister St. Ignatius
560	New Iberia	Fasnacht's Graded Institute	Miss Marie L. Fasnacht
561	New Orleans (4521 St. Charles avenue).	Academy of the Sacred Heart	Madam E. Deighton
562	New Orleans (1727 Caron-delet street).	Dyker's Institute (School for Young Ladies).	Harriet V. Dykers
563	New Orleans	Holy Cross College	D. J. Spillard, C. S. C
564	New Orleans (1440 Camp street).	Home Institute	Miss Sophia B. Wright
565	New Orleans	Picard Institute	Mrs. A. Picard
566	New Orleans (1105 Esplanade avenue).	St. Aloysius College	Brother Celestin
567	New Orleans	St. Joseph's Commercial Academy.*	Brother Athanasius
568	....do	St. Simeon's School	Sister Adelaide
569	....do	Southern Academic Institute	Mrs. Kate C. Seaman
570	....do	University School	T. W. Dyer
571	....do	Ursuline Convent	Mother St. Stanislaus
572	New Roads	Poydras Academy	I. J. Vaughan
573	Opelousas	Academy of the Immaculate Conception.	Sister Veronica
574	Spearsville	Everett Institute	Charles A. Mathews
575	Thibodeaux	Mount Carmel Academy	
	MAINE.		
576	Athens	Somerset Academy	L. C. Williams
577	Bangor	Classical and English School	Miss Helen L. Newman
578	Bethel	Gould's Academy	Frank E. Hanscom, A. M
579	Bluehill	Bluehill (George Stevens Academy).	Albert D. True
580	Bucksport	East Maine Conference Seminary	S. A. Bender, B. D
581	Charleston	Higgins Classical Institute	H. Warren Foss
582	Cherryfield	Cherryfield Academy*	Benj. Coffin and Thos. C. Tooker.
583	Cumberland Center	Greely Institute	Simon Moulton Hamlin
584	Dresden Mills	Bridge Academy	Leslie Adelbert Bailey, M. A.
585	East Machias	Washington Academy	A. Sherman Harriman, A. B
586	Farmington	Abbott Family School*	G. G. Abbott
587	Foxcroft	Foxcroft Academy	Lyman Kingman Lee, A. B

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—Continued.

Religious denomination.	Secondary instructors.		Students.										College preparatory students in the class that graduated in 1901.		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 1901.								
							Classical course.		Scientific course.										
	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	
Presb	1	1	20	1	2	0	4	0	2	0	2	0	2	0	3	0		$2,000	541
Nonsect	2	2	33	48	47	4	16	18	3	8	1	1	1	1	4	0	120	6,000	542
Nonsect	1	1	32	16	13	9	0	1	3	1	4	1	3	1	4	0		7,500	543
Nonsect	1	1	14	7	32	19					2	0					500	3,000	544
Epis	1	5	0	22	12	13	0	0	0	6	0	2	0	1	4	0	500	15,000	545
Cong	2	4	16	17	148	113					2	1			4	0	2,200	12,500	546
M. E. So	2	3	90	25	75	50	50	20	20	4	2	1	2	1	4	30	300	40,000	547
Nonsect	2	0	25	20	100	90	2	2	0	2	0	2	0	1	4	0	250	4,000	548
M. E	1	1	4	15	90	100			4	12	2	3	0	0	4	0	2,500	7,500	549
Nonsect	1	1	15	10	43	29	4	3			3	0	3	0	4	0	2,000	30,000	550
R. C	0	1	0	15	0	105					0	4			4		1,000		551
Nonsect	1	0	24	25	52	39	5	0			3	0				0	100	3,000	552
Nonsect	2	0	20	26	60	74	2	1	2	1					4		300	4,800	553
R. C	0	6	0	33	20	40													554
Nonsect	1	1	11	22	33	38					0	0	0	0		0		2,500	555
Presb	1	4	2	45	8	10	2	40			0	10	0	4	4	0		4,000	556
Nonsect	0	3	2	8	5	14									4			5,000	557
Nonsect	2	0	26	18	75	11			15	9	3	2	1	1	4	0	500	4,000	558
R. C	1	1	13	18	43	57					0	2	0	2	4				559
Nonsect	0	1	6	11	7	10					0	3					400	2,500	560
R. C	0	4	0	22	20	58					0	0	0	0	4	0	700		561
Christian	0	3	0	12	0	0					0	2	0	0			300	8,000	562
R. C	6	0	47	0	143	0	6	0			3	0					200	40,000	563
Nonsect	0	8	0	78	110	77	0	20	0	0	0	22	0	10	4	0	782	20,000	564
R. C	0	2	0	20	20	40	0	0	0	0	0	6	0	6		0	100	12,000	565
R. C	4	6	70	0	113	0			30	0	6	0			4	0	1,500	50,000	566
R. C	4	0	50	0	250	0					12	0				0	1,500		567
R. C	6	9	30	120	41	40					0	5	0	5	4	51			568
Nonsect	0	2	0	10	0	40									3		300		569
Nonsect	3	1	64	0	41	0	3	0	14	0	5	0	5	0	3	64	600	20,000	570
R. C	0	18	0	95	0	0					0	3					4,500		571
Nonsect	1	1	8	1	69	73					0	0	0	0	3	0	500	5,000	572
R. C	2	2	18	30	10	18	0	5	0	5	0	5	0	0		0	200		573
Miss. Bapt	1	1	7	6	40	36	4	5	1	2	1	0	1	0	4	0	67	2,800	574
R. C	0	10	0	90	0	40					0	3					2,000		575
Nonsect	1	1	13	16	6	3	2	4			2	4			4	0	16	3,000	576
Nonsect	0	2	0	7	17	24	0	3			8	9	3	4	4		500		577
Nonsect	3	2	60	75	0	0													578
Nonsect	1	2	32	33	6	13	2	1	0	11	3	4			4	0		7,000	579
M. E	5	5	43	46	2	0	10	8	13	12					4		4,000	22,000	580
Bapt	2	2	70	65	0	0	10	5	6	0	7	3	3	1	4	0	1,600	8,000	581
Nonsect	1	1	58	56	0	0	5	9			6	7	1	0	4	0	100	10,000	582
Nonsect	1	3	20	30	0	0	2	2	2	2	2	5	2	2	4	0	1,000		583
Nonsect	1	1	18	18	7	7									4	0	400	20,000	584
Nonsect	2	1	27	46	0	0	3	4	9	0	3	7	2	1	4	0	775	6,000	585
Nonsect	2	1	6	0	16	0	6	0									3,000		586
Nonsect	1	2	31	48	0	0	5	8	4	12	3	4	3	3	4	0	500	5,200	587

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	MAINE—continued.		
588	Fryeburg	Fryeburg Academy	Charles G. Willard, A. B
589	Gray	Pennell Institute	C. W. Pierce
590	Hampden	Hampden Academy	M. L. Ford
591	Hebron	Hebron Academy	Wm. E. Sargent, A. M
592	Houlton	Ricker Classical Institute	Arthur M. Thomas
593	Limington	Limington Academy	S. E. Marks
594	Litchfield Corners	Litchfield Academy*	O. C. Merrill, A. B
595	Newcastle	Lincoln Academy	George H. Larrabee, A. M
596	New Gloucester	Stevens School	M. B. and S. P. Stevens
597	North Bridgton	Bridgton Academy	C. C. Spratt, A. B
598	North Parsonfield	Parsonfield Seminary	Frederick W. Ernst
599	Pittsfield	Maine Central Institute	F. U. Landman
600	Portland	St. Elizabeth's Academy	Mother Mary Teresa
601	Portland (Woodfords)	St. Joseph's Academy	Sister Mary Adelaide
602	Saco	Thornton Academy	Edwin P. Sampson, A. M
603	South Berwick	Berwick Academy	F. Stanley Stebbins
604	South China	Erskine Academy*	Erskine Academy
605	Vassalboro	Oak Grove Seminary	Arthur M. Charles
606	Waterville	Coburn Classical Institute	Franklin W. Johnson, A. M
607	Wilton	Wilton Academy	Drew T. Harthorn
608	Yarmouth	North Yarmouth Academy	Rev. B. P. Snow, A. M
	MARYLAND.		
609	Baltimore	Academy of the Visitation	Sister Mary Agatha Scott
610	Baltimore (1816 St. Paul street).	Boys' Latin School	James A. Denham
611	Baltimore (Cathedral and Preston streets).	Bryn Mawr School for Girls	Edith Hamilton, M. A
612	Baltimore (Cathedral and Mulberry streets).	Calvert Hall College	Brother Denis
613	Baltimore (Charles street extended).	The Country School	Roland J. Mulford
614	Baltimore (847–851 N. Howard street).	Deichmann College Preparatory School.	E. Deichmann, Ph. D
615	Baltimore (Walbrook)	Epiphany Apostolic College	Justin McCarthy
616	Baltimore (Park place and Laurens street).	Friends' School	John W. Gregg
617	Baltimore	Girls' Latin School*	William H. Shelley
618	Baltimore (851–853 Hollins street).	Knapp's Institute	W. A. Knapp
619	Baltimore (Station D)	Mount St. Joseph's College	Brother Joseph
620	Baltimore (1495 Park avenue).	Randolph-Harrison School	Mrs. J. Randolph Harrison Randall.
621	Baltimore (Chase and Forrest place).	St. Frances Academy	Mother Magdalen
622	Baltimore (915–917 N. Charles street).	Southern Home School	Mrs. W. M. Cary and Miss Cary.
623	Baltimore	University School for Boys*	W. S. Marston
624	.....do	Wilford Home School	Mrs. Walter R. Bullock
625	Brookeville	Brookeville Academy	Clinton M. Moore
626	Brunswick	Brunswick Seminary	J. J. Shenk
627	Catonsville (Station G)	Mount de Sales Academy of the Visitation.	Sister Ignatia Aikin
628	Charlotte Hall	Charlotte Hall School	George M. Thomas, A. M
629	.....do	Gay Hill Female School	Prof. and Mrs. Edward T. Briscoe.
630	Chevy Chase (Station E)	Chevy Chase School	Miss Bouligny
631	Colora	West Nottingham Academy	John G. Conner, A. M
632	Darnestown	Andrew Small Academy	Frank Andrews
633	Emmitsburg	St. Joseph's Academy	Sister Henrietta
634	Forest Glen	National Park Seminary*	John A. I. Cassedy

*Statistics of 1899–1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	3	25	40	9	10	6	5	5	0	7	12	4	3	4	0	.....	$10,000	588
Nonsect ...	1	2	29	34	10	12	10	16	4	0	5	4	0	3	4	0	850	18,000	589
Nonsect ...	1	3	19	38	17	9	6	6	4	0	0	3	....	.....	4	0	.....	.....	590
Bapt.....	4	5	98	51	2	1	30	7	.....	.....	18	16	6	3	4	0	3,000	200,000	591
Bapt.....	3	4	61	110	4	10	42	30	5	0	8	15	10	8	4	0	1,000	50,000	592
Nonsect ...	1	1	23	20	5	5	8	6	2	1	1	2	0	0	4	0	150	4,000	593
Nonsect ...	1	1	22	13	0	0	2	0	....	....	2	1	....	.....	4	....	100	2,000	594
Nonsect ...	1	3	50	53	5	2	14	10	.....	.....	5	10	4	6	4	....	400	12,000	595
Nonsect ...	0	4	0	10	0	4	0	1	0	1	....	.....	.....	.....	4	0	.....	.....	596
Nonsect ...	2	2	45	40	0	0	12	5	13	5	10	5	8	1	4	0	1,700	1,100	597
Nonsect ...	1	3	36	25	0	0	2	2	2	0	....	.....	.....	.....	4	0	0	25,118	598
Free Bapt .	2	6	58	50	0	0	13	6	5	0	13	14	3	2	4	0	1,000	25,000	599
R.C	0	7	0	78	0	2	.....	.....	.....	.....	0	10	.....	.....	4	....	.....	.....	600
R.C	0	2	0	20	0	14	.....	.....	0	16	....	.....	.....	.....	4	....	.....	.....	601
Nonsect ...	4	6	74	90	0	0	32	23	6	3	9	15	5	4	4	....	2,944	36,000	602
Nonsect ...	2	3	28	37	7	4	4	4	....	....	1	5	1	2	4	0	130	70,000	603
Nonsect ...	1	2	20	22	15	18	.....	.....	2	3	0	0	.....	.....	4	0	350	.....	604
Friends....	2	2	30	36	....	.....	.....	.....	.....	.....	6	7	5	2	4	0	1,000	35,000	605
Bapt.....	4	6	87	65	0	0	44	32	12	0	20	16	17	9	4	0	3,748	75,000	606
Nonsect ...	1	3	39	28	0	0	11	6	6	0	5	1	3	0	4	0	.....	15,000	607
Nonsect ...	1	4	18	26	5	2	4	5	0	2	1	4	1	2	4	0	2,000	17,200	608
R.C.....	0	10	0	80	0	50	0	20	....	....	0	13	0	6	5	....	.....	.....	609
Nonsect ...	8	0	78	0	32	0	66	0	12	0	12	0	11	0	4	0	.....	30,000	610
Nonsect ...	0	15	0	83	0	123	....	....	....	....	0	6	0	6	5	....	1,300	.....	611
R.C.....	4	0	97	0	58	0	....	....	97	0	7	0	....	.....	....	....	5,000	175,000	612
Nonsect ...	9	0	42	0	32	0	42	0	....	....	....	....	.....	.....	4	....	.....	.....	613
Nonsect ...	7	0	60	0	30	0	30	0	15	0	30	0	30	0	3	0	.....	15,000	614
R.C.....	8	0	63	0	0	0	12	0	13	0	8	0	8	0	5	0	1,000	100,000	615
Friends....	5	4	18	23	72	79	8	8	8	0	0	4	0	3	4	0	150	43,000	616
M.E.	1	12	0	225	0	0	0	103	0	102	0	58	0	46	....	0	1,226	175,000	617
Nonsect ...	1	1	25	10	85	80	3	1	.....	.....	3	1	3	1	.....	....	2,850	50,000	618
R.C.....	4	0	43	0	79	0	....	....	30	0	4	0	4	0	4	0	6,100	150,000	619
Nonsect ...	2	12	0	56	0	50	0	20	....	....	0	4	0	3	4	0	.....	.....	620
R.C.....	0	3	0	35	0	35	....	....	....	....	....	....	....	....	....	....	.....	.....	621
Nonsect ...	1	9	0	73	0	22	....	....	....	....	0	3	....	.....	....	....	.....	.....	622
Nonsect ...	10	0	183	0	20	0	....	....	....	....	35	0	28	0	4	0	200	65,000	623
Nonsect ...	0	6	0	25	0	0	....	....	0	8	0	4	0	4	5	....	.....	.....	624
Nonsect ...	1	1	28	6	2	2	....	....	3	0	2	1	1	0	4	0	200	9,000	625
Nonsect ...	1	1	8	10	52	63	....	....	....	....	1	1	....	.....	3	0	350	5,000	626
R.C.....	0	10	0	50	0	35	....	....	....	....	0	2	....	.....	4	0	4,000	.....	627
Nonsect ...	4	0	63	0	9	0	4	0	2	0	10	0	....	.....	3	63	1,500	21,000	628
Nonsect ...	1	1	2	14	0	0	0	- 5	0	5	....	.....	.....	.....	2	....	.....	.....	629
Nonsect ...	0	8	0	20	0	10	0	3	....	....	....	....	....	....	4	....	2,000	50,000	630
Nonsect ...	2	1	31	12	0	2	4	5	4	0	4	4	4	4	4	0	200	10,000	631
Nonsect ...	1	4	14	16	27	13	.....	.....	.....	.....	.....	.....	.....	.....	4	0	11	15,000	632
R.C.....	0	4	0	56	0	24	0	56	....	....	0	5	....	.....	4	....	.....	.....	633
Nonsect ...	6	18	0	188	0	5	0	6	0	0	0	20	....	.....	....	0	1,500	100,000	634

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	MARYLAND—continued.		
635	Frederick	Frederick College	E. E. Cates
636	....do	St. John's Literary Institution	J. F. X. Coleman, S.J.
637	Hyattsville	Melrose Institute	Misses Lewin
638	La Plata	Maryland Normal and Preparatory School.	H. H. Lintner
639	Leonardtown	St. Mary's Academy	Sister of Charity
640	McDonogh	McDonogh Educational Fund and Institute.	Sidney Turner Moreland
641	Millersville	Anne Arundel Academy	Wm. H. Thompson
642	Mount Washington	Mount St. Agnes College	Sister Mary Paul
643	....do	Mount Washington Seminary for Boys.	Sister Mary Bonaventure
644	Port Deposit	The Jacob Tome Institute	James C. Mackenzie, D. D
645	Reisterstown	The Hannah More Academy	Joseph Fletcher
646	Rising Sun	Friends' Normal Institute	Miss Mary T. Barton
647	Rockville	Rockville Academy	W. Pinckney Mason
648	St. George	St. George's Hall for Boys	James C. Kinear
649	St. James School	St. James School	J. Henry Harrison
650	St. Marys City	St. Mary's Female Seminary	Mrs. L. V. Maddox
651	Sandy Spring	Sherwood Friends' School	Elizabeth P. M. Thom
652	Taneytown	Milton Academy	Henry Meier
653	Washington Grove	Fair View Seminary	Grace Herr Frantz
	MASSACHUSETTS.		
654	Amherst	Mount Pleasant Institute	Wm. K. Nash, A. M
655	Andover	Abbot Academy	Miss Emily A. Means
656	....do	Phillips Academy	Cecil F. P. Bancroft
657	....do	Punchard Free School*	Frank O. Baldwin
658	Ashburnham	Cushing Academy	Hervey S. Cowell, A. M
659	Billerica	Howe School	Earl C. Davis
660	Boston (Back Bay)	Academy of Notre Dame	Sister Frances
661	Boston	Ballow and Hobigand Preparatory School.	H. M. Ballow and J. A. Hobigand.
662	Boston (115 Beacon street)	Bellows Private School for Girls.	John A. Bellows
663	Boston	Bynner's (Miss) Private Home School for Girls.	Miss Caroline N. Bynner
664	Boston (253 Commonwealth avenue)	Chamberlayne's (Miss) School for Girls.	Miss Catharine J. Chamberlayne.
665	Boston (100 Beacon street)	Classical School	George W. C. Noble and James J. Greenough.
666	Boston	The Commonwealth Avenue School.	Miss Fanny C. Guild
667	Boston (91 Newberry street)	Curtis & Peabody's Private School.	Elizabeth Curtis and L. G. Peabody.
668	Boston (25 Chestnut street)	The Delafield-Colvin School	Mrs. Mary N. Colvin
669	Boston	Female Academy of the Sacred Heart.	Mme. F. Malloy
670	Boston (19 Chestnut street)	Folsom's (Miss) School for Girls	Miss Ellen M. Folsom
671	Boston (1068 Boylston street)	Frye Private School	La Roy F. Griffin
672	Boston (29 Chestnut street)	Hopkinson School	John P. Hopkinson
673	Boston (231 Marlborough street)	Weeks (Miss) and Lougee's (Miss) School for Girls.	Emily Weeks and Susan C. Lougee.
674	Boston (95 Beacon street)	Winsor's (Miss) School	Miss Mary P. Winsor
675	Bradford	Bradford Academy	Miss Ida C. Allen
676	Brighton	Mount St. Joseph Academy	Sisters of St. Joseph
677	Brimfield	Hitchcock Free Academy	Willington Hodgkins
678	Cambridge (7 Garden street)	Browne and Nichols School	Geo. H. Browne, Edgar H. Nichols.
679	Cambridge (34 and 36 Concord avenue)	Cambridge School	Arthur Gilman, A. M

* Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.						
							Classical course.		Scientific course.										
	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...	4	2	32	1	5	4	15	0	3	0	2	0	1	0	5	....	6,000	$15,000	635
R.C.....	3	1	12	0	56	0	1	0	2	0	2	0	2	0	....	12	.....	.....	636
Nonsect ...	0	3	0	20	7	18	....	....	1	2	0	6	....	....	4	....	.....	15,000	637
Nonsect ...	3	1	16	4	3	7	3	1	....	....	....	....	....	....	4	....	.....	2,500	638
R.C.....	0	2	4	30	11	15	0	12	0	0	0	4	....	....	5	....	500	6,000	639
Nonsect. ..	6	0	44	0	112	0	....	....	....	....	9	0	1	0	3	44	4,000	387,000	640
Nonsect ...	1	1	10	12	6	3	4	5	....	....	0	1	0	1	....	0	25	20,000	641
R.C.....	0	8	0	60	0	42	0	5	0	4	0	2	0	2	4	....	2,100	.....	642
R.C.....	2	0	10	0	26	0	....	....	....	....	....	....	....	....	....	....	.....	.....	643
Nonsect ...	16	9	94	85	186	185	3	0	3	1	8	13	....	....	4	0	7,000	200,000	644
Epis	1	4	0	70	0	20	0	2	....	....	0	6	0	6	3	....	382	50,000	645
Friends....	0	1	10	8	4	4	7	3	....	....	....	....	....	....	....	0	86	.....	646
Nonsect ...	2	1	22	10	8	5	8	4	7	4	....	....	....	....	4	0	.....	.....	647
Epis	3	1	16	0	0	0	2	0	1	0	3	0	....	....	....	0	500	12,500	648
Epis	3	0	17	0	0	0	0	....	....	....	....	....	....	....	....	....	.....	.....	649
Nonsect ...	0	6	0	37	2	13	....	....	....	....	0	8	....	....	....	....	.....	75,000	650
Friends....	0	4	10	10	20	26	....	....	....	....	....	....	....	....	3	0	300	.....	651
Nonsect ...	7	1	19	20	8	4	6	1	3	0	6	7	3	1	4	0	400	2,800	652
Nonsect ...	1	6	0	20	0	5	0	3	0	1	1	4	1	4	4	0	200	15,000	653
Nonsect ...	1	0	4	0	11	0	0	0	4	0	0	0	0	0	4	0	500	20,000	654
Nonsect ...	1	13	0	97	....	....	....	....	....	....	0	15	0	8	....	0	4,900	152,000	655
Nonsect ...	20	0	428	0	0	0	227	0	201	0	88	0	88	0	4	0	3,300	240,000	656
Nonsect ...	2	2	35	58	0	0	0	4	2	6	3	10	2	2	4	0	500	50,000	657
Nonsect ...	7	9	97	95	0	0	20	25	14	6	17	20	6	9	4	0	1,800	172,432	658
Nonsect ...	1	1	20	28	0	0	3	5	4	2	4	1	2	1	4	0	150	8,600	659
R.C	0	6	0	80	0	120	0	1	0	1	0	5	0	1	4	....	6,000	200,000	660
Nonsect ...	4	1	18	0	0	1	8	0	1	0	10	0	6	0	4	0	100	300	661
Nonsect ...	1	5	0	21	0	0	0	1	....	....	0	3	....	....	....	0	.....	.....	662
Nonsect ...	0	8	0	30	0	0	0	6	....	....	0	7	0	2	4	....	.....	35,000	663
Nonsect ...	0	8	0	30	0	2	0	2	....	....	....	....	....	....	....	....	1,500	.....	664
Nonsect ...	7	0	150	0	20	0	145	0	5	0	25	0	25	0	....	0	.....	.....	665
Cong	0	9	0	30	0	0	0	6	....	....	....	....	....	....	....	....	.....	.....	666
Nonsect ...	0	8	0	30	0	20	0	12	0	0	0	10	0	10	4	....	.....	.....	667
Epis	1	6	4	26	0	5	0	2	....	....	0	6	....	....	....	....	500	.....	668
R.C	0	13	0	58	0	0	....	....	....	....	....	....	....	....	....	....	1,735	70,000	669
Nonsect ...	2	8	0	57	0	0	0	14	....	....	0	13	0	2	4	....	.....	.....	670
Nonsect ...	3	1	28	1	1	1	1	0	15	0	0	0	0	0	4	0	70	2,000	671
Nonsect ...	6	0	70	0	0	0	50	0	20	0	25	0	22	0	4	0	.....	65,000	672
Nonsect ...	0	2	0	40	0	10	0	5	....	....	....	....	....	....	4	0	1,500	.....	673
Nonsect ...	0	9	0	90	0	11	0	6	....	....	0	14	....	....	....	....	.....	.....	674
Nonsect ...	0	6	0	44	0	9	0	2	....	....	0	9	0	0	....	0	5,000	150,000	675
R. C	0	7	0	75	0	13	....	....	0	21	0	5	....	....	4	....	1,600	120,055	676
Nonsect ...	2	2	18	26	0	0	4	7	4	6	4	7	2	1	4	....	2,000	12,000	677
Nonsect ...	6	0	56	0	24	0	50	0	6	0	14	0	14	0	5	0	500	40,000	678
Nonsect ...	0	11	0	47	0	12	0	16	....	....	....	....	....	....	....	....	.....	.....	679

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	MASSACHUSETTS—continued.		
680	Cambridge (9 Channing street).	The Lee School	Miss Mary Louisa Kelly
681	Canton	Sherman Hall School	Miss Sarah W. Ames
682	Canton Junction	The Norwood School *	Wm. C. Langdon
683	Concord	Concord Home School *	James S. Garland
684	....do	Concord School	Thomas H. Eckfeldt
685	....do	White's (Miss) Home School *	Flora J. White
686	Deerfield	Deerfield Academy and Dickinson High School.	Robert P. Sibley
687	Dudley	Nichols Academy	Alfred G. Collins
688	Duxbury	Powder Point School	F. B. Knapp
689	Easthampton	Williston Seminary	Joseph H. Sawyer
690	East Northfield	Northfield Seminary	Miss Evelyn S. Hall
691	Everett	Home School	Mrs. A. P. Potter
692	Fall River	La Sainte Union des Sacrés Cœurs.	Sister Mary Aidan
693	Franklin	Dean Academy	Arthur W. Peirce
694	Great Barrington	Sedgwick Institute *	Edward J. Van Lemep
695	Greenfield	Prospect Hill School	Ida F. Foster and Caroline R. Clark.
696	Groton	Groton School	Rev. Endicott Peabody
697	Hadley	Hopkins Academy	George H. Driver
698	Harvard	Broomfield School	Miss Lilla Frost
699	Hatfield	Smith Academy	Howard W. Dickinson
700	Hingham	Derby Academy	Sarah G. Robinson
701	Leicester	Leicester Academy	William E. Cate
702	Lowell	Rogers Hall School	Eliza P. Underhill
703	Marion	The Tabor Academy	Dana Marsh Dustan
704	Merrimae	Whittier Home School	Mrs. Annie B. Russell
705	Milton	Milton Academy	Harrison O. Apthorp
706	Monson	Monson Academy	James Francis Butterworth
707	Mount Hermon	Mount Hermon Boys' School	Henry F. Cutler
708	Natick	Walnut Hill Wellesley Preparatory School.	Miss Conant and Miss Bigelow.
709	New Bedford (87 Cottage street).	Friends' Academy	Grace B. Dodge
710	New Bedford (523 County street).	Home Preparatory School	Charles E. E. Mosher
711	New Dorchester	Shawmut School	Ella Gilbert Ives
712	Newton (60 Elmwood street).	Newton Private School	Mabel T. Hall
713	Newton (429 Center street)	Preparatory School	Edward H. Cutler
714	Northampton	The Mary A. Burnham School for Girls. *	Miss B. T. Capin
715	Norton	Wheaton Female Seminary	Samuel V. Cole, D. D.
716	Pittsfield	The Berkshire School	Arthur J. Clough, A. M
717	....do	Hall (Miss) School for Girls	Mira H. Hall
718	Quincy	Woodward Institute for Girls	Miss Carrie E. Small
719	Roxbury	Notre Dame Academy	Sister Julia
720	....do	Roxbury Latin School	Wm. C. Collar
721	Salem	Draper's Private School	Miss A. C. Draper
722	....do	Walker's Preparatory School	Frank L. Walker
723	Shelburne Falls	Arms Academy	Charles A. Holbrook
724	Sherborn	Sawin Academy and Dowse High School.	Charles S. Webb
725	Southboro	St. Mark's School	Wm. Greenough Thayer, D. D.
726	South Braintree	Thayer Academy	Wm. Gallagher, Ph. D
727	South Byfield	Dummer Academy	Perley Leonard Horne
728	South Lancaster	South Lancaster Academy *	Frederick Griggs
729	South Worthington	The Conwell Academy	Miss Minnie H. Bridgeman
730	Springfield	"The Elms" Day and Home School for Girls.	Miss Charlotte W. Porter
731	....do	MacDuffie School for Girls	John MacDuffie

*Statistics of 1899–1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	
P. E	0	6	0	14	0	4	0	2	....	....	0	5	0	2	....	....	750	.....	680
Nonsect	0	1	0	9	0	3	....	....	....	....	....	....	....	....	5	....	.....	.....	681
Epis	2	1	6	3	0	0	4	0	....	....	1	0	1	0	....	0	500	.....	682
Epis	3	0	9	0	2	0	....	....	2	0	....	....	....	....	....	0	1,000	$25,000	683
Epis	3	0	16	0	0	0	16	0	....	....	1	0	1	0	4	....	1,000	30,000	684
Nonsect	0	4	6	7	5	2	1	3	0	0	....	....	....	....	....	0	.....	10,000	685
Nonsect	0	1	9	12	5	3	0	0	7	4	2	0	0	0	4	....	55	16,000	686
Nonsect	2	1	32	20	0	0	8	4	12	5	3	2	2	0	4	0	6,200	60,000	687
Nonsect	5	0	25	0	16	0	5	0	14	0	3	0	3	0	4	0	.....	.....	688
Cong	11	0	166	3	0	0	55	1	50	1	32	0	32	0	4	0	3,500	150,000	689
Nonsect	2	16	0	212	0	217	0	40	....	....	0	22	0	8	4	0	10,058	376,283	690
Bapt	0	3	0	18	0	4	0	4	....	....	0	3	0	3	4	....	.....	.....	691
R. C	0	2	0	36	0	34	....	....	....	....	0	3	....	....	4	0	230	.....	692
Univ	6	6	57	53	0	0	29	21	8	0	16	18	....	....	....	....	2,000	150,000	693
Nonsect	4	2	19	0	8	0	4	0	10	0	5	0	4	0	4	0	.....	30,000	694
Nonsect	0	7	0	18	0	6	0	2	....	....	0	1	....	....	....	....	.....	.....	695
Epis	15	0	150	0	50	0	135	0	5	0	22	0	20	0	....	0	2,000	.....	696
Nonsect	1	1	12	20	0	0	1	0	1	0	0	3	....	....	4	0	300	.....	697
Nonsect	0	4	9	14	0	0	0	1	1	0	1	0	0	0	4	....	2,000	20,000	698
Nonsect	1	2	20	25	0	0	5	4	0	6	5	5	1	4	4	0	600	24,742	699
Nonsect	0	1	3	9	7	15	....	....	....	....	....	....	....	....	4	0	.....	.....	700
Nonsect	1	2	26	23	0	0	0	0	5	13	2	3	0	1	4	0	200	15,000	701
Nonsect	3	13	0	40	0	6	0	15	....	....	0	3	0	1	5	40	775	40,000	702
Nonsect	2	3	30	31	0	0	5	9	15	0	10	9	6	4	4	....	1,400	30,000	703
Nonsect	0	1	0	17	0	10	0	6	....	....	0	2	....	....	....	....	500	15,000	704
Nonsect	11	0	84	9	10	5	....	....	....	....	9	0	9	0	4	0	2,000	250,000	705
Nonsect	3	4	55	60	0	0	10	9	2	0	9	18	4	8	4	0	2,200	16,000	706
Nonsect	12	6	400	0	300	0	156	0	....	....	17	11	11	0	4	0	6,122	450,000	707
Nonsect	2	14	0	45	0	2	0	35	....	....	0	8	0	7	4	....	1,200	.....	708
Nonsect	1	5	1	23	9	15	0	0	0	2	0	4	0	0	4	0	.....	.....	709
Nonsect	1	4	29	11	2	3	9	5	10	0	4	2	2	0	....	....	.....	.....	710
Nonsect	0	5	0	19	0	0	0	3	....	....	0	1	0	1	4	....	.....	.....	711
Nonsect	0	3	3	5	5	4	....	....	....	....	....	....	....	....	....	0	.....	.....	712
Nonsect	1	2	14	7	9	1	18	2	1	0	6	3	5	1	4	0	.....	.....	713
Nonsect	0	13	0	103	0	72	....	....	....	....	0	38	0	38	4	0	5,000	.....	714
Cong	1	9	0	93	0	21	0	3	0	13	0	7	0	3	....	....	5,875	106,000	715
Nonsect	1	3	11	3	8	3	4	2	1	0	1	0	1	0	4	0	500	15,000	716
Nonsect	2	12	0	60	0	28	0	1	0	14	....	....	....	....	4	0	.....	.....	717
Nonsect	1	10	0	84	0	3	0	8	0	7	0	14	0	2	5	0	650	50,000	718
R. C	0	4	0	61	0	38	0	2	....	....	0	7	0	1	4	0	.....	184,800	719
Nonsect	8	0	97	0	62	0	97	0	....	....	16	0	16	0	4	0	2,500	.....	720
Nonsect	1	2	0	4	0	1	0	0	....	....	....	....	....	....	....	....	.....	.....	721
Nonsect	2	1	21	12	4	0	10	5	....	....	6	2	6	2	4	0	200	.....	722
Cong	1	2	31	35	0	0	3	3	2	0	6	4	4	0	4	0	350	20,000	723
Nonsect	1	1	9	14	0	0	....	....	....	....	2	3	0	0	4	....	50	20,000	724
P. E	13	0	125	0	0	0	115	0	....	....	30	0	29	0	4	....	4,000	250,000	725
Nonsect	5	2	59	51	0	0	20	15	10	5	4	9	5	5	5	0	3,500	107,000	726
Nonsect	6	0	39	20	8	1	23	8	4	0	8	3	8	2	4	0	1,000	10,000	727
7th D. Adv	6	2	32	39	32	39	....	....	....	....	3	6	....	....	3	0	1,000	40,000	728
Nonsect	0	1	13	10	0	0	....	....	....	....	....	....	....	....	3	....	.....	.....	729
Nonsect	3	7	0	35	2	13	1	26	....	....	0	7	0	5	4	....	4,000	.....	730
Nonsect	4	7	0	70	0	8	0	8	....	....	0	6	0	2	5	0	5,000	.....	731

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	MASSACHUSETTS—continued.		
732	Taunton	Bristol Academy*	Alfred Bowman Maggs
733	Waban	The Waban School (for boys)	John H. Pillsbury
734	....do	Windsor Hall School for Girls	John H. Pillsbury and Anna M. Goodnow.
735	Waltham	Waltham New Church School*	Benj. Worcester
736	Wellesley	Dana Hall	Helen Temple Cooke
737	....do	Wellesley School for Boys	Edward A. Benner
738	Wellesley Hill	Rock Ridge Hall	George Rantoul White
739	West Boxford	Barker Free School	N. B. Sargent
740	West Bridgewater	Howard Seminary	Sarah E. Laughton
741	Westford	Westford Academy	William E. Frost
742	West Newton	Allen English and Classical School	F. H. Wood, Ph. D., Albert E. Bailey, A. B.
743	Wilbraham	Wesleyan Academy	William Rice Newhall, D. D.
744	Winchendon	Murdock School	Frederic W. Plummer
745	Wollaston	Quincy Mansion School	Horace Mann Willard
746	Worcester	Highland Military Academy	Joseph Alden Shaw
747	....do	St. John's School	Brother Robert
748	....do	School for Girls	Miss E. A. Kimball
749	....do	Worcester Academy	D. W. Abercrombie, LL. D
	MICHIGAN.		
750	Adrian	Raisin Valley Seminary	Edwin T. Armstrong
751	Ann Arbor	St. Thomas High School	Sister M. Magdalene
752	Battle Creek	Battle Creek College	Edward A. Sutherland
753	Benton Harbor	Benton Harbor College	G. J. Edgcumbe, A. M., Ph. D.
754	Benzonia	Benzonia Academy	Charles W. Dunn
755	Clarksville	Michigan Normal Academy and Business College.	Charles J. Transue
756	Detroit (322 Jefferson avenue).	Academy of the Sacred Heart	Mother Anna Hutton
757	Detroit (73 Stimson place)	The Detroit Home and Day School.	Miss Ella M. Liggett
758	Detroit (643-645 Jefferson avenue).	Detroit Seminary	Miss L. C. Browning and Mrs. E. F. Hammond.
759	Escanaba (712 Hale street).	St. Joseph's High School	Sister M. A. Ligori
760	Grand Haven (Washington street).	Akeley Institute for Girls	Miss Margaretta Cheyney
761	Grand Rapids (76 Jefferson avenue).	Powell's School for Boys	Rev. I. P. Powell
762	Grosse Point	Academy of the Sacred Heart	Madam Gavin
763	Kalamazoo	Michigan Female Seminary	Elise Garland Hobson
764	Laurium	Sacred Heart Academy	Rev. S. A. Perron, O. F. M
765	Marquette	St. Joseph's Academy	Sister M. Agnes
766	Monroe	St. Mary's Academy	Mother M. Mechtildis
767	Orchard Lake	Michigan Military Academy	James Hugh Harris
768	Saginaw	St. Andrew's Academy*	Sister Mary Matthew
769	Spring Arbor	Spring Arbor Seminary	David S. Warner
770	Traverse City	Academy of Holy Angels	Sister Mary Assisium
	MINNESOTA.		
771	Albert Lea	Luther Academy	Einar I. Strom
772	Duluth	Sacred Heart Institute	Sister Directress
773	Faribault	Bethlehem Academy	
774	....do	St. Mary's Hall	Miss Caroline W. Eells
775	....do	Shattuck School	Rev. James Dobbin
776	Fergus Falls	Park Region Lutheran College	John T. Aaker
777	Minneapolis	Holy Angels Academy	Sister Frances Clare
778	Minneapolis (Harvard and Delaware streets).	Minneapolis Academy	Thomas Peebles

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.						
							Classical course.		Scientific course.										
	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	9	2	22	12	2	0	2	0	2	0	2	0	....	0	300	$15,000	732
Nonsect ...	3	4	14	0	0	0	3	0	7	0	3	0	3	0	4	0	1,500	18,000	733
Nonsect ...	1	2	0	6	0	3	0	2	....	....	....	....	....	....	4	....	.....	8,000	734
New Jerusalem Church.	1	1	9	12	11	16	....	....	....	....	....	....	....	....	....	0	300	40,000	735
Nonsect ...	0	16	0	150	0	0	0	30	0	30	0	32	0	15	4	0	500	0	736
Nonsect ...	2	0	9	0	13	0	2	0	1	0	....	....	....	....	4	0	.....	7,500	737
Nonsect ...	3	0	9	0	5	0	4	0	5	0	2	0	2	0	4	0	200	.....	738
Nonsect ...	1	0	6	17	0	0	....	....	....	....	....	....	....	....	4	0	75	.....	739
Nonsect ...	2	10	0	35	0	3	0	1	0	1	0	7	0	0	4	0	.....	.....	740
Nonsect ...	1	1	14	25	0	0	1	0	1	0	3	7	1	0	4	0	200	20,000	741
Nonsect ...	6	2	28	5	16	1	3	1	....	....	3	2	3	1	4	0	.....	.....	742
M. E	6	6	91	64	0	0	20	2	38	10	16	9	14	2	4	0	10,000	207,029	743
Nonsect ...	2	5	33	58	21	16	2	7	8	9	8	13	4	7	4	0	1,050	125,000	744
Nonsect ...	4	12	0	30	0	25	0	2	0	10	0	10	0	2	4	0	3,800	.....	745
P. E	7	1	44	0	8	0	8	0	6	0	12	0	4	0	4	44	600	35,000	746
R. C	3	6	20	76	605	749	....	....	....	....	3	19	....	....	4	....	.....	.....	747
Nonsect ...	3	6	0	21	0	10	0	8	....	....	0	1	....	....	....	....	.....	40,000	748
Nonsect ...	14	0	182	0	25	0	100	0	50	0	23	0	23	0	4	0	2,500	500,000	749
Friends	1	3	26	12	....	....	....	....	....	....	....	....	....	....	....	....	700	15,000	750
R. C	1	2	0	11	92	97	0	3	....	....	....	....	....	....	4	....	.....	.....	751
7th D. Adv.	0	5	0	50	150	75	....	....	....	....	....	....	....	....	....	....	3,000	.....	752
Nonsect ...	5	8	119	157	24	29	34	46	72	119	7	19	....	....	4	64	2,000	45,000	753
Cong	3	4	23	24	0	0	2	0	4	2	2	1	2	1	4	0	6,000	10,300	754
Nonsect ...	2	1	21	7	7	7	....	....	....	....	....	....	....	....	....	....	.....	.....	755
R. C	0	10	0	50	0	10	....	....	....	....	....	....	....	....	4	....	3,000	.....	756
Nonsect ...	1	13	0	122	0	197	....	....	0	25	0	27	0	7	5	0	1,887	65,000	757
Nonsect ...	0	8	0	44	8	50	0	4	0	11	0	12	0	2	4	0	3,000	8,000	758
R. C	0	2	5	30	260	275	....	....	....	....	0	8	0	1	4	0	225	45,000	759
Epis	0	5	0	20	0	20	0	4	....	....	0	4	....	....	4	....	.....	.....	760
Nonsect ...	1	2	12	12	12	5	8	9	....	....	....	....	....	....	....	....	.....	.....	761
R. C	0	10	0	28	0	31	0	0	0	0	0	4	0	2	....	0	.....	.....	762
Presb	0	8	0	31	0	8	0	0	0	9	0	1	....	....	4	0	2,000	80,000	763
R. C	0	4	14	36	214	336	0	0	12	4	....	....	....	....	4	....	.....	.....	764
R. C	0	6	10	50	190	180	0	0	20	0	1	4	....	....	4	....	.....	.....	765
R. C	0	7	0	85	0	156	0	3	0	2	0	9	0	1	4	....	3,327	97,808	766
Nonsect ...	10	0	145	0	10	0	0	3	0	3	13	0	6	0	4	145	9,000	200,000	767
Nonsect ...	3	5	28	30	122	145	8	12	0	5	....	....	....	....	....	....	.....	.....	768
Free Meth.	2	2	43	21	20	19	3	1	2	0	5	2	2	0	4	0	600	10,000	769
R. C	0	2	0	12	0	14	....	....	0	3	0	3	....	....	4	0	500	15,000	770
Luth	6	0	10	10	80	27	9	0	0	0	3	7	1	0	2	....	500	2,500	771
R. C	0	5	0	60	0	90	0	6	0	25	0	3	0	2	4	0	2,000	80,000	772
R. C	0	5	0	25	0	25	0	10	....	....	0	8	....	....	4	....	800	.....	773
Epis	0	6	0	57	0	13	0	10	....	....	0	10	....	....	4	....	3,000	115,000	774
Epis	3	0	173	0	32	0	13	0	....	....	20	0	10	0	4	173	3,000	.....	775
Luth	1	1	15	25	115	15	10	0	....	....	25	2	10	0	3	....	550	40,000	776
R. C	2	6	0	42	0	151	....	....	....	....	0	5	....	....	4	0	350	60,000	777
Ref. Presb .	7	1	131	31	20	16	5	1	89	21	21	9	21	9	4	0	500	25,000	778

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	MINNESOTA—continued.		
779	Minneapolis (2122 Pleasant avenue).	Stanley Hall	Miss O. A. Evers
780	Montevideo	Windom Institute	M. L. Burton, B. A
781	Owatonna	Academy of the Sacred Heart	Sister M. Leo
782	do	Pillsbury Academy	James W. Ford, Ph. D
783	Red Wing	Red Wing Evangelical Seminary	M. G. Hanson, D. D
784	St. Joseph	St. Benedict's Academy	Mother Aloysia Bath
785	St. Paul (459 Portland avenue).	Baldwin Seminary	Clinton J. Backus
786	St. Paul (Merriam Park)	College of St. Thomas	Rev. John F. Dolphin
787	St. Paul	Concordia College	Theodore Buenger
788	do	Creten High School	Brother Ambrose
789	St. Paul (corner Western avenue and Nelson street).	St. Joseph's Academy	Sister Hyacinth
790	St. Paul (407 East Ninth street).	St. Mary's High School	Sister Victoria
791	St. Paul (155 Western avenue north).	St. Paul Academy	Fred. W. Fiske, Chas. N. B. Wheeler.
792	St. Paul	Visitation Convent	Mother Clementine
793	St. Paul Park	St. Paul's College	W. F. Finke
794	Wilder	Breck School	E. P. Coleman
795	Willmar	Willmar Seminary	Rev. Henry Solum
796	Winona	The Winona Seminary	Sister M. Celestine
	MISSISSIPPI.		
797	Bay St. Louis	St. Stanislaus College	Brother Isidore
798	Braxton	Braxton Collegiate Institute	Marshall McCullough
799	Byhalia	Kate Tucker Institute	Kate Eugenia Tucker
800	Carthage	Carthage Academy*	Woodley & Huddleston
801	Cascilla	Cascilla High School	Professor Guinn
802	Chalybeate	Chalybeate Springs Institute	J. N. Berry
803	Chatawa	St. Mary's Institute	Sister M. Apollinaire
804	Clarkson	Bennett Academy	Wm. A. Davis
805	Clinton	Mount Hermon Female Seminary	Sarah A. Dickey
806	Columbia	Columbia High School	J. T. Calhoun
807	Cumberland	Cumberland Normal Institute*	W. M. Dalton
808	Dixon	High School*	H. Y. Graham
809	Edwards	Southern Christian Institute	J. B. Lehman
810	French Camp	French Camp Academy	Hiram W. Glasgow
811	Grenada	Grenada Collegiate Institute*	W. M. McIntosh
812	Harperville	Harperville Collegiate Institute*	O. B. Dorris and L. E. Bates
813	Hebron	High School*	W. N. Taylor
814	Hernando	Randle's University School	E. H. Randle
815	Holly Springs	North Mississippi Presbyterian College.	T. W. Raymond
816	Houston	Mississippi Normal College	H. B. Abernethy
817	Jefferson	Jefferson High School	Miss Juanita Hill
818	Lake Como	Lake Como High School	C. E. Watkins
819	Liberty	Liberty Male and Female College*	Rev. N. Smylie
820	Lockhart	Lockhart Male and Female Institute.	W. P. Still
821	Meridian	Lincoln School	Mrs. H. I. Miller
822	Montrose	Forest District High School	T. C. Bradford
823	Mount Olive	Mount Olive High School	Hugh McLaurin
824	Natchez	Cathedral School	Brother Charles
825	do	Natchez College	S. H. C. Owen
826	do	St. Joseph's School	Sister Scholastica
827	Nettleton	Providence Male and Female College.	A. L. Burdine, B. S
828	Orwood	Orwood Academy*	J. D. Stormont
829	Pittsboro	Pittsboro Male and Female College.	M. V. Milan

*Statistics of 1899–1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	12	0	58	0	44	0	1	0	12	0	5	0	4	4	0	1,000	.....	779
Cong	1	3	24	20	77	54	2	1	3	5	2	2	2	2	4	0	600	$25,000	780
R. C	0	6	0	50	40	190	0	2	0	20	0	8	0	2	4	....	600	15,000	781
Bapt.....	6	4	68	44	31	8	.....	.....	.....	.....	14	18	13	9	....	102	2,500	160,000	782
Ev. Luth...	7	0	99	0	50	0	10	0	.....	.....	17	0	10	0	4	0	1,300	80,000	783
R. C	0	4	0	15	18	105	0	2	0	1	0	1	0	0	4	....	850	50,000	784
Nonsect ...	1	5	30	35	5	7	8	0	15	2	4	2	4	1	4	24	1,000	.....	785
R. C	11	0	95	0	80	0	65	0	6	0	17	0	.....	.....	4	0	2,000	.....	786
Ev. Luth...	4	0	73	0	0	0	39	0	.....	.....	17	0	12	0	3	0	1,200	75,000	787
R. C	2	0	50	0	400	0	.....	.....	.....	.....	15	0	.....	.....	.....	.....	.....	40,000	788
R. C	5	9	0	120	0	180	0	24	.....	.....	0	10	0	7	4	....	1,500	.....	789
R. C	0	2	5	13	240	238	5	13	5	13	.....	.....	.....	.....	4	0	.....	50,000	790
Nonsect ...	2	0	28	0	4	0	20	0	4	0	2	0	2	0	4	0	500	.....	791
R. C	0	4	0	60	0	15	0	8	.....	.....	0	3	0	1	4	....	2,500	150,000	792
M. E	2	1	14	15	30	10	3	0	11	10	2	6	1	0	4	0	900	4,000	793
Epis	2	1	21	11	99	39	.....	.....	.....	.....	12	12	.....	.....	3	....	1,000	.....	794
Ev. Luth...	8	1	100	57	78	50	30	0	4	0	11	3	1	0	4	0	1,000	20,000	795
R. C	0	6	0	25	0	20	.....	.....	.....	.....	0	5	.....	.....	4	0	.....	.....	796
R. C	5	0	93	0	88	0	12	0	26	0	4	0	.....	.....	4	58	3,500	60,000	797
Nonsect ...	2	4	40	25	88	111	15	30	10	10	3	1	.....	.....	4	60	.....	2,000	798
Nonsect ...	1	1	7	18	28	22	.....	.....	3	7	0	2	.....	.....	4	....	1,600	10,000	799
Nonsect ...	3	2	75	65	35	40	40	30	.....	.....	.....	.....	.....	.....	3	....	.....	1,750	800
Nonsect ...	1	2	5	15	70	60	2	0	.....	.....	.....	.....	.....	.....	2	0	.....	3,000	801
Nonsect ...	1	1	15	13	55	60	0	2	1	2	.....	.....	.....	.....	4	0	25	1,200	802
R. C	0	2	0	18	0	24	.....	.....	.....	.....	0	2	.....	.....	.....	.....	.....	.....	803
M. E	0	1	17	16	.....	.....	.....	.....	17	16	1	3	1	3	3	....	.....	12,000	804
Nonsect ...	0	2	0	12	0	70	.....	.....	.....	.....	0	6	.....	.....	.....	.....	400	2,500	805
Nonsect ...	0	3	25	26	100	140	5	5	.....	.....	0	0	0	0	3	0	500	6,000	806
Nonsect ...	1	1	10	6	34	36	.....	.....	0	3	.....	.....	.....	.....	2	0	.....	1,500	807
Nonsect ...	1	1	25	20	50	45	.....	.....	0	2	.....	.....	.....	.....	3	....	.....	2,000	808
Christian ..	0	2	24	16	31	15	.....	.....	4	2	5	5	0	3	2	0	.....	50,000	809
Presb	1	0	25	0	6	0	4	0	.....	.....	3	0	3	0	4	0	25	3,500	810
M. E. So....	0	3	0	54	0	85	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	4,500	811
Nonsect ...	2	0	32	25	23	45	6	0	0	4	0	0	0	0	3	0	200	1,000	812
Nonsect ...	1	0	9	8	65	47	5	1	.....	.....	.....	.....	.....	.....	4	0	600	1,750	813
Nonsect ...	1	3	23	46	21	14	9	8	12	18	.....	.....	.....	.....	4	0	1,200	28,000	814
Presb	2	8	0	79	0	41	0	42	0	37	0	3	0	1	4	....	600	15,500	815
Nonsect ...	2	2	40	42	90	100	3	3	5	7	0	0	0	0	2	40	.....	8,000	816
Bapt.....	0	1	3	11	37	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	.....	2,000	817
Nonsect ...	1	1	20	22	20	25	3	3	.....	.....	.....	.....	.....	.....	.....	0	.....	500	818
Nonsect ...	5	0	38	0	66	0	.....	.....	.....	.....	1	2	.....	.....	4	....	.....	3,000	819
Nonsect ...	2	0	40	74	25	20	6	3	2	1	1	2	.....	.....	4	0	500	6,000	820
Cong	0	6	18	40	102	160	8	10	4	8	4	8	1	6	4	0	300	3,500	821
M. E. So....	0	2	38	28	22	29	5	6	8	4	2	0	2	0	4	0	284	1,800	822
Nonsect ...	2	3	25	22	75	78	.....	.....	.....	.....	0	0	0	0	3	0	0	3,500	823
R. C	3	0	42	0	150	0	0	0	15	0	5	0	0	0	4	0	500	50,000	824
Bapt.....	1	1	15	20	58	130	2	1	2	1	9	9	.....	.....	.....	.....	.....	1,500	825
R. C	0	3	0	12	0	118	0	12	.....	.....	.....	.....	.....	.....	3	....	.....	.....	826
Nonsect ...	1	2	60	56	20	14	6	4	12	10	.....	.....	.....	.....	4	0	350	2,500	827
Nonsect ...	1	0	17	24	26	22	1	5	3	0	0	5	0	4	4	0	.....	.....	828
Nonsect ...	1	1	20	25	75	80	0	0	2	8	0	0	0	0	2	0	.....	2,000	829

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	MISSISSIPPI—continued.		
830	Senatobia	Blackbourne College for Girls	Mrs. T. D. Moore
831	Shubuta	High School	Chas. A. Huddleston
832	Sylvarena	Sylvarena High School*	W. S. Huddleston
833	Tyro	Tyro High School	E. T. Keeton
834	Union Church	Union Church High School	J. A. Smylie
835	Vaiden	Vaiden Institute*	Hugh B. Rose
836	Vicksburg	St. Aloysius College	Brother Alphonse
837	Washington	Jefferson Military College	Joseph S. Raymond
838	West Point	Mary Holmes Seminary	H. N. Payne, D. D
839	Yazoo City	St. Clara's Academy	Sisters of Charity
	MISSOURI.		
840	Appleton City	Appleton City Academy	G. A. Theilmann
841	Ashley	Watson Seminary	Jerome Bryant
842	Booneville	Kemper Military School	T. A. Johnston
843	....do	Megquier Seminary	Miss Julia Megquier
844	Caledonia	Bellevue Collegiate Institute*	H. A. Smith
845	Camden Point	Female Orphan School of the Christian Church of Missouri.	A. O. Riall
846	....do	Military Institute	W. N. Stagner
847	Carthage	Carthage Collegiate Institute	W. S. Knight, D. F
848	Chillicothe	St. Joseph's Academy	Sisters of St. Joseph
849	Clarence	Macon District Academy	S. H. Miiam
850	Clarksburg	Hooper Institute	J. D. Thixton
851	College Mound	McGee Holiness College	Elmo E. Taylor, B. S., A. B., president.
852	Columbia	University Military Academy	John B. Welch, A. M
853	Conception	Conception College	Rev. Frowin Conrad, O. S. B
854	Concordia	St. Paul's College	J. H. C. Kaeppel
855	Dadeville	Dadeville Academy	C. E. Baker
856	Excelsior Springs	Haynes Academy	Anthony Haynes
857	Fairdealing	Fairdealing High School	M. F. Foster
858	Farmington	Carleton College	J. J. Martin, D. D
859	....do	Farmington Baptist College*	Trusten E. Gideon
860	Fredericktown	Marvin Collegiate Institute	Nelson Bollinger Henry
861	Fulton	William Woods College	J. B. Jones
862	Gallatin	Grand River College	J. H. Hatton
863	Glencoe	La Salle Institute	Brother Gerardus
864	Gravelton	Concordia College	L. M. Wagner
865	Holden	St. Cecilia Seminary	Sister M. Purification
866	Howell	Howell Institute	George E. Miller
867	Iberia	Iberia Academy	G. Byron Smith
868	Independence	Woodland College	Geo. S. Bryant
869	Jackson	Jackson Military Academy	M. B. W. Granger, M. A
870	Joplin	Academy of Our Lady of Mercy	Mother M. Frances
871	Kansas City	St. Teresa's Academy	Sister Rose Vincent
872	Kidder	Kidder Institute	George W. Shaw
873	Kirkwood	Kirkwood Military Academy	Edward A. Haight
874	Laddonia	Collins Seminary*	E. A. Collins
875	Lamar	Lamar College	Edson L. Whitney
876	Lexington	Wentworth Military Academy	Sanford Sellers
877	Macon	Blees Military Academy	F. W Blees, superintendent
878	Marble Hill	Mayfield-Smith Academy	T. B. Wingo
879	Marionville	Marionville Collegiate Institute	L. G. Reser, president
880	Marshall	St. Savior's Academy	Sister Loretto
881	Maryville	Maryville Seminary	J. Jay Bryant
882	Moberly	St. Mary's Academy	Siste. M. Agneta
883	Moundville	Cooper College	C. H. Miles
884	O'Fallon	Woodlawn Institute	W. T. Howison, A. M
885	Otterville	Otterville Academy	E. E. Carey
886	Pierce City	Pierce City Baptist College*	Ernest W. Dow, Ph. D

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	3	0	30	0	60	....	....	....	....	0	3	....	....	4	....	300	$10,000	830
Nonsect	1	1	17	20	....	....	....	....	....	....	....	....	....	....	5	0	.....	3,000	831
Nonsect	2	1	29	10	40	20	....	....	5	1	....	....	....	....	3	....	.....	600	832
Nonsect	1	1	10	4	30	34	3	4	1	2	....	....	....	....	2	0	100	1,200	833
Nonsect	1	1	16	21	12	18	....	....	....	....	....	....	....	....	....	....	.....	.....	834
Nonsect	0	1	29	20	55	60	6	4	....	....	....	....	....	....	4	0	.....	2,000	835
R. C	4	0	100	0	140	0	6	0	6	0	6	0	6	0	3	0	1,204	36,000	836
Nonsect	6	0	107	0	8	19	8	0	0	0	3	0	3	0	4	100	2,500	.....	837
Presb	1	9	0	52	0	154	....	....	0	5	0	3	....	....	4	....	500	40,000	838
R. C	0	1	7	11	31	57	....	....	....	....	....	....	....	....	4	0	1,300	.....	839
Nonsect	2	3	38	32	36	30	....	....	....	....	4	0	....	....	4	40	608	3,400	840
Nonsect	1	1	19	17	0	3	5	0	....	....	....	....	....	....	4	0	1,500	1,100	841
Nonsect	5	0	37	0	24	0	....	....	4	0	8	0	4	0	4	37	2,000	50,000	842
Nonsect	0	2	2	30	2	40	0	3	....	....	0	10	0	3	4	0	500	15,000	843
M. E. So	2	0	16	20	24	40	0	0	0	0	2	1	....	....	3	0	250	10,000	844
Christian	1	3	0	72	0	28	....	....	....	....	0	9	....	....	....	0	500	30,000	845
Nonsect	2	1	27	0	10	0	....	....	4	0	3	0	1	0	4	27	296	3,000	846
Presb	4	5	24	44	10	12	6	3	0	10	0	4	0	2	....	0	1,000	30,000	847
R. C	0	2	30	70	20	30	0	2	....	....	0	1	0	1	....	0	30	.....	848
M. E. So	2	3	31	35	20	18	8	10	4	6	....	....	....	....	4	0	500	20,000	849
Nonsect	3	1	22	27	7	4	....	....	....	....	1	3	....	....	4	0	560	2,500	850
Christian	0	2	19	16	31	64	7	6	12	19	....	....	....	....	....	0	500	10,000	851
Nonsect	3	0	12	0	8	0	2	0	4	0	2	0	....	....	4	12	1,300	10,000	852
R. C	11	0	48	0	12	0	5	0	....	....	....	....	....	....	4	....	.....	30,000	853
Ev. Luth	4	0	49	0	0	0	25	0	24	0	13	0	13	0	3	0	400	16,000	854
Nonsect	2	0	10	20	25	20	2	4	0	0	1	3	....	....	4	0	300	3,500	855
Nonsect	2	1	9	24	4	6	4	1	....	....	....	....	....	....	4	....	600	6,000	856
Nonsect	0	1	13	11	15	11	3	2	2	1	....	....	....	....	1	....	.....	800	857
M. E	5	3	36	42	18	36	12	18	20	24	7	1	....	....	4	0	1,200	25,000	858
Bapt	2	1	30	22	10	12	2	0	4	3	0	0	0	0	4	0	50	10,000	859
M. E. So	3	5	85	58	15	10	5	2	7	4	3	3	....	....	4	0	2,000	32,000	860
Christian	1	6	0	80	0	50	....	....	....	....	0	15	....	....	....	0	.....	.....	861
Bapt	3	3	55	65	15	20	15	30	20	10	19	6	6	3	4	0	1,500	45,000	862
R. C	3	0	36	0	28	0	....	....	....	....	7	0	....	....	3	0	2,400	100,000	863
Nonsect	2	0	22	13	8	2	....	....	....	....	....	....	....	....	4	0	.....	2,000	864
R. C	0	6	15	49	30	49	10	35	5	35	0	9	....	....	4	0	250	36,000	865
Nonsect	1	0	5	9	9	5	....	....	1	4	0	4	....	....	3	0	70	2,000	866
Cong	1	3	40	32	40	16	1	2	1	1	3	4	2	3	4	0	3,000	5,000	867
Christian	1	0	11	12	11	12	0	0	....	....	3	1	....	....	4	0	1,000	15,000	868
Nonsect	3	2	30	26	16	9	12	6	....	....	6	1	6	1	4	35	100	10,000	869
R. C	0	6	0	32	49	68	0	15	....	....	....	....	....	....	4	....	110	30,000	870
R. C	0	5	0	15	0	245	0	0	0	15	0	3	0	0	4	0	500	.....	871
Cong	4	3	60	65	0	0	20	10	....	....	9	9	5	7	4	0	2,000	26,000	872
Nonsect	3	0	25	0	27	0	8	0	....	....	5	1	4	0	4	25	500	25,000	873
Nonsect	1	1	15	15	2	4	....	....	12	15	0	0	0	0	....	0	800	3,000	874
Nonsect	2	1	66	54	12	8	5	5	3	6	....	....	....	....	....	0	.....	21,000	875
Nonsect	2	0	100	0	20	0	8	0	30	0	18	0	12	0	3	100	1,200	50,000	876
Nonsect	11	0	91	0	9	0	10	0	10	0	6	0	4	0	4	91	1,200	40,000	877
Bapt	2	1	70	30	10	11	....	....	4	7	6	0	1	0	4	0	300	10,000	878
M. E	5	2	100	68	25	8	....	....	....	....	9	1	9	1	4	0	600	10,000	879
R. C	0	2	0	14	16	30	0	4	....	....	0	4	0	0	4	0	200	12,000	880
M. E	4	6	66	63	41	91	....	....	....	....	14	9	9	5	4	0	200	12,000	881
R. C	0	2	0	10	0	40	....	....	....	....	....	....	....	....	....	....	.....	8,000	882
Nonsect	2	1	30	41	9	13	6	3	....	....	1	3	1	2	4	0	400	6,000	883
Presb. So	0	2	9	16	3	2	3	4	....	....	....	....	....	....	....	0	100	6,000	884
Nonsect	1	0	6	10	9	3	0	0	0	0	0	0	0	0	3	0	100	2,500	885
Bapt	4	4	84	12	....	....	....	....	....	....	1	0	....	....	4	43	700	20,000	886

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	MISSOURI—continued.		
887	Pilot Grove	Eichelberger Academy *	Wallace Crossley
888	Platte City	Gaylord Institute	Mrs. T. W. Park
889	Plattsburg	Plattsburg College *	S. Z. Sharp, A. M
890	Rensselaer	Van Rensselaer Academy *	Wm. R. Anderson, jr
891	Richmond	Woodson Institute	J. C. Shelton
892	St. Charles	Academy of the Sacred Heart	A. Kavanagh
893	St. Joseph	....do	Madame Vernier
894	St. Louis	Academy of the Visitation *	Sister Aquin Martin
895	St. Louis (1607 South Compton street).	Bishop Robertson Hall	Sister Catharine
896	St. Louis (4296 Washington avenue).	Hosmer Hall	Miss Martha H. Mathews
897	St. Louis (2345 Pine street)	Loretto Academy	Sister M. Reparata
898	St. Louis	The Mary Institute	Edmund H. Sears
899	.....do	Smith Academy	Charles P. Curd, A. M., Ph. D.
900	.....do	Ursuline Academy and Day School	Mother Seraphine
901	St. Louis (1033 South Eighth street).	Walther College	August C. Burgdorf
902	Salisbury	North Missouri Academy *	G. C. Briggs
903	Sedalia	George R. Smith College	Rev. E. A. Robertson
904	South St. Louis	Sacred Heart Academy	Madam Mary Burke
905	Springfield	Loretto Academy	Sister M. Wilfrid La Motte
906	Spring Garden	Miller County Institute	J. I. Lumpkin
907	Sweet Springs	Sweet Springs Academy	J. E. Barnett
908	Troy	Buchanan College	Howard G. Colwell
909	Weaubleau	Weaubleau Christian College	J. Whitaker
910	Webb City	Webb City College	John W. Keltner
911	West Plains	West Plains College	J. T. Outen
	MONTANA.		
912	Deer Lodge	St. Mary's Academy	Sister Anacleta
913	Helena	St. Vincent's Academy	Sister Mary Cecilia
914	Missoula	Sacred Heart Academy	Sister Hilarion
915	St. Peter	Ursuline Convent, Mount Angela.	Mother Mary Amadeus
	NEBRASKA.		
916	Central City	Nebraska Central College	D. R. Haworth, A. M
917	Columbus	St. Francis Academy	Rev. Marcellinus Kollmeyer
918	Franklin	Franklin Academy	Alexis C. Hart
919	Jackson	St. Catherine's Academy	Sister M. Walburga
920	Kearney	Kearney Military Academy	Rev. Anson R. Graves, D. D
921	Lincoln	Convent of the Holy Child Jesus	Mother St. John
922	North Platte	Nativity School	Rev. T. V. Haley
923	Nysted	Danish High School	Thomas Knudson
924	Omaha	Academy of the Sacred Heart	L. Garesché
925	.....do	Brownell Hall *	Louise R. Upton
926	.....do	Mount St. Mary's Seminary	
927	.....do	St. Catherine's Academy	Sisters of Mercy
928	Orleans	Orleans Seminary	Walter W. Bruce
929	Pawnee City	Pawnee City Academy	R. T. Campbell
930	Wahoo	Luther Academy	Samuel M. Hill
931	Weeping Water	Weeping Water Academy	Frank C. Taylor
932	York	School of the Holy Family	Mother Margaret Mary
	NEW HAMPSHIRE.		
933	Andover	Proctor Academy	J. S. McCann
934	Atkinson	Atkinson Academy	Herman N. Dunham
935	Canterbury	Kezer Seminary *	Mrs. Clara M. Currier
936	Center Strafford	Austin Academy	Alvin E. Thomas

* Statistics of 1899–1900.

other private secondary schools for the scholastic year 1900–1901—Continued.

Religious denomination.	Secondary instructors.		Students.								Graduates in 1901.		College preparatory students in the class that graduated in 1901.		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. Classical course.		Preparing for college. Scientific course.										
	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 ...	2	1	18	21	20	25	....	....	....	....	2	8	....	....	....	....	.....	.....	887
Nonsect ...	1	3	16	37	25	28	....	....	....	....	0	11	....	....	4	0	900	$25,000	888
Ger. Bapt ..	4	1	22	40	9	5	2	1	3	5	2	2	....	....	4	0	750	10,000	889
Presb	1	0	16	5	0	0	4	4	1	0	0	0	0	0	4	0	0	1,000	890
M. E. So....	2	1	25	30	35	58	....	....	....	....	3	5	3	5	4	0	.....	40,000	891
R. C	0	6	0	30	0	20	0	12	0	18	0	4	0	4	4	0	2,000	100,000	892
R. C	0	11	0	51	0	26	....	....	....	....	0	8	....	....	5	0	2,100	.....	893
R. C	0	16	0	94	0	66	....	....	....	....	0	10	....	....	....	....	.....	350,000	894
Epis	2	6	0	23	0	53	0	23	0	23	0	3	0	0	4	0	3,000	.....	895
Nonsect ...	1	8	0	80	0	70	....	....	0	30	0	11	0	4	4	0	1,500	30,000	896
R. C	0	4	0	25	0	50	....	....	0	9	0	2	....	....	4	....	1,500	.....	897
Nonsect ...	0	16	0	273	0	167	0	40	0	0	0	43	0	5	4	....	1,200	100,000	898
Nonsect ...	15	3	265	0	105	0	148	0	86	0	37	0	37	0	4	0	.....	110,000	899
R. C	0	5	0	50	15	220	....	....	....	....	....	....	....	....	4	....	1,270	82,000	900
Luth	6	1	88	26	0	0	....	....	31	1	18	6	....	....	4	0	600	60,000	901
Nonsect ...	4	2	25	34	29	32	1	0	1	0	7	3	3	3	4	40	400	26,000	902
M. E	4	2	46	49	45	58	10	6	16	8	4	7	4	7	4	0	2,500	50,000	903
R. C	0	10	0	52	0	42	0	32	....	....	0	9	....	....	5	0	3,760	.....	904
R. C	0	5	0	70	0	42	0	12	....	....	0	1	0	1	5	0	998	20,000	905
Nonsect ...	1	2	8	7	22	10	3	4	....	....	1	0	....	....	4	0	200	2,500	906
Nonsect ...	2	1	15	10	10	10	1	0	1	0	0	0	0	0	4	0	400	3,000	907
Nonsect ...	2	3	37	35	19	24	2	0	3	2	4	0	2	0	4	0	500	10,000	908
Christian ..	1	1	41	32	15	12	....	....	12	13	1	2	1	2	4	....	1,000	6,000	909
Bapt	2	2	30	49	18	36	....	....	....	....	4	0	....	....	....	25	1,500	80,000	910
Nonsect ...	2	2	25	20	15	20	....	....	....	....	1	1	....	....	4	0	400	6,000	911
R. C	0	5	0	60	0	30	....	....	....	....	0	20	....	....	....	....	.....	.....	912
R. C	0	2	0	33	0	242	0	0	0	0	0	3	0	0	4	0	.....	.....	913
R. C	0	4	0	50	120	150	0	20	0	10	0	4	....	....	4	0	200	70,000	914
R. C	1	8	16	48	36	68	10	30	6	18	....	....	....	....	4	....	3,000	100,000	915
Friends....	2	2	19	22	42	99	10	11	7	11	8	6	8	6	3	0	400	11,000	916
R. C	1	3	0	22	76	104	....	....	....	....	....	....	....	....	4	....	300	41,000	917
Cong	3	4	49	69	16	13	11	5	6	8	11	15	8	5	3	30	3,650	18,500	918
R. C	0	3	0	17	0	53	....	....	....	....	0	3	....	....	4	0	200	25,000	919
Epis	3	1	14	1	25	5	1	0	2	0	....	....	....	....	3	15	800	25,000	920
R. C	0	3	0	12	18	100	....	....	....	....	0	1	....	....	4	....	.....	42,000	921
R. C	0	1	2	5	31	22	2	0	....	....	....	....	....	....	....	....	200	.....	922
Luth	2	3	15	30	....	....	....	....	....	....	....	....	....	....	....	....	200	5,000	923
R. C	0	4	0	27	0	28	....	....	....	....	0	1	....	....	5	....	3,000	65,000	924
Epis	0	5	0	42	0	55	0	8	....	....	0	0	....	....	0	0	500	150,000	925
R. C	0	5	0	24	0	7	0	12	0	0	0	2	....	....	4	0	500	100,000	926
R. C	0	4	0	20	20	40	0	6	0	4	0	6	0	6	4	0	.....	100,000	927
Free Meth.	0	1	20	30	15	10	....	....	....	....	1	0	....	....	4	....	500	20,000	928
U. Presb ...	2	2	39	39	3	40	4	6	2	4	1	7	0	1	5	0	250	20,000	929
Ev. Luth ..	5	1	51	26	25	5	13	7	....	....	7	2	3	2	4	0	2,000	20,000	930
Cong	4	2	33	23	7	4	8	7	6	4	3	9	3	9	3	0	1,000	6,750	931
R. C	0	4	2	26	70	64	....	....	....	....	0	2	....	....	4	....	.....	.....	932
Unitarian .	2	1	23	21	5	0	15	10	....	....	3	4	....	....	4	0	1,400	.....	933
Nonsect ...	1	0	7	3	4	7	1	0	....	....	....	....	....	....	4	0	1,500	.....	934
Free Bapt .	0	1	5	4	13	8	....	....	....	....	....	....	....	....	....	....	30	6,000	935
Nonsect ...	1	0	11	7	5	5	2	0	0	0	0	2	0	0	4	0	0	3,000	936

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name	Principal.
	1	2	3
	NEW HAMPSHIRE—cont'd.		
937	Concord	St. Mary's School	Isabel W. Parks
938	.....do	St. Paul's School	Rev. Joseph H. Coit, D. D
939	Dover	St. Joseph's High School *	Brother Cyril, F. S. C
940	East Jaffrey	Conant High School	Dwight G. Burrage
941	Exeter	The Phillips Exeter Academy	Harlan Page Amen
942	.....do	Robinson Female Seminary	George W. Cross
943	Francestown	Francestown Academy	Franklin L. Adams, A. B
944	Franconia	Dow Academy	Frederick D. Hayward
945	Gilmanton	Gilmanton Academy	L. C. Graves
946	Hampstead	Hampstead High School	F. E. Merrill
947	Kingston	Sanborn Seminary	Frederic T. Farnsworth
948	Manchester	St. Augustine's Academy	Brother Alphonse
949	.....do	St. Joseph's High School	Brother Catus
950	Meriden	Kimball Union Academy*	W. H. Cummings
951	Milton	Nute High School	Arthur Thad Smith
952	Mount Vernon	McCollom Institute *	Geo. S. Chapin, A. B
953	Nashua (68 Vine street)	St. Aloysius Academy	Brother Fabian
954	Nashua	St. Aloysius School	Sister M. St. Anatole
955	New Hampton	New Hampton Literary Institution and Commercial College.	Frank W. Preston
956	New London	The Colby Academy	Horace G. McKean, A. M
957	Norwood Center	Coe's Northwood Academy	Edwin K. Welch
958	Pembroke	Pembroke Academy	Isaac Walker, A. M
959	Plymouth	Holderness School for Boys*	Rev. Lorin Webster, M. A
960	Reeds Ferry	McGaw Normal Institute	David F. Carpinter
961	South Hampton	Barnard High School *	M. F. McIntosh
962	Tilton	New Hampshire Seminary	George L. Plimpton, A. M
	NEW JERSEY.		
963	Bayonne City	The Sloan School for Girls *	Misses Clarke and Kline
964	Beverly	Farnum Preparatory School	James B. Dilks, A. M
965	Blairstown	Blair Presbyterial Academy	John C. Sharpe
966	Bordentown	Bordentown Military Institute *	Thompson H. Landon
967	.....do	Priscilla Braislin School	Miss Alice G. Braislin, Mrs. Mary Braislin Cooke.
968	Bridgeton	Ivy Hall	Miss E. C. Bonney
969	.....do	South Jersey Institute	W. C. Ingalls
970	.....do	West Jersey Academy	Phoebus W. Lyons
971	Brielle	Gerlach Academy	D. Gerlach
972	Burlington	St. Mary's Hall	Mrs. John Fearnley
973	.....do	Van Rensselaer Seminary	Helen M. Freeman
974	Deckertown	Seeley's Home School	W. H. Seeley
975	East Orange (64 Harrison street).	The East Orange School	H. Louise Underhill
976	Elizabeth (571 Westminster avenue).	Pingry School	Walter Randall Marsh
977	Elizabeth (279 North Broad street).	The Vail-Deane School	Miss Laura A. Vail
978	Englewood	The Dwight School for Girls	Misses Creighton and Farrar
979	.....do	The Englewood School for Boys	James B. Parsons
980	Fort Lee	Institute of Holy Angels	Sister Mary Nonna Dumphy
981	Freehold	New Jersey Military Academy	Kopp and Hewetson
982	Hightstown	Peddie Institute	Roger W. Swetland, A. B
983	Hoboken (285 Washington street).	Academy of Sacred Heart	Sisters of Charity
984	Hoboken (Willow avenue and Fifth street).	Hoboken Academy	Heinrich Kaiser
985	Hoboken (River and Sixth streets).	Stevens School	Edward Wall
986	Jersey City	Hasbrouck Institute	Charles C. Stimets, A. M
987	.....do	St. Aloysius Academy	Sisters of Charity

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.				
							Classical course.		Scientific course.								
	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	
Epis	0	4	0	14	0	4	....	....	0	10	....	....	....	....	4	0	900	$26,000	937
Epis	40	0	354	0	0	0	230	0	49	0	76	0	76	0	6	0	15,000	.....	938
R. C	2	0	30	0	172	32	6	0	....	....	4	0	4	0	3	0	600	15,000	939
Nonsect	1	0	4	13	0	0	0	3	....	....	0	0	0	0	3	0	10	.....	940
Nonsect	14	0	290	0	0	0	190	0	90	0	69	0	62	0	4	0	1,700	212,438	941
Nonsect	0	7	0	116	0	125	0	12	0	80	0	20	0	5	4	0	800	100,000	942
Nonsect	1	0	8	12	1	1	2	0	0	0	....	....	....	....	....	0	300	.....	943
Cong	2	1	14	12	6	7	1	3	3	1	3	2	3	1	4	0	200	25,000	944
Cong	1	1	9	7	15	8	2	0	2	0	2	2	....	....	3	....	400	8,000	945
Nonsect	1	1	10	11	2	3	....	....	1	5	2	3	....	....	3	0	100	9,000	946
Nonsect	1	4	27	22	12	15	3	0	2	0	5	3	2	0	4	0	1,700	70,000	947
R. C	5	0	140	0	420	0	15	0	10	0	10	0	5	0	4	0	500	30,000	948
R. C	4	0	65	0	318	0	....	....	8	0	6	0	3	0	0	....	500	50,000	949
Cong	2	2	44	26	66	34	22	4	44	26	15	14	11	4	....	0	2,000	75,000	950
Nonsect	1	2	23	29	0	0	1	0	0	2	2	4	2	4	5	0	2,000	35,000	951
Cong	2	0	6	9	0	0	1	0	0	0	0	2	0	0	4	0	900	.....	952
R. C	2	0	30	0	295	0	10	0	5	0	10	0	8	0	5	....	350	.....	953
R. C	0	3	0	24	220	440	....	....	....	....	....	....	....	....	5	....	50	.....	954
Free-Will Bapt.	4	6	94	72	5	2	20	12	10	7	18	4	3	1	4	0	11,000	30,000	955
Bapt	4	2	39	24	2	1	2	1	7	0	7	2	3	0	4	0	4,000	.....	956
Nonsect	2	0	24	11	0	0	1	2	3	3	2	1	0	0	4	0	1,100	20,000	957
Nonsect	2	2	22	12	0	0	4	1	2	3	4	3	1	0	4	0	1,800	2,000	958
Epis	4	0	27	0	5	0	14	0	6	0	6	0	4	0	4	0	1,700	45,000	959
Nonsect	1	1	5	9	7	6	0	3	0	0	0	0	0	0	4	0	150	5,000	960
Nonsect	0	1	7	9	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....	961
M. E	4	8	66	88	0	0	....	....	....	....	6	8	2	4	4	0	3,000	75,000	962
Nonsect	0	3	0	10	0	11	0	1	0	0	0	0	....	....	....	....	1,000	.....	963
Nonsect	1	3	15	47	43	42	4	5	3	0	1	11	0	1	4	0	150	20,000	964
Presb	7	6	92	74	0	0	20	5	35	15	4	14	4	5	4	0	3,000	500,000	965
Nonsect	14	0	81	0	5	0	16	0	17	0	8	0	7	0	4	81	.....	.....	966
Nonsect	0	2	0	20	0	10	0	10	....	....	0	2	0	2	5	0	600	.....	967
Nonsect	0	4	0	14	3	6	0	4	....	....	0	0	....	....	....	....	.....	.....	968
Bapt	5	4	36	21	17	25	8	1	7	0	7	11	3	0	4	42	3,000	.....	969
Presb	6	2	53	0	5	0	40	0	....	....	8	0	8	0	4	35	2,000	60,000	970
Nonsect	4	0	24	0	24	0	14	0	8	0	9	6	6	0	4	24	185	30,000	971
P. E	1	10	0	51	0	14	0	0	0	2	0	14	0	4	4	0	.....	.....	972
Presb	0	2	17	3	7	6	....	....	....	....	0	2	0	0	....	0	.....	.....	973
Nonsect	1	0	4	6	2	1	2	4	....	....	....	....	....	....	4	....	250	8,000	974
Nonsect	1	9	0	30	15	15	0	2	0	8	0	5	0	0	4	.....	.....	15,000	975
Nonsect	9	0	54	0	39	0	8	0	28	0	7	0	6	0	5	....	828	35,000	976
Nonsect	1	8	0	50	4	46	0	0	0	8	0	13	0	2	5	0	500	.....	977
Nonsect	0	6	0	75	5	45	0	10	....	....	....	....	....	....	4	....	.....	30,000	978
Nonsect	3	0	21	0	9	0	5	0	5	0	2	0	2	0	4	21	.....	25,000	979
R. C	0	4	0	20	0	58	0	2	0	0	0	3	....	....	4	0	3,000	.....	980
Nonsect	6	0	24	0	11	0	5	0	12	0	5	0	4	0	4	24	500	30,000	981
Bapt	7	8	103	66	22	4	50	21	16	5	10	8	10	6	4	0	7,000	500,000	982
R. C	0	7	0	78	30	22	0	22	0	17	0	8	....	....	4	....	1,000	.....	983
Nonsect	3	2	33	37	100	80	....	....	12	0	6	2	4	0	4	0	400	25,000	984
Nonsect	10	0	190	0	0	0	0	0	190	0	40	0	40	0	3	....	.....	52,976	985
Nonsect	8	5	80	24	70	128	50	20	30	4	8	16	7	3	4	0	300	120,000	986
R. C	4	9	5	45	30	85	21	0	1	0	40	0	....	....	4	0	.....	93,700	987

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW JERSEY—continued.		
988	Jersey City Heights	German American School	Carl A. Grauper
989	Lakewood	The Lakewood School	Edward P. Harris, Ph. D
990	.....do	The Oaks*	E. T. Ferrington
991	Lawrenceville	Lawrenceville School	Simon J. McPherson, D. D
992	Long Branch	Star of the Sea Academy	Sister M. Imelda
993	Montclair	Cloverside School	Elizabeth Timlow
994	.....do	Montclair Military Academy	John G. MacVicar
995	Moorestown	Friends' Academy (Orthodox)	Wm. F. Overman
996	.....do	Friends' High School (Hicksite)	Bird T. Baldwin
997	Morristown	Morris Academy	Harry W. Landfear
998	.....do	Morristown School	Messrs. Woodman, Browne, Butler.
999	.....do	School for Young Ladies	Miss E. Elizabeth Dana
1000	Mount Holly	Mount Holly Academy	I. C. Pla
1001	Newark (544 High street)	Newark Academy	Samuel A. Farrand
1002	Newark (172 Clinton avenue).	The Newark Seminary	Anna Frances Whitmore
1003	Newark (98 Washington street).	St. Mary's Academy	Sister M. Catharine
1004	Newark (42 Wallace place)	St. Vincent's Academy*	
1005	Newark (54 Park place)	School for Girls	Miss Anna P. Townsend
1006	New Brunswick (66 Bayard street).	Anable's (Misses) School	The Misses Anable
1007	New Brunswick	Rutgers College Preparatory School.	Eliot R. Payson
1008	.....do	St. Agnes Academy*	Sister Mary Grace
1009	New Orange	Upsala College	L. H. Beck, Ph. D
1010	Newton	Newton Collegiate Institute	Philip S. Wilson
1011	Orange	Dearborn Morgan School	David A. Kennedy, Ph. D., Abby B. Morgan.
1012	.....do	Dorr's (Mrs.) School*	Mrs. Nancy H. Dorr
1013	Passaic	Passaic Collegiate School	N. Louise Buckland
1014	Paterson	The Paterson Military School	Lincoln A. Rogers, A. M
1015	Pennington	Pennington Seminary	Thomas O'Hanlon, D. D., LL. D.
1016	Plainfield (949 Central avenue).	Leal's School for Boys*	John Leal
1017	Plainfield (123 West Seventh street).	Plainfield Seminary	Miss E. E. Kenyon, Miss I. S. Arnold.
1018	Pompton	De Mille Preparatory School	Mrs. H. C. De Mille
1019	Princeton	The Princeton Preparatory School	J. B. Fine
1020	.....do	Princeton University Academy	Edwin W. Rand, A. M
1021	Red Bank	The Calhoun-Chamberlain School	Miss Calhoun, Miss Chamberlain.
1022	Salem	Salem Friends' School	Mary V. Baldwin
1023	Short Hills	Carteret School	Alfred C. Arnold
1024	South Orange	Baldwin (Miss) and Neldon's (Miss) School.	Misses Baldwin and Neldon
1025	.....do	Montrose School for Girls	Mrs. L. L. M. Bryant
1026	Summit	Kent Place School	Mrs. Sarah W. Paul
1027	.....do	Summit Academy	James Heard, A. M
1028	Trenton	St. Francis's College	Rev. Dominic Reuter, D. D
1029	Woodstown	Bacon Academy*	Laura B. Garrett
	NEW MEXICO.		
1030	Albuquerque	Goss Military Institute	Col. Robt. S. Goss, A. M
1031	Las Cruces	Visitation Academy	Sister M. Albertina
1032	Roswell	New Mexico Military Institute	Col. James W. Willson
1033	Santa Fe	Loretto Academy	Sister M. Lucia
1034	.....do	St. Michael's College	Brother Botulph

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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 ...	2	2	12	16	71	60	....	....	....	....	5	8	....	....	....	....	320	$10,000	988
Nonsect ...	6	1	17	0	18	0	14	0	3	0	6	0	6	0	3	0	400	35,000	989
Nonsect ...	0	6	0	30	0	0	0	15	....	....	....	....	....	....	....	0	3,000	.....	990
Nonsect ...	27	0	367	0	0	0	200	0	167	0	90	0	89	0	4	....	4,000	.....	991
R. C	0	5	1	20	25	60	0	10	....	....	0	2	....	....	4	....	.....	.....	992
Epis	0	5	0	29	0	23	0	8	....	....	....	....	....	....	4	....	2,500	40,000	993
Nonsect ...	6	0	44	0	45	0	23	0	24	0	6	0	6	0	5	44	503	.....	994
Friends....	2	3	34	37	49	52	3	3	1	0	3	6	2	2	4	0	3,000	.....	995
Friends....	1	3	18	17	48	42	4	5	7	4	1	4	1	1	3	....	300	18,500	996
Nonsect ...	2	0	14	0	11	0	6	0	5	0	....	....	....	....	4	0	.....	.....	997
Nonsect ...	12	0	60	0	15	0	31	0	7	0	4	0	4	0	4	0	3,000	22,000	998
Nonsect ...	0	20	0	103	4	37	0	10	....	....	0	8	....	....	4	0	600	.....	999
Nonsect ...	3	0	10	0	7	0	2	0	5	0	3	0	3	0	4	0	400	.....	1000
Nonsect ...	13	0	165	0	129	0	40	0	42	0	24	0	20	0	4	0	400	100,000	1001
Nonsect ...	2	6	0	25	0	30	0	6	....	....	0	4	0	3	4	0	1,000	50,000	1002
R. C	0	7	0	55	25	35	0	35	0	35	0	5	....	....	4	....	.....	.....	1003
R. C	2	4	0	30	35	35	....	....	0	10	0	5	....	....	0	....	400	.....	1004
Nonsect ...	0	8	0	41	0	67	0	6	0	6	0	7	0	4	4	0	900	.....	1005
Nonsect ...	0	5	3	20	4	23	2	1	0	5	0	3	0	1	4	....	1,000	.....	1006
Nonsect ...	6	1	85	30	40	16	26	10	59	18	17	2	17	2	5	40	.....	.....	1007
R. C	0	4	11	29	280	270	11	29	....	....	4	12	2	4	2	32	590	50,000	1008
Luth	4	0	18	11	12	17	13	0	....	....	6	3	2	0	4	....	.....	70,000	1009
Nonsect ...	4	0	16	0	12	0	4	0	6	0	....	....	....	....	4	16	500	20,000	1010
Nonsect ...	3	7	19	47	77	75	7	3	8	0	2	5	2	1	4	0	.....	37,000	1011
Nonsect ...	0	3	0	14	6	20	....	....	....	....	0	1	0	1	....	....	.....	.....	1012
Nonsect ...	0	6	3	11	34	33	0	6	0	0	....	....	....	....	4	0	500	25,000	1013
Nonsect ...	4	0	20	0	15	0	0	0	16	0	1	0	1	0	4	20	.....	.....	1014
M. E	9	5	78	25	8	3	37	5	9	3	21	5	8	1	4	0	.....	.....	1015
Nonsect ...	4	0	35	0	35	0	0	0	0	0	6	0	6	0	4	25	.....	.....	1016
Nonsect ...	0	6	0	24	1	46	0	4	0	0	0	0	0	0	4	0	1,000	.....	1017
Nonsect ...	1	2	0	15	0	6	0	2	....	....	0	3	....	....	4	....	5,000	25,000	1018
Nonsect ...	4	0	60	0	0	0	25	0	35	0	28	0	27	0	4	0	1,000	35,000	1019
Nonsect ...	1	0	10	0	1	0	9	0	1	0	2	0	2	0	....	....	.....	.....	1020
Nonsect ...	0	6	0	30	0	5	0	8	....	....	0	4	0	3	....	....	500	10,000	1021
Friends....	0	1	2	3	14	23	....	....	....	....	....	....	....	....	4	0	25	.....	1022
Nonsect ...	3	0	7	5	14	6	7	2	....	....	....	....	....	....	5	....	200	25,000	1023
Nonsect ...	0	2	8	44	25	15	....	....	....	....	....	....	....	....	....	....	.....	.....	1024
Nonsect ...	0	4	0	23	1	12	....	....	....	....	0	3	....	....	4	....	1,000	40,000	1025
Nonsect ...	0	9	0	52	0	40	0	1	0	19	0	4	0	1	4	....	1,200	.....	1026
Nonsect ...	5	0	20	0	20	0	10	0	10	0	1	0	0	0	5	0	300	.....	1027
R. C	2	0	19	0	6	0	....	....	19	0	....	....	....	....	4	0	6,400	100,000	1028
Friends....	0	3	12	4	16	13	2	1	1	0	1	0	1	0	4	....	40	3,000	1029
Nonsect ...	2	0	10	0	10	0	4	0	....	....	....	....	....	....	4	10	.....	.....	1030
R. C	0	4	0	25	0	50	0	0	0	0	0	0	0	0	....	0	350	36,000	1031
Nonsect ...	4	0	66	0	40	0	20	0	3	0	....	....	....	....	4	66	1,000	45,000	1032
R. C	0	1	0	10	0	93	....	....	....	....	....	....	....	....	4	....	800	.....	1033
R. C	2	0	22	0	115	0	....	....	....	....	2	0	....	....	....	0	1,700	.....	1034

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK.		
1035	Albany (Robin street, corner Madison avenue).	Academy of the Holy Name	Sister M. Elizabeth
1036	Albany	The Albany Academy	Henry P. Warren
1037	Albany (155 Washington avenue).	Albany Female Academy	Ester Louise Camp
1038	Albany (43 Lodge street)	Christian Brothers' Academy	Rev. Brother Jerome
1039	Albany (Kenwood)	Female Academy of the Sacred Heart.	Madame M. Moran
1040	Albany	St. Agnes School	Miss Ellen W. Boyd
1041	Albany (280 N. Pearl street).	St. Joseph's Academy	Brother Anselm
1042	Allegany	St. Elizabeth's Academy	Mother M. Teresa
1043	Amsterdam	St. Mary's Catholic Institute	Sister Marcella
1044	Aurora	Cayuga Lake Academy	Albert Somes, A. M
1045	Batavia	St. Joseph's Academic School	Sister M. Helena
1046	Belleville	Union Academy of Belleville	Clyde L. Harvey
1047	Binghamton	The Lady Jane Grey School	Mrs. Jane Grey Hyde
1048	.....do	St. Joseph's Academy	Sister M. Joseph
1049	Bridgehampton	Literary and Commercial Institute	Lewis W. Hallock
1050	Brooklyn (63 New York avenue).	Bedford Academy	George Rodeman
1051	Brooklyn (183–185 Lincoln place).	Berkeley Institute	Julian W. Abernethy, Ph. D
1052	Brooklyn (36 Monroe place).	Bodman (Misses) School for Girls.	Miss Rose M. Bodman
1053	Brooklyn (730 Nostrand avenue).	The Brevoort School	Adeline M. Kipling, M. A
1054	Brooklyn (209 Clinton avenue).	The Female Institute of the Visitation.	Sister Philomène de Chantal.
1055	Brooklyn (146 Macon street).	Garrott's (Miss) School for Young Ladies and Children.	Miss M. E. Garrott
1056	Brooklyn (50 Monroe place)	Hall's (Miss) School for Girls	Miss Clara F. Hall
1057	Brooklyn (40–42 Monroe place).	The Latin School	Caskie Harrison, M. A
1058	Brooklyn (30 Madison street).	Nativity Academy	Sister M. Basil
1059	Brooklyn (215 Ryerson street).	Pratt Institute, High School	Luther Gulick
1060	Brooklyn (51 Seventh avenue).	Prospect Heights School*	D. E. Ewald
1061	Brooklyn (223–225 Lincoln place).	The Regents Institute	Elmer E. Johnson
1062	Boooklyn (525 Clinton avenue).	Rounds's (Miss) School for Girls	Christina Rounds
1063	Brooklyn (264 Jay street)	St. James Academy	Brother Castoris
1064	Brooklyn (Ninth street and Fourth avenue).	St. Thomas Aquinas Academy	Sister Mary Anna
1065	Buffalo (749 Washington street).	Buffalo Academy of the Sacred Heart.	Sister M. Leonard
1066	Buffalo (284 Delaware avenue).	The Buffalo Seminary	Jessica E. Beers
1067	Buffalo (146 Park street)	The Franklin School	William Nichols
1068	Buffalo (621–623 Delaware avenue).	Heathcote School	Lester Wheeler
1069	Buffalo (320 Porter avenue).	Holy Angels Academy	Sister M. McMillan
1070	Buffalo (1238 Main street)	St. Joseph's Collegiate Institute	Brother Pompian
1071	Buffalo (564 Franklin street)	St. Margaret's School	Miss E. Currie Tuck
1072	Buffalo (135 Cleveland avenue).	St. Mary's Academy	Mary Hanley
1073	Canandaigua	Granger Place School	Samuel Cole Fairley, A. B
1074	Carmel	Drew Seminary and Female College.	D. H. Hanaburgh, A. M
1075	Carthage	Augustinian Institute	Sister Mary Beatrice
1076	Cazenovia	Cazenovia Seminary	Francis D. Blakesley

*Statistics of 1899–1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	1	1	0	41	10	45	0	4	....	....	0	7	0	0	4	0	1,200	$35,690	1035
Nonsect	5	0	134	0	92	0	134	0	....	....	15	0	15	0	4	116	1,000	90,000	1036
Nonsect	0	4	0	54	0	50	0	0	0	13	0	8	0	0	4	0	2,753	88,800	1037
R. C	5	0	50	0	130	0	5	0	4	0	11	0	4	0	4	50	.....	65,000	1038
R. C	0	14	0	65	0	18	0	0	0	0	0	5	0	5	4	0	3,755	405,250	1039
Epis	0	4	0	125	0	25	0	4	....	....	0	16	0	2	4	0	4,500	100,000	1040
R. C	3	5	25	50	264	310	3	0	....	....	6	1	3	0	4	0	1,057	50,000	1041
R. C	0	10	0	53	0	22	0	4	0	0	0	8	0	4	4	0	2,490	99,165	1042
R. C	2	3	50	50	300	250	4	3	0	0	9	5	4	2	4	60	1,160	97,785	1043
Nonsect	2	0	12	1	6	0	4	0	1	0	0	0	0	0	4	0	2,000	38,000	1044
R. C	0	3	9	15	166	179	0	0	2	4	0	3	....	....	2	0	900	38,143	1045
Nonsect	3	3	35	40	0	0	2	1	0	2	0	6	0	2	4	0	2,300	25,906	1046
Nonsect	1	5	0	27	1	10	0	2	0	5	0	4	0	3	4	0	1,000	30,000	1047
R. C	0	4	0	45	0	205	0	6	....	....	0	6	....	....	4	0	900	42,700	1048
Nonsect	1	1	18	10	2	0	2	0	2	0	2	1	2	0	3	0	200	3,960	1049
Nonsect	1	1	8	0	34	28	4	0	3	0	....	....	....	....	4	8	300	32,000	1050
Nonsect	2	8	0	57	31	195	0	15	0	0	0	2	0	2	4	0	3,352	78,823	1051
Nonsect	0	4	0	12	0	21	0	3	....	....	....	....	....	.....	5	0	1,088	.....	1052
Nonsect	1	4	1	16	13	40	....	....	....	....	....	....	....	....	....	....	.....	.....	1053
R. C	0	7	0	37	0	58	....	....	0	28	0	3	....	.....	4	0	3,500	.....	1054
Nonsect	0	2	0	8	18	3	....	....	....	....	....	....	....	....	....	....	.....	.....	1055
Nonsect	2	7	0	16	0	14	0	3	....	....	0	1	0	1	....	....	.....	.....	1056
Nonsect	10	0	60	0	40	0	40	0	20	0	20	0	10	0	4	0	1,000	50,000	1057
R. C	3	7	0	108	196	278	....	....	....	....	0	24	0	30	4	40	540	.....	1058
Nonsect	12	10	106	152	2	2	....	....	....	....	4	19	....	.....	4	0	70,249	.....	1059
Nonsect	6	0	18	0	22	0	....	....	....	....	1	0	1	0	....	0	250	18,000	1060
Nonsect	3	0	30	0	0	40	20	0	....	....	10	0	10	0	....	....	500	30,000	1061
Nonsect	0	8	0	44	0	48	0	8	0	0	0	6	0	4	4	0	1,500	.....	1062
R. C	4	0	100	0	553	0	10	0	15	0	20	0	10	0	4	....	2,000	.....	1063
R. C	1	4	0	54	32	64	0	0	0	0	0	10	0	0	4	0	1,200	30,000	1064
R. C	1	6	0	50	0	85	0	18	0	18	0	10	0	0	4	0	2,300	110,352	1065
Nonsect	2	8	0	45	78	78	0	20	0	0	0	12	0	1	4	0	2,300	.....	1066
Nonsect	3	3	0	18	31	45	....	....	....	....	....	....	....	....	....	0	1,194	47,602	1067
Nonsect	3	1	14	0	16	0	3	0	6	0	4	0	4	0	4	0	.....	50,000	1068
R. C	0	10	0	69	50	156	0	0	0	50	0	3	0	0	4	0	2,720	282,560	1069
R. C	7	0	60	0	40	0	....	....	....	....	....	....	....	....	4	....	.....	.....	1070
Nonsect	1	12	0	74	5	86	0	1	0	9	0	4	....	.....	4	0	1,015	.....	1071
Nonsect	0	7	0	56	77	167	0	1	0	9	0	10	0	0	4	0	500	.....	1072
Nonsect	2	6	0	47	2	11	0	2	0	2	0	11	0	8	4	0	1,500	50,000	1073
M. E	2	8	0	32	0	6	0	2	0	0	0	2	0	0	4	0	2,657	34,200	1074
R. C	0	3	20	10	80	90	1	3	1	2	1	0	....	....	....	....	.....	5,500	1075
Meth	1	1	83	60	9	2	14	2	45	25	14	9	3	2	4	0	3,483	72,810	1076

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1077	Chappaqua	Chappaqua Mountain Institute	Albert R. Lawton
1078	Chautauqua	Hawley's Preparatory School	Lucius E. Hawley
1079	Claverack	Hudson River Institute	John Oakley Spencer
1080	Clinton	Houghton Seminary*	A. G. Benedict, A. M
1081	Cohoes	St. Bernard's Academy	Rev. Thomas S. Keveny
1082	Cornwall on the Hudson	Cornwall Heights School	Carlos H. Stone
1083	do	New York Military Academy	Sebastian C. Jones
1084	Delhi	Delaware Academy	Eugene D. Holmes
1085	Dobbs Ferry	Boarding and Day School	The Misses Masters
1086	Dover Plains	Dover Plains Academy	A. E. Bangs
1087	Dunkirk	St. Mary's Middle Academic School.	Sr. Agnes Joseph
1088	East Springfield	East Springfield Academy	Randolph F. Clark
1089	Eddytown	Starkey Seminary	Martin Summerbell, D. D., LL. D.
1090	Elbridge	Munroe Collegiate Institute	Lester G. Turney
1091	Fairfield	Fairfield Seminary*	Frank F. Gray
1092	Fishkill on the Hudson	Mount Beacon Military Academy.	Col. Vasa E. Stolbrand
1093	do	Wilson School for Boys	Benj. Lee Wilson
1094	Flushing	Flushing Institute	Elias A. Fairchild
1095	do	Kyle Military Institute	Paul Kyle
1096	Fort Edward	Fort Edward Collegiate Institute.	Joseph E. King
1097	Franklin	Delaware Literary Institute	M. J. Multer, B. S.
1098	Garden City	St. Mary's Cathedral School	Miss Annie S. Gibson
1099	do	St. Paul's Cathedral School	Frederick L. Gamage, A. M
1100	Glens Falls	Glens Falls Academy	A. S. Cox
1101	Hamilton	Colgate Academy	Frank L. Shepardson
1102	Hartwick Seminary	Hartwick Seminary	J. G. Traver, A. M
1103	Hempstead, L. I	Hempstead Institute	Ephraim Hinds, A. M
1104	Hornellsville	St. Ann's Academic School	Rev. John F. Farrell
1105	Irvington-on-Hudson	Bennett's (Miss) School for Girls	May F. Bennett
1106	Ithaca	Cascadilla School	Charles V. Parsell
1107	do	The University Preparatory School.*	Charles D. Stiles
1108	Keeseville	McAuley Academy*	Sister M. Joseph Carr
1109	Keuka Park	Keuka Institute	Frank Carney
1110	Lima	Genesee Wesleyan Seminary	B. W. Hutchinson, D. D
1111	Lockport	St. Joseph's Academy and Industrial Female School.	Sister Antonia
1112	Locust Valley	Friends' Academy	A. Davis Jackson
1113	Macedon Center	Macedon Academy	E. M. Peckham
1114	Manlius	St. John's Military School*	Wm. Verbeck
1115	Marion	Marion Collegiate Institute	William Carleton Tifft, A. M.
1116	Mohegan	Billinge's (Miss) School	Louise Billinge
1117	Montour Falls	Cook Academy	F. L. Lamson
1118	Moriah	Sherman Collegiate Institute	B. L. Brown, A. M
1119	Mount Vernon	Lockwood Collegiate School	Leila H. and Mary C. Lockwood.
1120	Neperan	Concordia College	H. Feth
1121	New Brighton	Botsford's (Misses) School for Girls.	L. H. Botsford
1122	do	The Staten Island Academy	Frederick E. Partington, A. M.
1123	Newburg	Mackie's (Miss) School	Miss Eleanor J. Mackie
1124	do	Mount St. Mary's Academy	Sister M. Emmanuel
1125	do	The Siglar School	Henry W. Siglar
1126	New York (Kingsbridge)	Academy of Mount St. Vincent	Margaret M. Maher
1127	New York (509 Fifth avenue).	Allen School for Boys	Francis Bellows Allen
1128	New York (117-119 West One hundred and twenty-fifth street).	The Barnard School for Boys	Wm. Livingston Hazen

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	
Friends....	3	5	24	24	8	6	6	8	7	0	2	2	2	2	4	0	600	$50,000	1077
Nonsect ...	2	0	10	0	0	0	2	0	4	0	.....	.....	.....	.....	3	0	400	.....	1078
Nonsect ...	9	5	65	37	0	0	10	0	25	10	7	5	3	1	4	65	.....	40,000	1079
Nonsect ...	1	5	0	22	0	0	0	0	0	4	0	7	0	1	4	0	2,433	41,700	1080
R. C	1	4	32	46	308	314	0	0	4	7	4	7	4	7	4	0	720	.....	1081
Nonsect ...	1	3	25	0	13	0	7	0	12	0	3	0	2	0	5	0	.....	.....	1082
Nonsect ...	9	2	54	0	64	0	12	0	36	0	12	0	10	0	4	54	5,560	72,000	1083
Nonsect ...	3	2	55	53	25	17	2	4	11	15	2	0	2	0	4	0	2,000	29,000	1084
Nonsect ...	5	18	0	130	0	20	.....	.....	0	3	.....	.....	.....	.....	.....	.....	.....	.....	1085
Nonsect ...	1	1	10	19	10	5	3	2	2	3	1	3	1	3	4	10	.....	4,000	1086
Nonsect ...	1	3	7	19	133	141	1	0	2	0	2	3	2	0	4	0	609	20,339	1087
Nonsect ...	1	0	15	13	0	0	1	0	4	2	1	0	0	0	4	0	300	2,754	1088
Christian ..	2	2	39	19	26	13	5	1	10	3	2	0	1	0	4	0	3,754	69,100	1089
Nonsect ...	1	2	35	24	0	0	15	10	0	0	2	4	2	3	4	0	990	10,000	1090
Nonsect ...	6	4	91	19	9	6	.....	.....	.....	.....	1	0	1	0	4	100	2,000	50,000	1091
Nonsect ...	3	1	18	1	6	1	0	1	4	0	4	0	4	0	4	19	1,200	25,000	1092
Epis	3	0	8	0	8	0	2	0	6	0	.....	.....	.....	.....	.....	0	1,000	25,000	1093
Nonsect ...	4	1	17	0	9	0	1	0	2	0	0	0	0	0	4	0	1,407	57,950	1094
Nonsect ...	3	0	16	0	43	0	3	0	4	0	3	0	3	0	3	16	608	20,000	1095
Nonsect ...	2	6	0	55	0	10	0	6	.....	.....	0	13	0	4	4	....	1,200	65,000	1096
Nonsect ...	4	4	28	32	16	16	1	1	2	1	2	4	1	2	4	0	2,402	80,000	1097
P. E.....	0	8	0	29	0	25	0	15	.....	.....	0	6	0	1	4	....	5,000	75,000	1098
P. E.....	11	0	113	0	36	0	.....	.....	.....	.....	28	0	28	0	4	0	2,500	750,000	1099
Nonsect ...	4	1	50	30	40	20	2	0	8	5	6	5	3	2	3	0	9,000	22,000	1100
Bapt.....	7	0	135	0	0	0	46	0	45	0	14	0	14	0	4	0	2,460	93,500	1101
Luth	5	4	24	17	20	10	1	0	1	0	1	2	1	0	4	0	5,512	35,000	1102
Nonsect ...	1	5	25	0	12	0	3	0	.....	.....	.....	.....	.....	.....	.....	14	500	20,000	1103
R. C	1	1	14	35	196	193	.....	.....	.....	.....	10	20	0	0	.....	....	500	20,000	1104
Nonsect ...	0	14	0	31	0	0	1	0	0	0	0	1	0	0	4	0	600	60,000	1105
Nonsect ...	10	1	68	0	26	0	10	0	58	0	20	0	20	0	3	0	492	105,892	1106
Nonsect ...	4	3	49	1	0	0	49	1	.....	.....	9	0	.....	.....	.....	.....	.....	.....	1107
R. C	0	5	0	10	30	50	0	1	0	0	0	2	0	1	5	0	996	15,000	1108
Nonsect ...	3	5	35	24	13	9	.....	.....	.....	.....	0	2	0	2	4	0	2,000	.....	1109
M. E.....	6	6	35	40	10	10	10	6	5	1	20	27	15	20	4	0	5,000	93,400	1110
R. C	0	7	0	35	206	300	0	0	0	0	0	0	0	0	4	0	1,188	90,671	1111
Friends....	4	2	28	20	20	20	2	3	5	0	3	1	3	1	4	0	700	30,000	1112
Nonsect ...	1	1	9	12	13	8	1	0	0	0	1	5	1	0	4	0	456	2,000	1113
Epis.....	11	0	141	0	30	0	21	0	55	0	15	0	.....	.....	4	141	500	130,000	1114
Bapt	2	2	29	20	3	1	8	2	1	0	4	0	3	0	4	0	615	17,467	1115
Nonsect ...	0	3	0	9	0	0	0	0	0	0	0	3	0	0	....	0	150	25,000	1116
Nonsect ...	5	4	55	37	6	6	4	3	5	0	10	8	10	6	4	42	2,700	114,864	1117
Nonsect ...	2	2	42	50	10	15	3	2	4	5	2	4	1	4	4	0	2,500	12,000	1118
Nonsect ...	0	6	0	40	0	40	0	16	0	5	0	10	0	7	4	....	5,000	35,000	1119
Luth	3	0	33	0	0	0	24	0	0	0	7	0	7	0	3	0	500	70,000	1120
Nonsect ...	1	6	0	20	2	30	0	6	0	0	0	4	0	3	5	0	200	10,000	1121
Nonsect ...	5	6	50	75	75	100	45	20	15	10	2	9	1	5	4	0	9,241	90,252	1122
Nonsect ...	0	6	0	40	0	20	0	4	.....	.....	0	5	0	2	....	0	700	.....	1123
R. C	0	3	0	35	0	0	0	2	0	20	0	8	0	4	0	0	1,500	40,326	1124
Nonsect ...	3	0	20	0	0	0	4	0	0	0	0	0	0	0	....	0	400	30,000	1125
R. C	3	16	0	89	0	57	0	0	0	0	0	7	.....	.....	4	0	7,315	352,583	1126
Nonsect ...	5	1	32	0	5	0	15	0	1	0	1	0	1	0	4	0	150	.....	1127
Nonsect ...	8	2	59	0	66	2	20	0	20	0	14	0	9	0	4	59	5,000	70,000	1128

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1129	New York (151 Convent avenue).	The Barnard School for Girls	Katharine H. Davis
1130	New York (435 Madison avenue).	Berkeley School	John S. White, LL. D
1131	New York (17 West Forty-fourth street).	Brearley School	James G. Croswell, A. B
1132	New York (132 West Seventy-first street).	Callisen's School for Boys	Adolph W. Callisen
1133	New York (721 Madison avenue).	The Chapin Collegiate School	Henry Barton Chapin, D. D
1134	New York (2042 Fifth avenue).	The Classical School for Girls	Helen M. Scoville
1135	New York (549 West End avenue).	Collegiate School for Girls	Caroline M. Gerrish, A. B
1136	New York (241 West Seventy-seventh street).	Collegiate School	L. C. Mygatt
1137	New York (34 East Fifty-first street).	Columbia Grammar School	Benjamin H. Campbell
1138	New York (270 West Seventy-second street).	Columbia Institute	Edwin Fowler, M. D., A. B
1139	New York (32 West Fortieth street).	Comstock School	Miss Lydia Day
1140	New York (20 East Fiftieth street).	The Cutler School	Arthur H. Cutler
1141	New York (108 West Fifty-ninth street).	De La Salle Institute	Brother Agapas
1142	New York (9 East Forty-ninth street).	The Drisler School	Frank Drisler
1143	New York (15 West Forty-third street).	Dwight School	Arthur Williams
1144	New York (Eighty-fifth and Eighty-sixth streets, Riverside Drive).	Ely's (Misses) School for Girls	Miss Elizabeth L. Ely
1145	New York (Manhattanville).	Female Academy of the Sacred Heart.	Ellen Mahoney
1146	New York (226 East Sixteenth street).	Friends' Seminary	Edward B. Rawson
1147	New York (45 West Eighty-first street).	Hamilton Institute	N. Archibald Shaw, jr
1148	New York	Holy Cross Academy	Sister Maria
1149	New York (726 Fifth avenue).	Boarding and Day School for Girls.	M. D. Huger
1150	New York (607 Fifth avenue).	Home Boarding and Day School	Dr. and Mrs. C. H. Gardner
1151	New York (35 West Eighty-fourth street).	The Irving School	Louis Dwight Ray
1152	New York (25 West Fifty-fifth street).	Keller's (Miss) Day School	Eleanor I. Keller
1153	New York (44-50 Second street).	La Salle Academy	Brother E. Victor
1154	New York (334 Lenox avenue).	Lenox Institute *	Andrew Zerban
1155	New York (306 West Seventy-second street).	McFee's (Miss) Boarding and Day School.	Catherine McFee
1156	New York (778-780 Madison avenue).	Madison School for Girls	Rosalie Moses
1157	New York (Cathedral Heights).	Merington (Miss) School for Girls.	Miss Mary E. Merington
1158	New York (3 West Eighty-fourth street).	Montpelier Home School for Girls.	Mrs. T. Tileston Greene
1159	New York (423 Madison avenue).	The Morse and Rogers School for Boys.	James H. Morse, I. L. Rogers

* Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	4	0	25	25	100	0	3	0	2	0	6	0	1	4	20	300	$10,000	1129
Nonsect ...	13	0	71	0	75	0	20	0	25	0	22	0	16	6	4	71	1,500	.....	1130
Nonsect ...	0	20	0	140	0	70	0	20	0	0	0	30	0	20	4	0	5,000	220,000	1131
Nonsect ...	5	0	24	0	16	0	10	0	14	0	2	0	2	0	4	0	350	25,000	1132
Nonsect ...	5	0	20	0	30	0	10	0	6	0	....	....	....	.....	4	0	.....	.....	1133
Nonsect ...	0	4	0	40	0	40	....	....	0	5	0	6	....	.....	2	....	700	.....	1134
Nonsect ...	0	5	0	24	0	2	0	14	....	....	0	9	0	8	....	0	.....	.....	1135
Nonsect ...	7	1	44	0	145	0	0	0	0	0	14	0	11	0	4	44	.....	.....	1136
Nonsect ...	15	0	113	0	39	0	35	0	54	0	28	0	19	0	5	0	530	.....	1137
Nonsect ...	7	1	40	0	113	0	22	0	18	0	6	0	6	0	3	40	300	12,000	1138
Nonsect ...	0	1	0	30	0	25	0	12	....	....	0	7	0	4	....	....	1,200	.....	1139
Nonsect ...	14	2	113	0	120	0	46	0	49	0	30	0	28	0	4	0	500	150,000	1140
R. C	9	0	74	0	50	0	0	0	5	0	18	0	5	0	4	74	3,000	.....	1141
Nonsect ...	12	0	35	0	18	0	5	0	4	0	10	0	....	....	....	0	.....	.....	1142
Nonsect ...	9	1	110	0	5	0	40	0	30	0	32	0	29	0	4	0	500	30,000	1143
Nonsect ...	5	10	0	70	0	60	0	10	0	10	0	3	0	0	4	0	3,000	700,000	1144
R. C	0	15	0	104	0	171	0	0	0	0	0	10	0	0	4	0	6,719	997,875	1145
Friends ...	3	7	24	21	55	58	2	3	9	2	3	6	3	4	4	0	250	.....	1146
Nonsect ...	10	0	30	0	64	0	15	0	15	0	6	0	4	0	4	30	500	.....	1147
R. C	0	3	0	20	50	130	0	0	0	7	0	0	0	0	4	0	1,874	268,033	1148
Nonsect ...	5	10	0	39	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....	1149
Presby.....	0	6	0	54	0	21	....	....	....	....	0	10	0	4	....	....	.....	.....	1150
Nonsect ...	7	1	72	0	25	0	6	0	3	0	6	0	6	0	4	0	500	32,000	1151
Nonsect ...	5	2	18	13	7	15	10	7	....	....	0	0	0	0	4	0	458	55,000	1152
R. C	8	0	80	0	29	0	3	0	2	0	20	0	5	0	4	0	2,300	100,000	1153
Nonsect ...	4	0	12	3	18	7	2	0	2	0	1	0	0	0	....	0	.....	50,000	1154
Nonsect ...	0	4	0	8	0	9	0	4	0	0	0	0	0	0	4	0	200	.....	1155
Nonsect ...	1	9	0	27	0	15	0	7	0	0	0	8	0	2	4	0	800	.....	1156
Nonsect ...	3	9	0	67	1	19	0	3	0	0	0	19	0	1	4	0	.....	.....	1157
Nonsect ...	0	1	0	14	0	5	0	0	0	0	0	0	0	0	....	0	.....	.....	1158
Nonsect ...	5	2	23	0	12	0	23	0	23	0	6	0	6	0	4	0	.....	.....	1159

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1160	New York (160 West Eighty-fifth street).	Murphy (Misses) and Gaylord Boarding and Day School.*	Eva R. Murphy
1161	New York (241 Lenox avenue).	New York Collegiate Institute	Mary Schoonmaker
1162	New York (32 East Fifty-seventh street).	The Peebles and Thompson School.*	D. E. Merrill
1163	New York (176–180 West Seventy-fifth street.	Rayson (Misses) School for Girls	The Misses Rayson
1164	New York (148 Madison avenue).	Roberts (Miss) School	Miss Roberts
1165	New York (Eighty-fourth street and West End avenue).	Rugby Military Academy	Clinton Burling
1166	New York (38 West Fifty-ninth street).	Sach's Collegiate Institute (Boys)	Julius Sachs
1167	New York (116 West Fifty-ninth street).	Sach's Collegiate Institute (Girls)	.....do
1168	New York (313–315 East Tenth street).	St. Brigid's Academy	Sister M. Leocadia
1169	New York (593 East One hundred and thirty-seventh street).	St. Jerome's Ursuline Academy	Mother M. Clara Ward
1170	New York (231 East Seventeenth street).	St. John Baptist School for Girls	The sister in charge
1171	New York (229–231 East Broadway).	St. Mary's Academy	Sister M. Frederica
1172	New York (8 East Forty-sixth street).	St. Mary's School for Girls	Sister Superior
1173	New York (6 West Forty-eighth street).	Spence's (Miss) School for Girls	Miss C. B. Spence
1174	New York (147 West Ninety-first street).	Trinity School*	Rev. Aug. Ulmann, D. D
1175	New York (1180–1182 Park avenue).	Ursuline Academy	M. M. Augustine
1176	New York (120–122 West Seventieth street).	Van Norman Institute*	Mme. Van Norman
1177	New York (160–162 West Seventy-fourth street).	The Veltin School	Miss Louise Veltin
1178	New York (139 East Seventy-ninth street).	Villa Maria Academy	Sister St. Euphrosyne
1179	New York (109–111 West Seventy-seventh street).	Weil's (Mrs.) School for Girls	Mrs. Leopold Weil
1180	New York (622 Fifth avenue).	Wilson and Lyon School	F. F. Wilson, A. M., and E. D. Lyon, Ph. D.
1181	Niagara Falls	De Vaux College	Wm. S. Barrows, M. A
1182	Nyack-on-Hudson	Hudson River Military Academy	Joel Wilson, A. M
1183	.....do	Rockland Military Academy	Elmer E. French, A. M
1184	Nyack-on-Hudson (South)	Nyack School for Girls*	Miss Bertholf
1185	Oakfield	Cary Collegiate Seminary	Curtis Carlos Gove, M. A
1186	Ossining	Holbroke's Military School	Dwight Holbroke
1187	.....do	Mount Pleasant Military Academy	Charles F. Brusie
1188	.....do	Ossining School	Clara C. Fuller
1189	Peekskill	"The Institute"	Charles Unterreiner
1190	.....do	Mohegan Lake School	Henry Waters
1191	.....do	Peekskill Military Academy	D. M. Orleman
1192	.....do	St. Gabriel's School	Sister Esther
1193	Pelham Manor	Hazen (Mrs.) School	Mrs. John Cunningham Hazen.
1194	Pike	Pike Seminary	T. I. Gifford
1195	Plattsburg	D'Youville Academy	Sister Mary de le Victoire
1196	Port Henry	Champlain Institute	Sister M. Gabriels
1197	Poughkeepsie	Lyndon Hall School for Girls	Samuel Wells Buck

*Statistics of 1899–1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	4	0	6	8	17	0	3	....	....	0	1	0	1	4	0	800	$500	1160
Nonsect ...	1	10	0	50	10	100	0	6	....	....	0	12	0	2	4	....	.....	.....	1161
Nonsect ...	0	8	0	75	0	50	0	10	....	....	0	12	0	5	4	....	.....	.....	1162
Nonsect ...	1	10	0	48	0	40	0	15	....	....	0	7	0	6	5	....	1,400	.....	1163
Nonsect ...	0	4	0	20	0	15	0	1	....	....	0	1	....	.....	4	....	.....	.....	1164
Nonsect ...	4	0	60	0	0	0	10	0	10	0	0	0	0	0	....	60	.....	.....	1165
Nonsect ...	9	3	85	0	50	0	21	0	25	0	18	0	16	0	4	0	600	90,000	1166
Nonsect ...	4	7	0	97	0	55	0	41	....	....	0	21	0	6	4	....	.....	100,000	1167
R. C	2	4	5	20	15	56	....	....	....	....	0	3	....	.....	....	0	604	3,564	1168
R. C	0	4	0	30	30	61	....	....	....	....	0	1	0	0	....	....	.....	.....	1169
Epis	0	7	0	26	0	3	0	3	0	0	0	5	0	2	4	0	.....	.....	1170
R. C	0	4	0	20	2	15	0	1	....	....	....	....	....	....	....	....	.....	.....	1171
Epis	0	8	0	75	0	60	0	15	0	15	0	12	0	4	4	....	3,500	.....	1172
Nonsect ...	0	20	0	150	0	60	0	15	....	....	0	30	0	5	4	....	3,000	.....	1173
P. E.....	6	0	132	0	291	0	64	0	54	0	26	0	26	0	4	0	.....	296,196	1174
R. C	0	2	0	64	12	40	0	0	0	0	0	8	0	0	4	0	500	72,500	1175
Protestant.	0	6	0	20	3	16	0	10	....	....	0	1	0	0	4	0	800	.....	1176
Nonsect ...	0	17	0	150	0	100	0	10	....	....	0	26	0	6	....	....	1,000	125,000	1177
R. C	0	4	0	50	0	70	0	25	0	28	0	6	....	.....	4	....	250	.....	1178
Nonsect ...	4	12	0	45	0	20	0	4	....	....	0	6	....	.....	4	0	2,000	75,000	1179
Nonsect ...	5	0	39	0	33	0	20	0	14	0	11	0	11	0	4	0	300	.....	1180
Epis	4	0	16	0	12	0	2	0	0	0	2	0	0	0	4	16	1,409	158,326	1181
Nonsect ...	5	2	45	0	20	0	4	0	10	0	2	0	1	0	4	45	1,000	90,000	1182
Nonsect ...	5	5	51	6	10	4	20	3	12	0	4	2	4	2	5	57	2,000	45,000	1183
Nonsect ...	0	3	0	15	0	5	0	4	....	....	0	4	0	4	....	....	.....	.....	1184
Epis	1	2	6	18	2	10	5	15	2	0	0	2	0	1	4	0	947	575	1185
Nonsect ...	9	0	78	0	12	0	12	0	15	0	12	0	....	.....	4	78	2,000	150,000	1186
Nonsect ...	8	0	76	0	12	0	9	0	11	0	8	0	6	0	4	88	10,000	100,000	1187
Nonsect ...	0	11	0	47	14	54	0	3	0	0	0	5	0	2	....	0	1,000	40,000	1188
Nonsect ...	2	1	17	12	15	12	0	0	0	0	5	3	0	0	3	0	1,000	15,000	1189
Nonsect ...	6	0	40	0	18	0	2	0	8	0	5	0	5	0	4	40	400	25,000	1190
Nonsect ...	9	0	91	0	14	0	2	0	7	0	23	0	12	0	4	91	1,000	.....	1191
Epis	0	4	0	44	0	20	0	8	0	0	0	7	0	4	....	....	800	.....	1192
Nonsect ...	0	9	0	70	3	34	0	0	0	6	0	11	0	0	2	0	600	.....	1193
Nonsect ...	3	1	23	16	20	15	2	0	....	....	2	7	2	7	4	0	500	12,000	1194
R. C	0	4	0	100	40	100	....	....	....	....	0	4	....	.....	4	....	.....	.....	1195
R. C	0	3	21	28	68	76	2	1	....	....	0	2	....	.....	4	0	400	16,000	1196
Nonsect ...	1	5	0	50	18	37	0	18	0	0	0	12	0	4	5	0	.....	.....	1197

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1198	Poughkeepsie	Quincy School	Mary C. Alliger
1199	.....do	Riverview Military Academy	Joseph B. Bisbee, M. A.
1200	Randolph	Chamberlain Institute	E. A. Bishop, A. M., D. D
1201	Rochester	The Bradstreet School	J. Howard Bradstreet
1202	.....do	The Cruttenden School*	Miss L. H. Hakes
1203	.....do	Female Academy of the Sacred Heart.	Madame Augusta Pardon
1204	.....do	Livingston Park Seminary	Mrs. Wm. M. Rebasz, jr
1205	.....do	Nazareth Academy	Thomas F. Hickey
1206	.....do	Nichols (Mrs.) School	Misses J. H. and M. D. Nichols.
1207	.....do	Wagner Memorial Lutheran College.	John Nicum, D. D.
1208	Rome	St. Peter's Academy	Sister Mary Patrick
1209	Rondout	St. Mary's Academy	Sister Frances Regis
1210	Round Lake	Round Lake Academy	Mervin D. Losey
1211	Rye	Rye Seminary	Harriet T. Stone
1212	Sag Harbor	Academy of the Sacred Heart of Mary.	Mother Basile
1213	Sherwood	Sherwood Select School	A. Gertrude Flanders
1214	Sodus	Sodus Academy	Elisha Curtiss
1215	Southold	Southold Academy	Miss N. A. Everett
1216	Suffern	The Herbart Preparatory School	Wm. J. Eckoff
1217	Syracuse	St. John's Catholic Academy	
1218	Tarrytown	Irving Institute	John M. Furman
1219	Troy	Emma Willard School	Miss Mary Alice Knox
1220	Troy, substation No. 1	Lansingburg Academy	James Ray Craighead, M. A.
1221	Troy	La Salle Institute	Brother Aelred
1222	.....do	St. Peter's Academy	Sister M. Odilia
1223	.....do	Troy Academy	F. C. Barnes, M. A
1224	Union Springs	The Oakwood Seminary	T. Herbert Chase
1225	Utica	Balliol School	Louise S. B. Saunders
1226	.....do	Utica Catholic Academy	J. S. M. Lynch, D. D.
1227	Verona	The Home School	Mrs. T. M. Foster
1228	Walworth	Walworth Academy	John R. Palmer
1229	Westchester	Sacred Heart Academy	Brother August
1230	West New Brighton	St. Austin's School	George E. Quaile, M. A.
1231	.....do	Westerleigh Collegiate Institute	Wilber Strong
1232	Whitestone	Sacred Heart Seminary	Sisters of St. Joseph
1233	Yonkers	The Halsted School	Mary Sicard Jenkins
	NORTH CAROLINA.		
1234	Asheville	The Bingham School	R. Bingham
1235	.....do	Home and Day School for Girls	Miss Harriet A. Champion
1236	Atlantic	Atlantic Academy*	G. W. Mewborn
1237	Augusta	Hodges School	John D. Hodges, A. M.
1238	Beaufort	St. Paul's School	Thomas P. Noe, M. A., B. D.
1239	.....do	Washburn Seminary	B. D. Rowlee
1240	Belmont	Sacred Heart Academy	Mother M. Teresa
1241	Belvidere	Belvidere Academy	Mary J. White
1242	Belwood	Belwood Institute	C. R. Clegg
1243	Bethel Hill	Bethel Hill Institute	Rev. J. A. Beam
1244	Big Lick	Big Lick Academy	C. J. Black
1245	Boomer	Boomer High School	J. A. Baldwin
1246	Boonville	Yadkin Valley Institute	Robert B. Horn
1247	Buies Creek	Buies Creek Academy	Rev. J. A. Campbell
1248	Burgaw	Burgaw Academy	Milton McIntosh
1249	Caldwell Institute	Caldwell Institute*	J. Harry Hammet, Ph. D.
1250	Carthage	Carthage Academic Institute*	C. M. McIntosn
1251	Cary	Cary High School	A. F. Sams
1252	Cedar Rock	Cedar Rock Academy	T. H. Sledge
1253	Chapel Hill	Chapel Hill School*	J. W. Canoda

*Statistics of 1899–1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.						
							Classical course.		Scientific course.										
	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	3	25	50	25	50	0	0	0	20	0	6	0	5	3	0	800	.....	1198
Nonsect	2	0	133	0	31	0	27	0	56	0	18	0	13	0	5	133	.....	.....	1199
M. E	4	3	52	92	0	0	.....	.....	.....	.....	4	7	0	1	4	0	2,600	$84,250	1200
Nonsect	4	1	59	0	25	0	22	0	25	0	12	0	10	0	4	0	500	2,000	1201
Nonsect	0	5	0	57	0	58	0	25	.....	.....	0	5	.....	.....	4	.....	1,700	.....	1202
R. C	0	13	0	59	0	40	0	25	.....	.....	0	2	0	2	4	0	1,733	100,000	1203
Protestant	0	5	0	35	0	0	0	2	.....	.....	0	11	0	2	4	.....	600	.....	1204
R. C	0	9	0	156	46	83	0	2	.....	.....	0	20	0	2	4	0	4,486	160,231	1205
Nonsect	0	7	0	30	0	4	0	7	.....	.....	0	1	.....	.....	4	0	.....	.....	1206
Luth	5	0	39	0	0	0	.....	.....	.....	.....	3	0	0	0	4	0	952	24,760	1207
R. C	0	4	0	48	0	61	0	6	0	6	0	6	0	6	4	0	1,158	51,979	1208
R. C	0	3	5	13	15	12	0	3	2	0	0	2	.....	.....	.....	0	300	.....	1209
Meth	1	1	20	10	18	20	0	0	1	4	1	4	1	4	4	20	2,200	35,000	1210
Nonsect	4	13	0	112	0	0	0	12	.....	.....	0	14	0	6	.....	.....	.....	.....	1211
R. C	0	2	0	6	10	20	.....	.....	.....	.....	0	1	.....	.....	4	.....	50	.....	1212
Nonsect	0	2	4	14	4	5	.....	.....	0	4	1	3	1	0	4	0	50	20,000	1213
Nonsect	2	1	31	33	22	12	0	1	3	0	5	3	.....	.....	4	0	510	4,857	1214
Presb	2	2	16	13	0	0	3	1	.....	.....	0	0	0	0	.....	0	.....	5,000	1215
Nonsect	3	2	17	12	1	0	1	2	2	0	3	2	1	1	4	0	400	10,000	1216
R. C	1	3	20	25	105	112	2	0	.....	.....	1	1	0	0	4	0	1,748	45,387	1217
Nonsect	4	1	26	0	20	0	1	0	12	0	4	0	3	0	4	0	3,000	.....	1218
Nonsect	0	12	0	95	0	57	0	4	0	17	0	3	0	3	4	0	2,635	265,142	1219
Nonsect	2	1	22	33	10	15	1	3	4	0	2	3	0	2	4	0	1,000	11,500	1220
R. C	8	0	77	0	94	0	0	0	6	0	7	0	4	0	4	77	2,883	31,455	1221
R. C	1	2	15	45	301	375	0	0	0	0	0	0	0	0	4	0	1,029	68,392	1222
Nonsect	12	0	96	0	24	0	15	0	40	0	12	0	12	0	4	70	1,080	27,350	1223
Nonsect	4	3	24	17	2	4	4	3	1	0	1	2	1	1	4	0	2,080	35,000	1224
Nonsect	0	11	0	39	0	40	0	3	.....	.....	0	2	0	1	5	0	2,000	95,000	1225
R. C	4	6	22	29	208	321	14	25	.....	.....	6	6	.....	.....	4	.....	1,500	.....	1226
Nonsect	0	3	1	4	1	1	0	1	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....	1227
Nonsect	1	1	16	19	5	4	.....	.....	.....	.....	0	4	.....	.....	4	.....	300	9,000	1228
R. C	8	0	70	0	90	0	0	0	0	0	8	0	2	0	4	70	1,200	550,000	1229
P. E	4	0	34	0	18	0	5	0	10	0	2	0	2	0	4	34	.....	70,000	1230
Nonsect	8	5	64	35	80	38	.....	.....	.....	.....	6	4	5	2	4	0	203	10,000	1231
R. C	3	0	14	0	26	0	6	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1232
Nonsect	0	8	5	21	44	60	4	11	0	0	0	1	0	1	5	0	200	4,000	1233
Nonsect	7	0	140	0	0	0	30	0	10	0	10	0	.....	.....	4	140	2,000	60,000	1234
Nonsect	1	3	2	6	10	9	.....	.....	.....	.....	0	0	0	0	4	0	350	.....	1235
Nonsect	1	1	30	30	50	40	0	1	.....	.....	.....	.....	.....	.....	.....	0	.....	500	1236
Nonsect	1	1	16	10	12	6	16	10	.....	.....	.....	.....	.....	.....	4	0	1,000	4,000	1237
Nonsect	1	1	10	10	70	130	8	7	.....	.....	.....	.....	.....	.....	4	0	500	5,000	1238
Nonsect	0	4	14	15	62	83	.....	.....	3	0	3	1	1	0	5	0	25	6,000	1239
R. C	0	1	0	10	0	16	.....	.....	.....	.....	0	5	.....	.....	.....	0	.....	30,000	1240
Friends	0	1	10	6	20	41	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	.....	1,000	1241
M. E. So	2	0	40	40	45	40	2	2	1	0	2	1	2	1	4	0	.....	3,500	1242
Bapt	5	2	62	34	12	12	.....	.....	.....	.....	0	0	0	0	3	28	.....	6,000	1243
Nonsect	2	1	60	30	90	30	4	4	.....	.....	.....	.....	.....	.....	.....	0	.....	1,500	1244
Bapt	1	1	30	20	20	40	2	2	.....	.....	.....	.....	.....	.....	.....	0	60	600	1245
Nonsect	2	3	60	30	97	72	40	20	20	10	.....	.....	.....	.....	4	0	300	.....	1246
Nonsect	3	2	75	50	150	123	40	20	10	0	20	6	16	4	4	100	300	10,000	1247
Nonsect	1	1	9	14	39	26	5	0	0	0	.....	.....	.....	.....	.....	0	.....	1,500	1248
Presb	1	1	15	20	23	30	8	10	7	6	8	7	8	7	3	0	100	4,000	1249
Nonsect	1	2	40	53	32	31	6	9	.....	.....	.....	.....	.....	.....	.....	0	50	1,000	1250
Nonsect	2	2	40	35	95	78	6	6	.....	.....	0	0	0	0	3	0	275	4,000	1251
Bapt. Miss	1	0	15	5	30	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	.....	750	1252
Nonsect	3	2	50	35	40	45	5	0	25	15	7	1	6	1	4	0	300	5,000	1253

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	NORTH CAROLINA—cont'd.		
1254	Charlotte	Charlotte Military Institute	J. G. Baird
1255	Chocowinity	Trinity School	N. C. Hughes
1256	Cisco	Elm Grove School*	Lessie G. Hebb
1257	Clyde	Haywood High School	R. A. Sentell
1258	Concord	Scotia Seminary	D. J. Satterfield, D. D
1259	Conover	Concordia College	Rev. George A. Romoser
1260	Crescent	Crescent Academy and Business College.	J. M. L. Lyerly, A. M.
1261	Dalton	Dalton Institute	W. A. Flynt
1262	Dunn	Dunn High School	J. D. Ezzell
1263	Durham	Trinity Park High School	J. F. Bivins
1264	Eagletown	Aurora High School	Bell White
1265	Elizabeth City	Atlantic Collegiate Institute*	S. L. Sheep
1266	Enochville	Enochville High School	F. B. Brown
1267	Farmer	Farmer Institute	James L. Boat
1268	Finch	Stanhope High School	David Preston Parker
1269	Franklin	Franklin High School	M. D. Billings
1270	Franklinton	Franklinton Christian College	Rev. Z. A. Poste
1271	Gastonia	Gaston Academy	J. W. Siler
1272	Glenwood	Glenwood Academy	J. E. Hudson
1273	Goldston	Goldston Academy	James R. Rives
1274	Hertford	Perquimans Academy	S. T. Liles
1275	Huntersville	Huntersville High School*	R. J. Cochrane
1276	Ilex	Holly Grove Academy	Charles S. Hileman, A. B
1277	Jonesboro	Jonesboro High School	Palmer Dalrymple
1278	Jonesville	Jonesville Academy	J. T. Smith
1279	Kernersville	Kernersville Academy	G. W. Mewborn
1280	Kings Mountain	Lincoln Academy	Lillian S. Cathcart
1281	Kingston	Lewis School	Richard H. Lewis
1282	Lexington	Lexington Seminary	George M. Edgar
1283	Louisburg	Louisburg Male Academy	Ernest Sims Morton, A. B
1284	Lowell	Lowell High School*	A. H. Lowry
1285	Madison	Madison Institute and Business College.	J. M. Weatherly
1286	Marshall	Marshall Academy	W. A. Coe
1287	Marshallberg	Graham Seminary	Rev. C. M. Levister
1288	Marshville	Marshville Academy	S. J. Honeycutt
1289	Mars Hill	Mars Hill College	R. L. Moore
1290	Mebane	The Bingham School	Preston Lewis Gray
1291	Mizpah	Mountain View Institute	M. T. Chilton, A. B
1292	Mocksville	Sunny Side Seminary	M. M. Eaton
1293	Mooresville	Mooresville Academy*	Charles L. Grey
1294	Morganton	Patton School	R. L. Patton
1295	Morven	Morven High School	J. B. McBride
1296	Mount Olive	Mount Olive High School*	David F. Nicholson
1297	Mount Pleasant	Mount Amœna Seminary*	Henderson N. Miller, Ph. D
1298	Mount Vernon Springs	Sandy Creek Associational School.	A. M. Yates
1299	Norwood	Norwood High School	R. C. Willis
1300	Nulin	Turkey Knob School*	A. M. Gentry
1301	Oak Ridge	Oak Ridge Institute	J. A. and M. H. Holt
1302	Oxford	Horner Military School	J. C. Horner
1303	Pee Dee	Barrett Collegiate and Industrial Institute.	A. M. Barrett, A. M., D. D
1304	Penclope	Penelope Academy	C. M. Murchison
1305	Pinnacle	Pinnacle Institute	S. W. Hall
1306	Raleigh	Mount Moriah Academy	M. A. Adams
1307	.....do	Peace Institute*	James Dinwiddie, M. A
1308	.....do	Raleigh Male Academy	Hugh Morson
1309	.....do	St. Mary's School	Theo. D. Bratton, B. D
1310	Red Springs	North Carolina Military Academy.	Clarence A. Short
1311	Roxobel	Roxobel Academy*	John E. Tyler
1312	Salemburg	Salem High School	J. J. Hendren

* Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	1	50	0	15	0	10	2	15	0	4	2	....	....	5	50	.....	$6,000	1254
Epis	3	1	19	5	20	7	....	....	....	....	0	2	0	2	5	18	130	3,500	1255
Bapt.....	1	1	12	18	0	0	....	....	....	....	....	....	....	....	....	0	.....	.....	1256
Bapt.....	1	1	25	20	50	45	10	5	....	....	....	....	....	....	....	0	.....	.....	1257
Presb	1	4	0	43	0	244	....	....	....	....	0	36	....	....	....	0	2,000	65,000	1258
Luth	3	0	30	22	20	26	9	0	0	0	4	0	4	0	4	0	4,500	.....	1259
Reformed .	3	1	29	12	75	43	17	15	....	....	9	4	1	2	4	0	1,500	8,000	1260
Nonsect ...	1	0	11	6	19	19	....	....	1	0	....	....	....	....	....	....	.....	1,500	1261
Nonsect ...	2	3	80	48	20	56	15	12	25	20	....	....	....	....	4	....	.....	2,500	1262
M. E. So....	7	0	122	0	0	0	30	5	69	7	28	3	28	3	4	0	15,000	60,000	1263
Friends....	0	1	6	9	30	28	1	1	....	....	2	3	2	2	....	0	300	2,000	1264
Nonsect ...	2	1	45	35	75	70	15	10	5	4	5	0	3	0	4	0	300	5,000	1265
Nonsect ...	1	1	18	15	39	45	2	3	....	....	....	....	....	....	2	0	.....	300	1266
Meth	1	1	8	12	12	38	3	4	....	....	3	4	3	4	4	0	75	3,000	1267
Nonsect ...	1	0	4	12	64	38	1	4	1	0	2	4	2	4	4	0	156	600	1268
M. E. So....	1	2	30	24	40	52	....	....	....	....	....	....	....	....	....	....	.....	2,000	1269
Christian ..	2	2	28	25	40	53	....	....	....	....	0	2	....	....	4	0	.....	.....	1270
Presb	4	3	71	54	9	11	7	4	....	....	4	0	4	0	....	0	.....	.....	1271
Bapt.....	1	0	11	27	4	3	2	1	0	0	0	0	0	0	....	0	.....	500	1272
Nonsect ...	1	1	24	19	38	28	3	2	4	2	3	2	....	....	....	0	.....	1,000	1273
Nonsect ...	1	2	27	29	23	11	7	8	0	0	1	5	....	....	....	0	.....	3,000	1274
Presb	1	0	25	20	58	62	12	10	5	3	5	4	3	2	3	0	.....	2,600	1275
Luth	1	1	1	8	29	27	1	4	....	....	0	0	....	....	3	0	160	1,000	1276
Nonsect ...	1	2	37	37	25	25	0	3	1	0	....	....	....	....	....	0	.....	1,000	1277
Nonsect ...	1	0	10	5	40	35	2	1	....	....	....	....	....	....	4	0	.....	1,000	1278
Nonsect ...	1	1	12	12	23	28	6	6	....	....	0	0	....	....	4	0	.....	1,000	1279
Cong	0	8	4	14	97	168	2	0	....	....	....	....	....	....	4	0	.....	.....	1280
Nonsect ...	0	1	12	13	11	4	1	0	0	2	1	2	1	2	4	0	100	1,000	1281
Nonsect ...	1	1	6	7	64	53	1	2	....	....	....	....	....	....	....	0	40	3,000	1282
Nonsect ...	1	0	9	0	16	0	4	0	....	....	....	....	....	....	....	....	.....	5,000	1283
Nonsect ...	1	0	24	20	23	29	12	9	6	3	3	2	....	....	4	0	.....	1,200	1284
Nonsect ...	1	2	34	36	38	32	10	12	6	8	0	0	0	0	4	0	.....	2,500	1285
Presb	1	0	9	8	61	57	0	0	1	1	0	0	0	0	4	0	500	500	1286
M. E	1	0	16	6	28	26	2	0	0	0	0	0	0	0	3	0	250	3,000	1287
Nonsect ...	1	1	30	45	82	76	8	8	....	....	....	....	....	....	3	0	.....	1,500	1288
Bapt.....	2	1	40	15	149	77	25	4	8	0	0	0	0	0	4	0	900	7,000	1289
Nonsect ...	5	0	57	5	6	0	15	0	39	5	12	0	10	0	4	0	1,500	30,000	1290
Nonsect ...	1	0	8	4	42	16	....	....	....	....	0	0	....	....	....	....	.....	2,000	1291
Nonsect ...	0	3	6	38	118	0	8	7	....	....	....	....	....	....	....	0	200	.....	1292
Presb	1	2	50	50	35	25	....	....	....	....	....	....	....	....	....	....	.....	1,200	1293
Nonsect ...	1	0	57	38	0	0	10	6	2	0	8	6	8	6	3	0	.....	800	1294
M. E. So....	1	1	20	20	30	30	....	....	....	....	....	....	....	....	....	....	.....	.....	1295
Nonsect ...	1	1	5	15	33	17	....	....	....	....	0	0	0	0	4	0	200	2,000	1296
Luth	3	4	0	54	0	10	0	19	....	....	0	8	....	....	4	0	500	6,000	1297
Bapt.....	1	1	32	34	23	28	2	5	....	....	2	5	2	5	4	0	25	1,500	1298
Nonsect ...	0	2	9	8	0	0	....	....	....	....	....	....	....	....	5	0	.....	1,000	1299
Nonsect ...	1	0	6	8	24	30	....	....	....	....	....	....	....	....	....	....	.....	300	1300
Nonsect ...	7	0	211	4	16	0	50	0	20	0	13	3	13	0	3	0	2,500	5,300	1301
Nonsect ...	6	0	78	0	22	0	15	0	60	0	12	0	9	0	4	70	300	17,000	1302
Nonsect ...	4	2	60	60	25	40	25	25	30	10	3	0	3	0	4	0	300	10,000	1303
Nonsect ...	1	1	7	6	18	14	5	4	2	2	0	0	....	....	4	0	200	2,500	1304
Nonsect ...	1	1	14	16	30	38	6	4	4	3	0	0	0	0	4	0	100	1,500	1305
Nonsect ...	1	1	10	13	0	0	2	3	....	....	....	....	....	....	4	0	.....	1,000	1306
Presb	4	13	0	130	0	30	....	....	....	....	0	8	....	....	....	....	.....	.....	1307
Nonsect ...	3	0	40	0	60	0	20	0	15	0	....	....	....	....	....	0	.....	5,000	1308
P. E.....	1	10	0	59	0	80	0	20	0	35	0	12	0	12	4	0	3,000	75,000	1309
Nonsect ...	4	0	32	0	55	0	2	0	12	0	2	0	2	0	4	32	460	6,500	1310
Nonsect ...	1	0	9	4	5	0	4	1	2	1	....	....	....	....	....	....	.....	.....	1311
Nonsect ...	1	1	30	37	48	55	3	2	....	....	0	0	....	....	....	0	250	1,200	1312

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	NORTH CAROLINA—cont'd.		
1313	Saluda	Saluda Seminary	Fieldia Sheldon
1314	Seotland Neck	Vine Hill Male Academy*	David M. Prince
1315	Shallotte	Shallotte Preparatory School	Geo. Leonard
1316	Southport	Southport Academy*	Palmer Dalrymple
1317	Sparta	Sparta Institute	S. W. Brown
1318	Sunshine	Sunshine Institute	Charles S. Calton
1319	Sutherlands	Sutherlands Seminary*	L. M. Farthing
1320	Taylorsville	Taylorsville Collegiate Institute	Rev. J. A. White
1321	Union Ridge	Union Ridge Academy	Thomas W. Strowd
1322	Wadesboro	Anson Institute	D. A. McGregor
1323	Wakefield	Wakefield Classical and Mathematical School.	R. E. Sentelle
1324	Walnut Cove	Walnut Cove High School	Joseph Aden
1325	Warrenton	Warrenton High School	John Graham
1326	Whitsett	Whitsett Institute	W. T. Whitsett, Ph. D., president.
1327	Whittier	Whittier High School*	M. E. Meriam
1328	Why Not	Why Not Academy and Business Institute.*	J. P. Boroughs
1329	Wilmington	Alderman's (Miss) Select School	Mary L. Alderman
1330	.....do	Cape Fear Academy	Washington Catlett
1331	Wilson	Kinsey Seminary	Joseph Kinsey
1332	Windsor	Bertie Academy	W. S. Etheridge
1333	.....do	Rankin-Richards Institute	Rhoden Mitchell
1334	Winston-Salem	Salem Boys' School	James F. Brower
1335	Woodland	Woodland High School	N. W. Britton
1336	Yadkin College	Yadkin Collegiate Institute	W. T. and J. F. Totten
	NORTH DAKOTA.		
1337	Grand Forks	St. Bernard's College Convent	Mother Stanislaus
1338	Portland	Bruflat Academy*	K. M. Hagestad
	OHIO.		
1339	Austinburg	Grand River Institute	Granville W. Mooney
1340	Barnesville	Friends' Boarding School	Jesse Edgerton
1341	Bluffton	Central Mennonite College	Noah C. Hirsceley
1342	Cedar Point	St. Gregory Seminary	Henry Brinkmeyer
1343	Cincinnati (501 East Third street).	The Bartholomew-Clifton School.	Miss E. Antoinette Ely, A. M.
1344	Cincinnati	Butler's (Miss) School	Miss Sarah Butler
1345	.....do	Collegiate School	Rev. J. Babin, A. B
1346	Cincinnati (944 Morris street).	Eden Park School	Madame Fredin
1347	Cincinnati	Educational Institute	Alois Schmidt
1348	.....do	Female Academy of the Sacred Heart.	Frances Elden
1349	Cincinnati (Walnut Hills)	Franklin School*	Joseph E. White, G. S. Sykes
1350	Cincinnati (2613 Bellevue avenue).	Lupton's (Miss) School for Girls	Katharine M. Lupton
1351	Cincinnati (East Walnut Hills).	Notre Dame Academy	Sisters of Notre Dame
1352	Cincinnati (College Hill)	Ohio Military Institute	W. L. Siling, M. A., Ph. D.
1353	Cincinnati (1615 Vine street)	St. Francis College	Pius Niehaus, O. F. M., rector.
1354	Cincinnati (East Sixth street).	St. Mary's Educational Institute	Sister Mary Borgia
1355	Cincinnati (Oak and May streets).	Ursuline Academy	Sister M. Angela
1356	Cleveland (770 Euclid avenue).	The Hathaway-Brown School for Girls.	Miss Mary E. Spencer
1357	Cleveland (2165 Euclid avenue).	Laurel Institute	Jennie Warren Prentiss

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	
Cong	0	3	17	15	48	64	....	....	....	....	1	4	....	....	....	0	.....	.....	1313
Nonsect	2	0	75	0	0	0	25	0	....	....	....	....	....	....	4	0	600	$10,000	1314
Nonsect	1	1	19	9	26	26	4	3	2	1	8	6	3	4	4	....	700	1,500	1315
Nonsect	1	0	4	5	36	40	0	0	0	1	0	0	0	0	....	0	.....	.....	1316
Meth	1	1	30	32	40	30	6	5	....	....	....	....	....	....	....	0	.....	1,500	1317
Nonsect	2	1	38	12	22	45	10	5	3	6	6	4	....	....	....	....	.....	3,000	1318
M. E. So	1	1	72	19	19	24	4	6	13	5	....	....	....	....	3	0	200	2,500	1319
Nonsect	3	2	60	20	75	50	35	15	6	1	5	2	....	....	4	0	1,500	6,000	1320
Nonsect	1	2	19	18	10	12	6	0	2	2	....	....	....	....	....	....	.....	750	1321
Nonsect	1	0	14	16	75	70	14	16	....	....	0	0	....	....	1	0	.....	1,500	1322
Bapt	2	1	30	30	70	70	6	10	....	....	....	....	....	....	3	0	400	.....	1323
Nonsect	0	1	4	8	0	0	2	6	....	....	....	....	....	....	....	....	.....	800	1324
Nonsect	1	3	39	13	36	12	40	10	....	....	6	2	....	....	3	0	300	8,000	2325
Nonsect	7	2	175	35	25	10	50	5	50	5	20	2	15	2	4	0	1,500	15,000	1326
Cong	2	0	4	6	38	26	1	0	0	0	0	0	0	0	....	0	150	800	1327
Nonsect	0	1	25	15	24	35	3	5	1	4	0	0	0	0	3	....	.....	500	1328
Nonsect	0	1	10	15	10	15	5	5	....	....	....	....	....	....	....	0	200	.....	1329
Nonsect	2	1	25	1	15	0	3	0	7	0	....	....	....	....	....	0	200	.....	1330
Nonsect	1	10	0	48	8	48	0	40	....	....	0	7	....	....	4	0	200	23,000	1331
Bapt	1	1	13	28	35	43	....	....	....	....	....	....	....	....	3	0	25	1,500	1332
Nonsect	1	1	20	30	8	12	....	....	....	....	....	....	....	....	5	....	600	12,000	1333
Moravian	1	1	66	0	39	0	10	0	....	....	11	0	7	0	3	0	.....	.....	1334
Nonsect	1	1	20	10	20	15	....	....	....	....	0	0	0	0	3	0	.....	1,250	1335
Meth	2	0	17	7	58	48	3	0	....	....	2	0	1	0	4	0	500	7,000	1336
R. C	0	5	2	28	0	0	2	28	....	....	0	4	0	4	....	0	600	25,000	1337
Luth	3	0	67	15	63	50	4	0	0	0	0	0	0	0	3	....	350	25,000	1338
Nonsect	4	3	60	76	0	0	....	....	20	30	5	3	4	2	5	0	2,000	30,000	1339
Friends	2	2	27	28	0	0	....	....	....	....	2	0	....	....	....	0	.....	.....	1340
Mennonite	2	0	12	9	31	43	....	....	....	....	2	0	....	....	....	0	200	3,000	1341
R. C	8	0	78	0	0	0	78	0	....	....	12	0	....	....	6	....	.....	93,000	1342
Nonsect	2	11	0	55	10	40	....	....	....	....	0	8	0	4	5	....	.....	.....	1343
Nonsect	1	8	0	28	8	34	0	6	....	....	0	0	0	0	4	....	1,000	.....	1344
Epis	2	0	7	0	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....	1345
Nonsect	0	5	0	14	0	10	0	2	....	....	0	3	0	0	5	....	800	35,000	1346
Nonsect	3	2	30	2	0	0	20	1	4	0	5	0	5	0	3	0	.....	.....	1347
R. C	0	5	0	15	0	20	....	....	....	....	0	3	0	3	....	....	1,000	.....	1348
Nonsect	5	0	56	0	30	0	35	0	20	0	18	0	18	0	4	0	600	25,000	1349
Nonsect	0	5	0	15	0	3	0	2	0	0	0	1	0	1	4	0	3,000	.....	1350
R. C	0	5	0	16	14	47	....	....	....	....	0	7	....	....	4	0	1,000	.....	1351
Nonsect	5	0	42	0	18	0	10	0	18	0	6	0	4	0	4	42	500	.....	1352
R. C	9	0	85	0	0	0	85	0	....	....	6	0	....	....	5	0	.....	.....	1353
R. C	0	3	0	30	30	130	0	18	....	....	0	1	0	1	4	....	.....	.....	1354
R. C	0	7	0	30	9	30	....	....	0	0	0	0	....	....	4	....	.....	20,000	1355
Nonsect	1	14	0	54	14	52	....	....	....	....	0	5	0	1	4	0	2,000	.....	1356
Nonsect	0	9	0	33	14	48	0	4	0	0	0	1	0	0	4	0	.....	.....	1357

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	OHIO—continued.		
1358	Cleveland (1020 Prospect avenue).	Mittleberger's (Miss) English and Classical School.*	Augusta Mittleberger
1359	Cleveland (895 Second avenue).	University School	George D. Pettee
1360	Cleveland	Ursuline Academy	Mother Superior
1361	Columbus (151 East Broad street).	Phelps (Miss) English and Classical School.	Lucretia M. Phelps
1362	Columbus (331 East Rich street).	St. Joseph's Academy	Sister Mary Victorine
1363	Columbus (Room 71 Wesley Block, 101 North High street).	Thompson's Preparatory School	J. T. Thompson
1364	Columbus (187 East Broad street).	The University School	Abram Brown
1365	Crawfis College	Crawfis College	J. T. Fairchild
1366	Damascus	Damascus Academy	H. Herbert Ratcliff
1367	Dayton (17 Third street East).	English and Classical School	A. B. Shauck
1368	Dayton (Ludlow and Franklin streets).	Notre Dame Academy	Sisters of Notre Dame
1369	Dayton	St. Mary's Institute	Rev. Charles Eichner
1370	Gambier	Harcourt Place Seminary	Mrs. Ada I. Ayer Hills
1371	Glendale	Glendale Home School	Miss R. J. De Vore
1372	Hudson	Western Reserve Academy	Clay Herrick and Charles E. Hickok.
1373	Marion	St. Mary School	Rev. Michael Mulvihill
1374	New Lexington	St. Aloysius Academy	
1375	Pleasantville	Fairfield Union Academy	Charles C. Webb
1376	Poland	Poland Union Seminary	James K. Pollock
1377	Reading	Mount Notre Dame Academy	Sister Agnes Aloysia
1378	St. Martins	Ursuline Academy	Mother Baptista
1379	Savannah	Savannah Academy	G. A. Custer
1380	South New Lyme	New Lyme Institute	S. W. Mauk, A. M., president
1381	South Salem	Salem Academy*	Charles W. Barrett
1382	Tiffin	College of Ursuline Sisters	Ursuline Sisters
1383	Toledo	Ursuline Convent of the Sacred Heart.	Mother Superior
1384	Urbana	Urbana University	John H. Williams, A. M
1385	West Farmington	Western Reserve Seminary	Wm. H. Dye, A. M., Ph. D
1386	Zanesville	Putnam Seminary	Mrs. Helen B. Colt
	OKLAHOMA.		
1387	Guthrie	St. Joseph's Academy	Mother Mary Joseph
1388	Kingfisher	Kingfisher College	Julius Temple House
	OREGON.		
1389	Albany	Academy of Our Lady of Perpetual Light.	Sister M. Anselma, O. S. B
1390	Baker City	St. Frances Academy and College.	Sister Mary Cupertino
1391	Jacksonville	St. Mary's Academy	Sister M. Laurentia
1392	Lebanon	Santiam Academy	S. A. Randle
1393	Le Grande	Sacred Heart Academy*	Sister M. Euphrasia
1394	Mount Angel	Mount Angel Academy	Mother M. Bernardine, O. S. B.
1395	....do	Mount Angel College	F. Dominic, O. S. B
1396	Pendleton	St. Joseph's Academy and College.*	Mother Mary Stanislaus
1397	Portland	Bishop Scott Academy	J. W. Hill, M. D

* Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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 ...	4	12	0	84	0	37	0	11	....	....	0	12	0	5	4	....	2,400	.....	1358
Nonsect ...	19	0	125	0	92	0	55	0	60	0	24	0	22	0	4	0	2,000	$250,000	1359
R. C	0	2	0	26	16	174	....	....	....	....	0	4	....	.....	4	0	13,000	.....	1360
Epis	3	10	0	100	15	35	0	10	....	....	0	12	0	4	4	0	1,500	400	1361
R. C	0	6	0	39	35	113	0	3	0	0	0	0	0	0	4	0	1,200	30,000	1362
Nonsect ...	1	1	8	10	18	0	1	0	3	0	3	2	3	2	2	0	100	150	1363
Nonsect ...	4	2	25	3	4	2	3	1	23	1	7	1	7	1	4	0	.....	400	1364
Nonsect ...	1	2	30	24	0	0	3	4	2	1	2	1	2	1	4	....	100	25,000	1365
Friends (Orthodox).	1	2	17	9	11	5	4	0	1	0	4	2	....	.....	4	0	500	.....	1366
Nonsect ...	1	1	21	49	16	21	....	....	7	2	5	1	....	.....	....	....	500	.....	1367
R. C	0	4	0	34	0	112	0	1	0	1	0	2	0	1	4	0	800	.....	1368
R. C	10	0	130	0	280	0	50	0	....	....	12	0	12	0	5	0	.....	.....	1369
Epis	0	14	0	60	0	0	....	....	....	....	0	10	....	.....	....	....	.....	.....	1370
Presb	0	2	0	25	0	15	0	15	....	....	0	4	....	.....	0	....	.....	.....	1371
Nonsect ...	6	2	77	13	3	2	10	0	20	3	11	2	11	2	4	0	1,000	25,000	1372
R. C	0	2	8	24	152	138	....	....	6	10	0	3	....	.....	4	....	.....	.....	1373
R. C	0	10	0	50	....	....	....	....	....	....	0	5	....	.....	....	....	.....	.....	1374
Nonsect ...	2	0	45	25	0	0	....	....	10	2	7	9	5	3	3	0	150	10,000	1375
Presb	1	1	13	6	2	0	....	....	....	....	1	0	0	0	4	0	500	5,000	1376
R. C	0	4	0	30	0	75	0	30	....	....	0	3	....	.....	4	....	3,500	.....	1377
R. C	0	8	0	35	0	15	....	....	0	30	0	5	....	.....	4	....	5,000	.....	1378
Nonsect ...	2	1	30	30	0	0	....	....	....	....	1	2	1	1	4	0	300	3,000	1379
Nonsect ...	2	3	36	44	20	25	2	2	5	7	9	3	....	.....	3	0	1,500	.....	1380
Presb	1	1	22	16	4	5	2	0	1	1	2	4	2	1	3	0	950	3,500	1381
R. C	0	2	0	35	30	115	0	20	0	15	0	5	....	.....	....	....	2,000	.....	1382
R. C	0	3	0	40	0	300	0	2	0	8	0	8	....	.....	4	....	5,000	.....	1383
New Church (Swedenborgian).	4	1	13	19	8	9	3	1	3	1	3	1	3	1	4	0	5,200	25,000	1384
M. E. So....	3	2	31	56	0	0	....	....	3	3	3	3	3	3	3	0	200	10,000	1385
Nonsect ...	0	5	0	50	0	0	0	3	....	....	0	9	....	.....	....	....	4,000	.....	1386
R. C	0	4	0	15	0	25	0	10	0	0	0	2	0	2	4	0	350	35,300	1387
Cong	7	2	51	40	51	5	25	20	....	....	1	0	1	0	4	0	2,300	40,000	1388
R. C	0	1	1	20	26	28	....	....	....	....	0	1	....	.....	4	....	100	6,000	1389
R. C	0	2	0	21	53	111	....	....	0	5	0	0	0	0	5	0	700	40,000	1390
R. C	0	3	0	25	6	30	....	....	0	25	....	....	....	.....	....	....	.....	.....	1391
M. E	2	1	13	10	3	9	4	3	1	0	2	3	....	.....	2	0	400	6,000	1392
R. C	1	3	1	24	29	24	....	....	....	....	....	....	....	.....	3	0	.....	.....	1393
R. C	1	3	0	22	77	90	....	....	0	4	0	5	....	.....	4	....	2,570	33,200	1394
R. C	21	0	115	0	25	0	75	0	....	....	11	0	....	.....	....	....	.....	.....	1395
R. C	0	7	5	25	45	129	0	0	5	25	0	0	0	0	5	0	400	43,000	1396
P. E	6	1	80	0	27	0	12	0	20	0	6	0	4	0	4	80	1,000	150,000	1397

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	OREGON—continued.		
1398	Portland	Portland Academy	S. R. Johnston, J. R. Wilson
1399	do	St. Helens Hall	Eleanor Tibbetts, Ph. D
1400	do	St. Mary's Academy and College*	Sister Mary Flavia
1401	Roseburg	Roseburg Academy	Charles T. Whittlesey
1402	St. Paul	St. Paul's Academy	
1403	Sodaville	Mineral Springs College	H. E. Morton
1404	Tillamook	St. Alphonsus Academy	Sister Mary Clement
	PENNSYLVANIA.		
1405	Academia	Tuscarora Academy	Ida M. Barton, M. A
1406	Allegheny (Lincoln and Grant avenue).	Allegheny Preparatory School	Henry Carr Pearson
1407	Allegheny (909 North avenue, west).	Barclay Hall School for Girls	Nannie G. Barclay, M. S., M. L.
1408	Allegheny	Park Institute	Chas. R. Coffin and W. D. Rowan.
1409	Ambler	Sunnyside School	Miss S. A. Knight
1410	Armagh	Armagh Academy	C. A. Campbell
1411	Barkeyville	Barkeyville Academy	Homer K. Powell
1412	Bedford	Bedford Classical School	C. V. Smith, A. M
1413	Bellefonte	Bellefonte Academy	J. V. Hughes, J. R. Hughes
1414	Berrysburg	Berrysburg Seminary	Frank D. Keboch
1415	Bethlehem	Bethlehem Preparatory School	H. A. Foering, B. S
1416	do	Moravian Parochial School	Albert G. Rau
1417	Birmingham	Mountain Seminary and College Preparatory.	Miss N. J. Davis
1418	Brodheadsville	Fairview Academy	E. T. Kunkle, A. M
1419	Bryn Mawr	Baldwin's (Miss) School for Girls.	Miss Florence Baldwin
1420	do	Shipley's (Misses) School for Girls.	Miss Hannah T. Shipley
1421	Buckingham	Hughesian Free School	Melvin M. Heckler
1422	Bustleton, Philadelphia	St. Luke's Boarding School for Boys.	Charles H. Strout
1423	Canonsburg	Jefferson Academy	John C. Anderson
1424	Carlisle	Metzger College	Miss Sarah Kate Ege
1425	Chambersburg	Chambersburg Academy	M. R. Alexander, A. M
1426	do	The Latin School	Miss Belle B. Cressler
1427	do	Preparatory School	Katherine E. Heyser
1428	Chester	Chester Academy	George Gilbert
1429	Chestnut Hill, Philadelphia	Chestnut Hill Academy	James L. Patterson
1430	do	Mount St. Joseph's Academy	Mother Mary Clement
1431	Columbia	St. Peter's Convent	Sister M. Flavia
1432	Concordville	Maplewood Institute*	Joseph Shortlidge
1433	Cresson	Mount Aloysius Academy	Mother M. de Sales
1434	Darlington	Greersburg Academy	J. S. Best
1435	Dayton	Dayton Union Academy	L. W. Greenlee
1436	Doylestown	The National Farm School	Ernest E. Faville
1437	Dry Run	Path Valley Academy*	E. E. Pawling, A. M
1438	Easton	The Easton Academy	Samuel R. Park
1439	do	Lerch's Preparatory School	Charles H. Lerch
1440	Eau Claire	Eau Claire Academy*	Wm. McElwee, A. M
1441	Elderton	Elderton Academy	W. A. Patton
1442	Erie	Erie Academy	Jennie L. Galpin
1443	do	St. Benedict's Academy*	Sister M. Philomena, O. S. B
1444	do	Villa Maria Academy	Mother M. Eugenia
1445	Factoryville	Keystone Academy	Elkanah Hulley, A. M
1446	Fawn Grove	Fawn Grove Academy	Geo. W. Devilbliss
1447	Fredericksburg	Schuylkill Seminary	W. F. Teel
1448	Fredonia	Fredonia Institute*	Rev. E. C. Wortman
1449	George School	George School	George L Maris
1450	Germantown, Philadelphia	Friends' Preparative Meeting School.	Davis H. Forsythe

*Statistics of 1899–1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	
Presb	8	3	114	90	80	67	40	10	50	20	8	6	6	3	5	0	800	$80,000	1398
P. E	0	20	0	87	0	63	....	....	....	....	0	6	0	2	4	....	600	90,000	1399
R. C	0	5	0	30	0	150	0	10	0	20	0	10	....	....	4	0	3,000	.....	1400
Nonsect	2	1	7	19	13	3	1	2	2	0	0	0	0	0	4	0	25	.....	1401
R. C	0	2	0	11	0	93	....	....	....	....	0	5	....	....	4	....	....	.....	1402
Cum. Presb	2	0	12	13	27	24	1	0	....	....	9	4	1	0	3	0	200	4,000	1403
R. C	2	2	49	38	17	20	4	3	....	....	0	0	....	....	4	0	403	3,000	1404
Nonsect	0	1	16	8	5	1	3	1	1	0	....	....	....	....	4	....	100	.....	1405
Nonsect	4	2	20	23	45	42	....	....	....	....	....	....	....	....	5	0	400	85,000	1406
Nonsect	0	2	0	16	0	0	0	2	0	0	0	10	0	10	....	0	250	.....	1407
Nonsect	6	2	214	76	0	0	3	0	32	0	18	5	7	1	3	0	.....	.....	1408
Nonsect	1	7	6	10	12	15	3	0	....	....	0	0	....	....	4	0	350	.....	1409
Nonsect	2	0	50	65	0	0	7	10	0	0	6	9	0	0	....	0	300	2,000	1410
Nonsect	1	1	17	12	11	8	3	0	3	0	1	0	....	....	4	0	400	7,000	1411
Nonsect	2	1	21	15	2	2	2	2	2	0	....	....	....	....	4	0	.....	100	1412
Nonsect	3	2	20	15	50	35	26	19	18	0	8	5	5	2	4	0	.....	.....	1413
Nonsect	1	1	30	20	20	20	2	0	....	....	0	0	....	....	4	0	260	3,000	1414
Epis	4	1	93	0	17	0	4	0	56	0	28	0	28	0	5	0	2,000	25,000	1415
Moravian	4	2	43	45	71	66	2	0	18	12	12	13	7	2	4	0	5,000	55,000	1416
Presb	1	7	0	30	0	37	0	15	....	....	0	8	0	1	....	....	2,000	30,000	1417
Nonsect	3	1	47	46	13	7	....	....	....	....	....	....	....	....	3	....	.....	3,500	1418
Nonsect	0	24	0	133	0	60	0	80	....	....	0	18	0	9	4	....	600	.....	1419
Nonsect	0	4	0	42	0	19	0	22	0	20	0	5	0	4	3	0	.....	.....	1420
Friends	1	2	26	13	31	37	1	0	....	....	1	0	....	....	2	0	2,500	5,000	1421
P. E	7	1	45	0	15	0	19	0	7	0	8	0	7	0	....	0	2,000	60,000	1422
Nonsect	1	1	15	17	37	9	5	5	2	3	4	1	3	1	2	0	.....	30,000	1423
Nonsect	4	0	38	0	12	0	....	....	....	....	2	0	....	....	4	....	1,200	50,000	1424
Nonsect	4	0	61	0	0	0	30	0	25	0	17	0	17	0	4	0	500	20,000	1425
Nonsect	1	2	5	28	0	5	4	28	1	0	0	13	0	13	....	0	50	.....	1426
Nonsect	0	1	2	5	2	5	1	3	....	....	0	1	0	1	....	....	58	.....	1427
Nonsect	1	2	13	18	7	4	....	....	1	0	0	4	....	....	4	....	700	15,000	1428
Nonsect	6	0	65	0	40	0	20	0	30	0	1	0	1	0	4	35	800	700	1429
R. C	0	9	0	54	40	0	....	....	....	....	0	4	....	....	....	0	5,000	.....	1430
R. C	0	1	3	10	52	55	0	3	....	....	....	....	....	....	....	....	350	.....	1431
Nonsect	3	0	17	0	28	0	....	....	....	....	6	0	....	....	3	....	2,000	30,000	1432
R. C	0	12	0	39	0	40	0	24	0	15	....	....	....	....	4	....	4,000	.....	1433
Nonsect	1	0	19	15	0	0	3	0	....	....	....	....	....	....	....	0	.....	2,000	1434
Nonsect	2	0	42	44	10	7	5	0	....	....	....	....	....	....	....	....	.....	.....	1435
Nonsect	6	0	28	0	0	0	....	....	....	....	8	0	....	....	4	28	1,000	50,000	1436
Presb	1	0	8	10	18	4	1	0	0	0	0	0	0	0	3	0	.....	3,000	1437
Nonsect	2	3	47	23	9	7	12	0	20	2	5	4	5	0	4	0	300	12,000	1438
Nonsect	4	2	57	2	6	1	7	0	15	0	12	0	12	0	....	0	.....	.....	1439
Nonsect	1	1	13	19	5	4	1	0	0	2	....	....	....	....	3	0	30	3,000	1440
Nonsect	1	1	32	26	8	4	3	6	....	....	0	1	0	1	....	0	20	1,500	1441
Nonsect	0	1	1	11	0	0	0	1	....	....	....	....	....	....	....	....	.....	.....	1442
R. C	0	4	0	35	0	75	....	....	....	....	0	3	....	....	....	....	600	80,000	1443
R. C	0	3	0	10	0	76	0	2	0	1	0	7	....	....	....	....	2,000	103,000	1444
Bapt	6	2	65	35	30	18	14	2	....	....	10	11	8	3	3	0	3,500	100,000	1445
Nonsect	1	0	6	12	7	1	0	4	0	2	....	....	....	....	....	0	125	1,200	1446
Ev. Asso	1	0	18	0	9	7	2	0	....	....	2	0	2	0	....	0	500	40,000	1447
Nonsect	3	3	107	110	20	15	5	0	10	8	7	5	....	....	4	0	350	10,000	1448
Friends	7	9	95	75	0	0	....	....	5	3	11	11	4	3	5	0	2,528	315,000	1449
Friends (Orthodox).	0	6	50	70	60	70	6	9	6	4	1	9	1	9	5	0	3,000	80,000	1450

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—continued.		
1451	Germantown, Philadelphia.	Germantown Academy*.....	William Kershaw.....
1452	.....do.....	"Ivy House"—preparatory.....	Mary E. Stevens.....
1453	.....do.....	The Stevens School for Girls.....	Mrs. J. Frederick Dripps.....
1454	Glenville.....	Glenville Academy.....	E. M. Stahl.....
1455	Greensburg.....	Greensburg Seminary.....	J. C. Hoch, A. M., Ph. D.....
1456	.....do.....	St. Joseph's Academy.....	Sister Rose Marie.....
1457	Harrisburg.....	Harrisburg Academy.....	Jacob F. Seiler, Ph. D.....
1458	Haverford.....	Haverford College Grammar School.	Charles S. Crosman.....
1459	Hickory.....	Hickory Academy*.....	A. M. Reed, A. B.....
1460	Jenkintown.....	Abington Friends' School.....	George M. Downing.....
1461	Kennett Square.....	Martin Academy.....	Jane P. Rushmore.....
1462	Kingston.....	Wyoming Seminary.....	L. L. Sprague, D. D.....
1463	Lancaster.....	Sacred Heart Academy*.....	Sister Superior.....
1464	.....do.....	St. Mary's Academy.....	Sister E. Aloysius.....
1465	.....do.....	The Yeates Institute.....	Frederic Gardiner.....
1466	Ligonier.....	Ligonier Classical Institute.....	Rev. E. H. Dickinson.....
1467	Lititz.....	Linden Hall Seminary.....	Rev. Charles D. Kreider.....
1468	London Grove.....	London Grove Friends' Select School.	Alexowna M. Rohr.....
1469	McDonald.....	Hickory Academy.....	Lloyd S. Paxton.....
1470	Mechanicsburg.....	Normal and Classical School.....	D. E. Kast.....
1471	Media.....	Friends' Select School.....	Louisa Baker.....
1472	Mercersburg.....	The Mercersburg Academy.....	William Mann Irvine, Ph. D..
1473	Millville.....	Greenwood Seminary.....	Rachel Knight, B. L.....
1474	Mount Pleasant.....	Western Pennsylvania Classical and Scientific Institute.	H. C. Dixon.....
1475	Murrysville.....	Laird Institute.....	Rev. S. R. Frazier.....
1476	Nazareth.....	Nazareth Hall Military Academy.	Rev. S. J. Blum.....
1477	New Bloomfield.....	Bloomfield Academy.....	H. C. Mohn, A. M.....
1478	North East.....	St. Mary's College.....	Rev. Caspar G. Ritter.....
1479	North Hope.....	North Washington Institute.....	Kinter Hamilton.....
1480	Oak Lane, Philadelphia....	Marshall Seminary.....	Emma S. Marshall.....
1481	Ogontz.....	Cheltenham Military Academy...	Rev. John D. Skilton, A. M...
1482	.....do.....	Ogontz School for Young Ladies..	Sylvia J. Eastman.....
1483	Oley.....	Oley Academy.....	Howard Mitman, A. M.....
1484	Pennsburg.....	Perkiomen Seminary.....	Rev. O. S. Kriebel, A. M.....
1485	Philadelphia (West Rittenhouse square).	Academy of Notre Dame.....	Sister Agnes Mary.....
1486	Philadelphia (1350 Pine street, corner of Broad).	Anable's (Miss) School for Young Ladies.	Isabella Anable.....
1487	Philadelphia (Broad and Cherry streets).	Brown College—preparatory school.	Alonzo Brown.....
1488	Philadelphia (1420 Pine street)	The De Lancey School.....	Joseph Dana Allen.....
1489	Philadelphia (Fifteenth and Race streets).	Friends' Central School.....	J. Eugene Baker, Anna W. Speakman.
1490	Philadelphia (140 North Sixteenth street).	Friends' Select School.....	J. Henry Bartlett.....
1491	Philadelphia (2037 De Lancey place).	Gibson's (Miss) School.....	Miss Margaret S. Gibson.....
1492	Philadelphia.....	The Girard College for Orphans..	Adam H. Fetterolf, Ph. D.....
1493	Philadelphia (2100 South College avenue).	Girls' School of the Mary J. Drexel Home.	Rev. C. Goedel.....
1494	Philadelphia (4112 Spruce street).	Gordon's (Miss) French and English Boarding and Day School for Girls.	Miss Elizabeth F. Gordon.....
1495	Philadelphia (917-919 Bainbridge street).	Institute for Colored Youth.....	Fanny J. Coppins.....

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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 ...	8	2	150	0	100	0	....	....	....	....	16	0	....	....	4	....	1,000	$250,000	1451
Nonsect ...	2	6	0	12	0	0	0	6	0	6	0	3	0	3	....	....	2,000	.....	1452
Nonsect ...	0	9	0	36	0	44	0	25	....	....	0	5	....	....	3	....	.....	.....	1453
Luth	2	1	25	10	0	0	7	4	....	....	5	0	1	0	4	....	350	6,000	1454
Luth	5	3	125	121	0	0	24	12	....	....	20	15	4	2	4	0	500	40,000	1455
R.C	0	4	0	24	0	96	....	....	0	19	0	0	....	....	4	0	1,000	400,000	1456
Nonsect ...	1	2	24	0	0	0	10	0	6	0	12	0	11	0	3	0	150	25,000	1457
Friends....	7	1	78	0	77	0	25	0	48	0	13	0	12	0	4	0	500	.....	1458
Nonsect ...	1	1	16	21	0	0	1	0	....	....	2	7	1	1	....	....	300	1,400	1459
Friends....	2	5	23	25	36	28	1	2	6	2	6	2	5	0	4	0	750	250,000	1460
Friends....	0	3	23	34	7	5	0	2	1	0	2	4	2	4	4	0	400	.....	1461
M.E.	11	9	301	227	11	8	29	10	41	22	21	13	17	2	4	0	4,000	300,000	1462
R.C	0	3	0	18	0	10	....	....	....	....	0	4	....	....	....	0	.....	.....	1463
R.C	0	3	0	15	0	25	....	....	....	....	0	0	....	....	4	0	.....	.....	1464
Epis.....	8	2	45	0	0	0	16	0	8	0	2	0	2	0	4	0	1,500	30,000	1465
Nonsect ...	1	0	46	52	10	12	5	3	....	....	....	....	....	....	4	....	1,500	.....	1466
Moravian..	0	8	0	34	7	22	....	....	....	....	0	9	0	0	4	0	2,000	63,000	1467
Friends (Hicksite).	0	1	5	8	3	4	1	1	....	....	0	0	....	....	3	0	.....	.....	1468
Nonsect ...	1	1	13	16	0	0	....	....	0	0	2	6	0	0	3	0	200	.....	1469
Nonsect ...	1	3	21	10	9	0	7	1	0	1	....	....	....	....	....	0	.....	.....	1470
Friends....	0	2	0	5	2	5	0	0	0	2	....	....	....	....	3	0	100	10,000	1471
Reformed .	15	0	195	0	10	0	125	0	70	0	72	0	40	0	4	0	3,000	125,000	1472
Friends....	0	4	23	24	7	3	1	1	1	0	1	0	1	0	3	0	.....	.....	1473
Bapt.....	3	2	35	17	33	80	9	6	6	4	11	10	6	4	3	....	2,900	33,000	1474
Presb.....	1	1	13	15	12	15	3	0	....	....	....	....	....	....	....	....	250	.....	1475
Moravian..	10	0	90	0	0	0	5	0	5	0	23	0	....	....	4	85	2,000	50,000	1476
Nonsect ...	1	1	15	10	60	29	15	10	....	....	4	0	4	0	....	....	.....	10,000	1477
R.C	11	0	112	0	0	0	112	0	112	0	7	0	0	0	4	0	6,100	50,000	1478
Nonsect ...	2	1	40	26	60	23	....	....	....	....	5	0	....	....	4	0	.....	.....	1479
Nonsect ...	0	3	0	30	0	30	0	5	....	....	0	5	....	....	....	....	.....	40,000	1480
Nonsect ...	7	0	54	0	25	0	5	0	22	0	9	0	4	0	4	54	400	.....	1481
Nonsect ...	4	17	0	110	0	48	0	30	....	....	0	31	0	0	4	110	1,500	.....	1482
Nonsect ...	1	1	9	8	24	30	5	7	....	....	....	....	....	....	3	0	350	3,500	1483
Schwenkfelder.	6	3	150	50	25	20	25	2	20	1	22	10	22	3	3	0	1,000	50,000	1484
R.C	0	11	40	70	25	70	0	1	0	1	0	12	....	....	....	....	.....	.....	1485
Nonsect ...	0	7	0	38	0	11	....	....	....	....	0	4	....	....	....	....	.....	.....	1486
Nonsect ...	2	3	72	3	20	0	4	0	50	0	20	0	20	0	....	0	100	500	1487
Nonsect ...	14	0	106	0	86	0	....	....	....	....	....	....	....	....	4	....	450	200,000	1488
Friends....	3	15	57	105	93	150	30	30	30	33	13	32	10	21	5	0	.....	.....	1489
Friends (Orthodox).	5	9	41	93	105	115	....	....	....	....	5	0	....	....	4	0	.....	150,000	1490
Nonsect ...	1	7	0	20	0	10	....	....	....	....	0	5	....	....	....	....	.....	.....	1491
Nonsect ...	21	2	189	0	1504	0	....	....	....	....	21	0	....	....	3	189	1,600	3,500,000	1492
Luth	1	5	0	26	0	29	....	....	....	....	0	4	....	....	3	0	500	.....	1493
Nonsect ...	0	8	0	69	0	35	0	10	....	....	0	3	0	2	4	....	1,000	.....	1494
Friends....	3	6	35	83	41	63	0	0	0	0	7	8	....	....	4	0	4,000	.....	1495

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—cont'd.		
1496	Philadelphia (2011 De Lancey place).	Agnes Irwin's School	Sophy Dallas Irwin
1497	Philadelphia (1825 Green street).	Keyser's (Miss) School	Harriet D. Keyser
1498	Philadelphia	Mid-City School for Girls*	Mrs. Rebecca C. Dickson Long
1499	Philadelphia (1720 Arch street).	Philadelphia Collegiate Institute for Girls.	Miss Susan C. Lodge
1500	Philadelphia (Broad and Vine streets).	Roman Catholic High School for Boys.	Rev. N. F. Fisher
1501	Philadelphia (Broad and Berks streets).	The Temple College	Russell H. Conwell
1502	Philadelphia (8 South Twelfth street).	The William Penn Charter School.	Richard M. Jones, Ph. D
1503	Pittsburg	Alinda College Preparatory School	Miss Ellen Gordon Stuart
1504	.....do	East Liberty Academy	Rev. Emil Lewey, Ph. D
1505	.....do	Lady of Mercy Academy	Sister M. Hilda
1506	.....do	Pittsburg Academy	J. Warren Lytle
1507	.....do	Shady Side Academy	W. R. Crabbe
1508	.....do	Thurston Preparatory School	Alice M. Thurston
1509	.....do	Ursuline Young Ladies' Academy.	Sister M. Ursula
1510	Pottstown	The Hill School	John Meigs
1511	Prospect	Prospect Academy	V. A. Green, A. M
1512	Reading	Carroll Institute	Edward Carroll
1513	.....do	Reading Classical School for Boys and Girls.	S. W. Kerr, Ambrose Cort
1514	Riegelsville	Riegelsville Academy	Edward C. Brinker, jr
1515	Rosemont	Kirk's (Misses) School	The Misses Kirk
1516	Rose Point	Rose Point Academy	Anson E. Kent
1517	Saltsburg	Kiskiminetas Springs School	Wilson and Fair
1518	Scranton	St. Cecilia Academy	Mother M. Crescentia
1519	.....do	St. Thomas College	Brother F. Andrew, F. S. C
1520	.....do	School of the Lackawana	T. M. Cann, LL. D
1521	Sewickley	Stuart's (Miss) School	M. A. Munson
1522	Sharon	Hall Institute	S. L. Cover, A. M
1523	South Bethlehem	Bishopthorpe School	Miss Frances M. Buchan
1524	Stewartstown	Stewartstown Collegiate Institute.	Henry Mace Payne, C. E., Ph. D.
1525	Sugar Grove	Sugar Grove Seminary	D. H. Seneff
1526	Swarthmore	Swarthmore Preparatory School	Arthur H. Tomlinson
1527	Torresdale, Philadelphia	Academy of the Sacred Heart*	Mother Henrietta Spalding
1528	Towanda	Susquehanna Collegiate Institute.	M. S. H. Unger
1529	Washington	Trinity Hall	Wm. W. Smith
1530	.....do	Washington Female Seminary	Mrs. Martha N. McMillan
1531	Wayne	Armitage Preparatory School	Harriet C. Armitage
1532	West Chester	The Darlington Seminary	Frank Paxon Bye
1533	.....do	Friends' School	Elizabeth S. Pennell
1534	West Newton	West Newton Academy	Geo. D. Crissman
1535	West Sunbury	West Sunbury Academy	A. Bruce Gill
1536	Westtown	Westtown Boarding School	William F. Wickersham
1537	Wilkesbarre	Harry Hillman Academy	Harry C. Davis
1538	Williamsport	Williamsport Dickinson Seminary	E. J. Gray, D. D
1539	Wyncote	Chelten Hills School	Annie Heacock, Lida Le Máistre.
1540	York	York Collegiate Institute	E. T. Jeffers, D. D
1541	.....do	York County Academy	Elmer E. Wentworth

*Statistics of 1899–1900.

other private secondary schools for the scholastic year 1900–1901—Continued.

Religious denomination.	Secondary instructors.		Students.								Graduates in 1901.		College preparatory students in the class that graduated in 1901.		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.												
							Classical course.		Scientific course.										
	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	15	0	33	0	134	0	3	0	2	0	7	0	3	4	....	2,000	.....	1496
Nonsect ...	1	6	0	18	8	43	0	2	....	....	0	2	0	1	4	0	.....	.....	1497
Nonsect ...	0	5	0	10	0	15	....	....	....	....	0	3	....	....	....	....	1,000	.....	1498
M. E.....	0	5	0	49	0	26	0	20	0	1	0	8	0	6	4	0	300	.....	1499
R. C	22	0	404	0	0	0	....	....	....	....	36	0	....	....	4	0	2,000	$250,000	1500
Nonsect ...	17	10	675	403	257	119	28	9	106	32	28	80	2	1	4	0	3,500	170,000	1501
Friends....	15	11	501	0	0	0	501	0	501	0	46	0	46	0	4	0	2,000	150,000	1502
Nonsect ...	0	9	0	55	8	33	0	10	....	....	....	....	....	....	4	0	.....	.....	1503
Nonsect ...	2	0	32	0	12	0	8	0	16	0	3	0	3	0	4	0	50	.....	1504
R. C	0	14	0	65	19	64	0	9	0	14	0	2	....	....	....	....	5,000	.....	1505
Nonsect ...	5	8	176	102	125	118	4	2	150	15	36	23	25	10	3	82	.....	.....	1506
Nonsect ...	15	0	158	0	58	0	58	0	100	0	21	0	20	0	4	0	1,000	100,000	1507
Nonsect ...	3	12	0	83	40	123	0	25	0	0	0	0	0	0	4	83	1,000	.....	1508
R. C	0	5	0	45	10	40	0	3	0	5	0	2	....	....	....	0	.....	.....	1509
Nonsect ...	22	0	200	0	25	0	100	0	100	0	35	0	35	0	....	200	.....	.....	1510
Nonsect ...	2	2	48	30	12	15	....	....	....	....	0	0	....	....	4	0	.....	2,000	1511
Nonsect ...	1	0	4	5	4	0	4	5	....	....	1	0	1	0	3	....	.....	5,000	1512
Nonsect ...	3	1	37	17	20	6	8	4	6	0	8	0	8	0	3	0	100	16,500	1513
Reformed .	1	1	7	11	7	7	1	3	....	....	0	0	....	....	3	0	3,700	.....	1514
Nonsect ...	0	1	0	3	2	4	0	3	....	....	0	3	0	3	....	0	.....	.....	1515
Nonsect ...	1	0	1	6	17	5	....	....	....	....	0	0	0	0	4	0	10	.....	1516
Nonsect ...	6	2	64	1	20	0	20	0	25	1	20	0	15	0	4	....	500	60,000	1517
R. C	0	4	9	76	76	210	5	45	....	....	2	20	1	0	4	0	3,000	100,000	1518
R. C	6	0	160	0	160	0	....	....	....	....	15	0	....	....	....	....	.....	.....	1519
Presb.....	2	2	55	25	20	9	....	....	....	....	8	3	7	1	4	0	.....	40,000	1520
Nonsect ...	0	5	1	18	10	20	0	1	1	10	0	3	0	3	5	....	.....	.....	1521
Bapt.....	2	1	35	25	35	95	....	....	....	....	10	14	3	2	4	0	1,000	50,000	1522
Epis	0	6	0	50	0	15	0	10	....	....	0	5	....	....	4	....	3,000	75,000	1523
Nonsect ...	4	2	58	37	6	6	18	2	3	0	25	14	8	1	4	0	300	15,400	1524
United Br.	1	1	32	15	28	41	10	16	5	3	3	2	3	2	4	0	2,200	3,800	1525
Friends (Hicksite).	4	5	50	34	36	24	....	....	....	....	7	3	6	2	4	0	200	85,000	1526
R. C	0	15	0	70	0	60	0	40	0	50	0	2	....	....	4	....	25,000	800,000	1527
Presb.....	1	2	40	29	14	27	7	17	7	2	3	4	3	3	4	32	1,000	20,000	1528
Epis	8	0	44	0	3	0	9	0	23	0	....	....	....	....	....	44	5,000	.....	1529
Nonsect ...	0	5	0	55	0	125	0	15	....	....	0	14	0	3	....	....	.....	.....	1530
Nonsect ...	0	6	0	10	4	15	1	1	....	....	....	....	....	....	....	0	500	90,000	1531
Nonsect ...	5	10	0	50	0	10	0	7	....	....	0	9	0	1	3	0	2,550	.....	1532
Friends (Orthodox).	0	2	7	13	3	4	....	....	....	....	0	2	0	0	....	....	.....	.....	1533
Nonsect ...	3	1	28	46	0	0	10	10	....	....	2	1	2	1	3	0	.....	500	1534
Nonsect ...	1	1	7	17	35	30	....	....	....	....	0	6	0	2	3	0	300	.....	1535
Friends....	9	11	68	57	36	50	3	7	7	0	18	18	5	4	5	0	5,200	.....	1536
Nonsect ...	5	0	61	0	48	0	15	0	30	0	12	0	....	....	6	0	500	70,000	1537
M. E.....	6	7	73	163	54	40	11	4	21	8	13	19	1	1	....	0	.....	.....	1538
Nonsect ...	0	5	6	15	11	21	5	3	....	....	2	3	2	1	4	0	.....	10,000	1539
Presb.....	4	3	50	41	15	7	17	4	22	13	6	4	3	2	5	0	3,000	105,000	1540
Nonsect ...	3	0	35	0	40	0	10	0	3	0	8	0	5	0	....	0	1,200	.....	1541

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	RHODE ISLAND.		
1542	East Greenwich	The East Greenwich Academy	Ambrie Field
1543	Newport	St. George's School	John B. Diman
1544	Pawtucket (35 Fountain street).	English and Classical School	Charles A. Cole
1545	Providence (Elmhurst)	Academy of the Sacred Heart	Madam Raleigh
1546	Providence (15 Greene street).	The Fielden-Chase School for Girls.	Miss Abbie E. Southwick
1547	Providence (197–205 Franklin street).	La Salle Academy	Brother Peter
1548	Providence (300 Angell street).	The Lincoln School	Margaret Gilman
1549	Providence (60 Broad street)	St. Xavier's Academy	Sister M. Eulalia
1550	Providence (205 Benefit street).	The University School	H. M. Rice
1551	Providence (26 Cabot street)	Wheeler's (Miss) School	Mary C. Wheeler
1552	Riverside (East Providence)	Flagg's (Miss) School	E. C. M. Flagg
1553	Woonsocket (Park avenue).	Convent of Jesus and Mary	Mother St. Stephen
1554	Woonsocket (43 Hamlet avenue).	Sacred Heart College	Brother Ulric
	SOUTH CAROLINA.		
1555	Ashland	Ashland High School	P. P. Bethea
1556	Bamberg	Carlisle Fitting School of Wofford College.	W. E. Willis
1557	Batesburg	Batesburg Institute	Louis C. Perry, A. M
1558	Brownsville	Brownsville High School*	R. D. Epps
1559	Charleston	Academy of Our Lady of Mercy	Sister Mary Benedicta
1560	do	The Gibbes School	Misses S. P. and E. S. Gibbes
1561	do	The Porter Military Academy	Charles J. Colcock
1562	do	Smith's (Mrs.) Private School	Mrs. Isabel A. Smith
1563	do	University School	Edward F. Mayberry, M. A
1564	Chester	Brainerd Institute	John S. Marquis
1565	Clinton	Thornwell Orphanage	Wm. P. Jacobs, D. D
1566	Cokesbury	Cokesbury Conference School*	W. S. Stokes
1567	Columbia	Benedict College	Abraham C. Osborn
1568	Gaffney	Gaffney High School*	S. A. Chambers
1569	Greenville	Chicora College	S. R. Preston, D. D
1570	do	Sterling Industrial College	D. M. Minus, D. D
1571	Hartsville	Welsh Neck High School	J. W. Gaines
1572	Honea Path	Honea Path School	J. J. McLewain
1573	Kershaw	Union Institute	M. A. Murray
1574	Lake City	Lake City High School	S. C. Morris
1575	McColl	Palmetto High School	R. S. Fletcher
1576	Pinopolis	Pinopolis Academy*	D. M. O'Driscoll
1577	Reidville	Reidville Female College	J. Whitner Reid
1578	do	Reidville Male High School	George Briggs
1579	Rock Hill	Presbyterian High School	A. R. Banks
1580	Sumter	St. Joseph's Academy	Sister Mary Philomena
1581	Tigerville	North Greenville High School	O. J. Peterson
1582	Walhalla	McCollough's (Miss) School*	Ida McCollough
	SOUTH DAKOTA.		
1583	Academy	Ward Academy	Lewis E. Camfield
1584	Canton	Augustana College	Anthony G. Tuve
1585	Sioux Falls	All Saints School	Helen S. Peabody
1586	do	Sioux Falls College*	A. Wellington Norton, A. M., LL. D.
1587	Sturgis	St. Martin's Academy*	Mother Angela
1588	Vermilion	St. Joseph's Academy	Sister M. Stanislaus
1589	Wessington Springs	Wessington Springs Seminary	E. Grant Burritt, A. M

* Statistics of 1899–1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	
Meth	5	4	61	90	22	21	11	3	18	23	3	8	3	3	4	0	.....	$69,000	1542
P. E	8	0	23	0	12	0	20	0	3	0	1	0	1	0	6	0	400	1,500	1543
Nonsect	1	1	16	9	43	8	9	2	6	2	6	5	....	.....	....	0	.....	5,000	1544
R. C	0	17	0	44	0	22	0	8	0	38	0	3	....	.....	....	0	2,000	85,000	1545
Nonsect	0	7	0	17	0	22	0	0	0	3	0	1	0	1	4	0	.....	.....	1546
Nonsect	6	0	119	0	85	0	....	....	....	....	11	0	4	0	4	0	.....	.....	1547
Nonsect	1	8	0	62	0	38	0	2	0	9	0	2	0	1	5	....	500	.....	1548
R. C	0	13	0	46	0	85	....	....	....	....	0	7	....	.....	4	0	1,100	.....	1549
Nonsect	6	1	45	0	48	0	45	0	....	....	7	0	4	0	4	....	250	1,200	1550
Nonsect	4	9	0	42	0	20	0	3	0	5	0	2	0	1	5	0	2,000	30,000	1551
Nonsect	0	1	9	13	0	0	0	0	0	1	0	0	....	.....	4	....	.....	.....	1552
R. C	0	4	0	15	0	13	....	....	....	....	0	1	....	.....	3	....	.....	.....	1553
R. C	4	0	59	0	212	0	15	0	....	....	3	0	....	.....	4	0	400	16,000	1554
2d Adventist.	1	1	40	29	68	67	6	3	1	0	....	....	....	.....	4	0	109	2,850	1555
Meth	3	1	55	29	0	0	....	....	....	....	....	....	....	.....	....	....	800	18,000	1556
Nonsect	2	1	50	60	21	30	12	15	3	0	1	0	1	1	4	0	50	2,500	1557
Nonsect	1	1	13	10	30	27	1	0	....	....	0	0	0	0	....	0	.....	1,000	1558
R. C	0	3	0	45	0	60	....	....	....	....	0	1	....	.....	....	0	250	8,000	1559
Nonsect	1	5	0	11	0	41	0	7	....	....	0	4	....	.....	4	....	500	.....	1560
Epis	6	1	100	0	0	0	0	0	40	0	13	0	6	0	4	70	.....	.....	1561
Nonsect	0	7	0	60	5	10	....	....	0	15	0	4	....	.....	4	....	.....	.....	1562
Nonsect	1	0	19	0	10	0	9	0	3	0	4	0	3	0	....	0	350	10,500	1563
Presb	1	2	8	8	81	140	6	1	....	....	2	3	2	0	2	0	250	10,000	1564
Presb	4	3	22	52	56	70	22	46	22	46	3	10	....	.....	....	0	6,982	75,000	1565
Meth	1	1	40	30	8	10	37	24	4	2	....	....	....	.....	4	0	1,200	4,000	1566
Bapt	5	4	103	49	41	151	0	14	....	....	0	17	....	.....	....	....	3,350	98,000	1567
Nonsect	1	0	8	6	23	17	3	4	....	....	....	....	....	.....	....	....	.....	2,000	1568
Presb	4	7	0	100	0	12	....	....	....	....	0	8	....	.....	4	0	154	50,000	1569
Nonsect	0	2	16	34	19	86	2	10	1	9	1	11	1	9	3	0	.....	3,000	1570
Bapt	4	6	50	60	60	54	6	10	....	....	4	4	4	4	4	70	200	40,000	1571
Nonsect	1	1	30	25	48	41	3	8	....	....	1	9	1	9	4	0	300	1,200	1572
Bapt	1	1	15	30	87	95	....	....	....	....	0	0	0	0	3	0	30	2,000	1573
Nonsect	0	2	4	5	36	40	3	2	1	3	3	2	3	2	3	....	.....	1,000	1574
Nonsect	1	0	5	4	32	24	1	0	4	0	0	0	0	0	3	0	100	.....	1575
Nonsect	1	0	16	10	12	10	16	10	....	....	1	1	1	1	4	0	.....	700	1576
Nonsect	1	1	0	9	0	45	0	9	....	....	0	0	....	.....	4	0	.....	12,000	1577
Nonsect	1	0	55	0	25	0	10	0	5	0	....	....	....	.....	4	....	150	2,000	1578
Presb	3	1	60	8	0	0	40	6	20	2	10	2	10	2	5	60	400	10,000	1579
R. C	0	3	0	51	14	11	....	....	....	....	0	3	....	.....	4	....	.....	.....	1580
Bapt	1	0	16	7	68	34	6	3	2	0	0	0	....	.....	3	....	100	1,500	1581
P. E	0	1	3	7	21	25	0	4	....	....	0	0	....	.....	....	0	130	2,000	1582
Cong	1	3	38	47	0	0	14	8	....	....	2	1	2	1	4	....	500	17,000	1583
Luth	4	1	40	33	40	35	30	5	0	0	8	2	7	1	4	0	1,100	10,000	1584
P. E	0	7	0	44	18	66	0	3	....	....	0	9	0	3	5	0	1,094	70,000	1585
Bapt	4	6	44	39	13	10	2	15	1	5	1	4	1	4	4	0	2,000	50,000	1586
R. C	0	5	14	30	26	44	....	....	4	30	1	8	1	4	4	....	.....	.....	1587
R. C	0	3	5	12	15	48	....	....	0	1	....	....	....	.....	4	....	1,550	30,600	1588
Free Meth	1	4	16	19	54	58	2	2	2	4	6	7	1	2	4	0	1,000	18,000	1589

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	TENNESSEE.		
1590	Atoka	Robinson High School	R. E. Robinson
1591	Beechgrove	Beechgrove Training School	C. H. Walker
1592	Bellbuckle	Webb School	W. R. and J. M. Webb
1593	Birchwood	Rutherford Graded School	R. T. Rutherford
1594	Bloomingdale	Kingsley Seminary	Joseph H. Ketron, A. M
1595	Bluff City	Zollicoffer Institute	R. H. Freeland
1596	Camden	The Benton Seminary	W. D. Cooper
1597	Carthage	Joseph W. Allen School*	W. P. Morrison
1598	Centerville	High School*	J. N. D. Atkins
1599	Chapel Hill	Chapel Hill Academy	W. E. Thompson
1600	Chattanooga	Chattanooga College for Young Ladies.	John L. Cooper
1601	Chuckey City	Wesleyan Academy*	Samuel H. Thompson
1602	Clarksville	The Academy	Mrs. E. G. Buford
1603	Cleveland	Centenary Female College	Annie Walch
1604	Clifton	Clifton Masonic Academy	J. F. Hughes
1605	Columbia	Columbia Institute	Miss Mary A. Bryant
1606	Culleoka	Culleoka Academy	John P. Graham
1607	Cumberland City	Cumberland City Academy	J. H. Bayer
1608	Cumberland Gap	Lincoln Memorial University	John Hale Larry
1609	Doyle Station	Doyle College*	Benj. F. Jones
1610	Duck River	Shady Grove Institute*	R. S. Ballow
1611	Elizabethton	Harold McCormick School	J. J. Loux
1612	Evensville	Tennessee Valley Institute	W. E. Rogers
1613	Fayetteville	Peoples and Morgan School	R. H. Peoples
1614	Flag Pond	Cory School	Frank E. Lindsley, LL. D
1615	Friendsville	Friendsville Academy	J. H. Moore
1616	Grand View	Grand View Normal Institute*	H. L. Hoyt
1617	Grassy Cove	Grassy Cove Academy	Hubert S. Lyle
1618	Henderson	Vanderbilt Training School	Rev. R. C. Douglass
1619	Hilham	The Fiske Academy	A. L. Peterman
1620	Howell	Howell Training School	R. L. Keathly, A. B.
1621	Jackson	Lane College*	Thomas F. Sanders
1622	Kingston	Rittenhouse Academy	Geo. R. Shields
1623	Knoxville	The Baker-Himel School	C. M. Himel
1624	La Follette	Big Creek Seminary	K. C. La Grange
1625	Leipers Fork	Hillsboro High School*	E. Sparkman
1626	Lexington	Lexington Normal School and Commercial Institute.	Robert L. Sutton
1627	Lewisburg	Haynes-McLean Academy	A. B. Armstrong
1628	Liberty	Liberty Training School	L. F. Wilkerson
1629	Loudon	Loudon College	D. Balharrie Simpson, B. A., B. S.
1630	Lynchburg	Lynchburg Training School	James C. Goodrich
1631	McKenzie	McTyeire School	Robins and Peoples
1632	Martin	McFerrin College	J. T. Pritchett, M. A
1633	Maryville	Freedmen's Normal and Preparatory School.	A. W. Hadley
1634	Memphis	St. Agnes's Academy	Sister Bernardine
1635	....do	St. Mary's School	Sister Mary Maude
1636	....do	University School	Werts and Rhea
1637	Middleton	Middleton High School*	I. N. Roland
1638	Midway	Midway High School	J. W. Lucas, A. M
1639	Mount Juliet	Caldwell Training School	W. A. Caldwell
1640	Mount Pleasant	Howard Institute	James A. Bostwick
1641	Nashville	Belmont College	Miss Hood and Miss Heron
1642	....do	Montgomery Bell Academy	S. M. D. Clark
1643	....do	St. Cecilia's Academy	Mother Frances
1644	....do	St. Joseph's Academy*	Sister M. Evangelist
1645	New Market	New Market Academy	Carl Elmore
1646	Newport	Newport Seminary	Alex. S. Paxton
1647	Orlinda	Orlinda Normal Academy	Wm. McNeeley
1648	Ottway	Ottway College	E. F. Goddard

* Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	1	10	8	67	50	2	2	....	....	0	0	0	0	....	0	125	$2,500	1590
Nonsect	1	1	29	25	59	38	7	3	10	8	0	0	0	0	3	0	.....	1,100	1591
M. E. So	6	0	227	71	0	0	176	20	....	....	32	4	32	4	4	0	2,700	3,500	1592
Nonsect	1	1	25	15	110	90	....	....	25	15	3	5	3	0	....	0	200	2,500	1593
M. E	4	0	18	9	43	25	6	0	0	1	0	0	0	0	4	0	40	2,400	1594
Nonsect	0	2	9	11	83	81	1	1	....	....	....	....	....	....	4	0	400	4,000	1595
Nonsect	2	1	30	20	110	95	2	1	5	3	1	0	1	0	4	0	200	2,000	1596
Nonsect	3	0	60	75	40	50	40	28	4	3	1	0	1	0	....	....	600	10,000	1597
Nonsect	2	0	14	10	46	55	5	6	10	7	....	....	....	....	4	0	.....	1,250	1598
Nonsect	1	2	14	12	42	34	10	8	....	....	....	....	....	....	....	....	125	2,500	1599
Nonsect	1	1	10	33	0	0	5	6	....	....	2	4	2	4	3	....	1,700	1,000	1600
M. E	1	1	15	14	20	30	3	2	2	2	0	0	0	0	3	0	200	3,000	1601
M. E. So	0	2	0	110	0	25	0	55	....	....	0	10	0	7	4	0	800	15,000	1602
Nonsect	0	5	0	67	0	0	....	....	....	....	0	14	....	....	....	....	500	75,000	1603
Nonsect	1	1	15	10	105	70	15	10	....	....	....	....	....	....	....	0	250	.....	1604
Epis	0	8	0	65	18	65	1	0	0	0	0	6	0	1	4	0	11,000	100,000	1605
Nonsect	1	1	14	16	15	15	4	6	0	0	2	2	2	2	4	0	1,000	1,200	1606
Nonsect	2	3	55	50	75	70	1	2	4	6	2	4	1	3	4	0	1,200	15,000	1607
Nonsect	2	2	29	15	136	115	2	0	....	....	2	0	....	....	4	0	250	100,000	1608
Bapt	1	1	14	11	40	35	0	2	0	0	....	....	....	....	....	0	.....	5,000	1609
Nonsect	1	1	25	10	35	30	2	0	6	4	....	....	....	....	3	....	150	2,500	1610
Presb	1	0	16	13	84	90	3	0	....	....	....	....	....	....	3	0	.....	4,800	1611
Bapt	2	2	35	40	25	60	8	6	6	4	4	3	....	....	4	....	400	6,000	1612
Nonsect	3	1	100	60	20	10	50	40	20	0	10	5	8	3	4	0	700	12,000	1613
Presb	1	2	59	65	66	54	....	....	....	....	0	0	0	0	4	0	225	6,000	1614
Friends	2	2	19	19	14	15	0	0	0	0	1	2	0	0	4	0	150	10,000	1615
Cong	1	1	21	21	102	75	1	2	....	....	1	2	1	2	4	0	800	11,200	1616
Presb	1	1	7	10	38	43	....	....	....	....	....	....	....	....	....	....	1,700	5,000	1617
M. E. So	1	1	20	13	15	18	20	13	....	....	0	0	0	0	4	0	75	4,500	1618
Nonsect	1	1	7	8	38	47	....	....	....	....	....	....	....	....	....	0	.....	1,000	1619
Nonsect	1	1	23	29	16	17	3	0	....	....	0	0	0	0	3	0	230	1,300	1620
A. M. E. So	3	0	30	20	138	85	25	16	1	0	6	9	2	1	3	0	1,500	35,000	1621
Nonsect	1	0	8	6	75	64	....	....	....	....	0	0	0	0	....	....	.....	.....	1622
Nonsect	5	0	40	1	51	0	....	....	....	....	1	0	....	....	5	0	.....	25,000	1623
Cong	0	2	50	25	40	50	....	....	1	1	1	1	0	1	....	0	150	5,000	1624
Nonsect	1	0	10	0	13	11	2	0	1	0	....	....	....	....	4	....	100	2,500	1625
Nonsect	2	0	25	25	115	125	....	....	3	8	....	....	....	....	4	0	250	2,500	1626
Nonsect	3	2	45	55	80	75	26	18	....	....	4	4	4	4	4	0	225	8,000	1627
Bapt	1	0	10	10	70	60	1	1	1	0	....	....	....	....	....	0	.....	.....	1628
Nonsect	1	1	12	22	3	3	1	1	1	1	0	0	0	0	4	0	100	10,000	1629
Nonsect	1	1	19	15	31	25	6	4	14	13	0	0	....	....	1	0	75	1,200	1630
Meth	2	0	41	18	0	0	41	18	....	....	4	1	4	1	4	0	758	15,500	1631
M. E. So	4	5	51	63	28	30	....	....	....	....	4	3	2	1	4	0	.....	15,000	1632
Friends	1	0	8	7	84	76	....	....	....	....	0	0	0	0	3	0	.....	3,000	1633
R. C	0	4	0	38	0	89	....	....	....	....	0	3	....	....	....	....	.....	.....	1634
Epis	1	9	0	21	7	52	0	5	0	0	....	....	....	....	4	....	.....	.....	1635
Nonsect	7	0	70	0	55	0	....	....	....	....	....	....	....	....	5	....	.....	.....	1636
Nonsect	1	0	25	15	50	40	2	3	3	2	0	0	0	0	2	0	.....	1,000	1637
Nonsect	2	0	13	10	70	70	3	2	....	....	2	0	2	0	3	0	.....	1,000	1638
Nonsect	2	2	27	22	1	1	4	3	2	1	2	1	2	0	3	0	.....	5,600	1639
Meth	2	1	65	58	37	46	48	36	....	....	4	3	4	3	5	0	1,200	10,500	1640
Nonsect	0	9	0	57	0	98	0	0	0	55	0	10	....	....	....	....	600	.....	1641
Nonsect	6	0	66	0	31	0	0	0	2	0	5	0	1	0	4	0	.....	.....	1642
R. C	0	11	0	130	0	20	....	....	....	....	0	5	....	....	4	....	3,000	15,000	1643
R. C	0	2	0	16	90	202	0	3	0	16	0	3	....	....	4	0	500	.....	1644
Presb	1	1	16	8	71	62	3	0	6	4	4	0	3	0	3	0	1,200	5,000	1645
Nonsect	1	0	4	7	7	11	0	4	....	....	....	....	....	....	....	....	.....	.....	1646
Nonsect	2	0	20	20	45	50	2	0	1	0	2	3	1	0	3	0	250	2,250	1647
Nonsect	2	0	20	18	70	68	10	9	12	10	0	0	0	0	4	0	.....	3,500	1648

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	TENNESSEE—continued.		
1649	Parrottsville	Parrottsville Seminary	J. M. Rule
1650	Petersburg	Elizabeth Training School*	W. E. Miller
1651	Pikeville	People's College*	Rev. J. W. Taylor
1652	Pleasant Hill	Pleasant Hill Academy	M. E. Meriam
1653	Rogersville	McMinn Military Academy*	C. W. Davis
1654	do	Swift Memorial Institute	W. H. Franklin, A. M
1655	Saulsbury	Woodland Academy*	Frank S. Coffin
1656	Savannah	Savannah Institute	H. E. Woodside, C. R. Spencer.
1657	Sevierville	Murphy College	H. F. Ketron
1658	Scotts Hill	Scotts Hill College	B. A. Tucker
1659	Smyrna	Smyrna Fitting School	Frazer Hood, M. A
1660	Sneedville	McKinney Academy	F. A. Penland
1661	Southside	Southside Preparatory School	McKee and Harper
1662	Sparta	Dibrell Normal Institute*	B. O. Duggan
1663	Steppsville	Philadelphia Seminary	Marion Turner
1664	Tazewell	Tazewell College	W. A. Evans
1665	Tullahoma	Brandon Training School	Alfred J. Brandon
1666	do	Jess Mai Aydelotte College*	B. S. Foster
1667	Watertown	Watertown Training School	Wm. H. Turney
1668	Well Spring	Powell's Valley Seminary	E. B. Dykes, B. S
1669	Wheat	Roane College	William Taylor
1670	White Pine	Edwards Academy	J. D. Drake
1671	Woodbury	Woodbury Academy*	E. J. Lehman
	TEXAS.		
1672	Abilene	Simmons College	O. C. Pope, D. D
1673	Albany	Reynolds Presbyterian Academy*	O. E. Arbuckle
1674	Athens	Bruce Academy	W. H. Bruce
1675	Austin	Bickler Academy	Jacob Bickler
1676	do	St. Mary's Academy	Sister Superior
1677	do	Samuel Huston College	R. S. Lovinggood, A. M
1678	do	Tillotson College	Marshall R. Gaines
1679	Brenham	Blinn Memorial College	G. Dosdall
1680	do	Evangelical Lutheran College	Prof. J. Romberg
1681	Brownsville	Incarnate Word Academy	Mother Stanislaus
1682	do	St. Joseph's College	E. J. O'Callaghan. O. M. I
1683	Buffalo Gap	Buffalo Gap College	J. D. Clay
1684	Cleburne	Cleburne Academy	K. A. Berry
1685	Comanche	Comanche College*	W. F. Rogers, Ph. D., A. M
1686	Corsicana	Miller's (Mrs.) Seminary	Mrs. R. T. Miller
1687	Crockett	Mary Allen Seminary	John B. Smith, D. D
1688	Crowell	Crowell College	H. A. Mayers
1689	Dallas	Central Academy	Waldemar Malcolmson
1690	Denison	Harshaw's Academy	Geo. L. Harshaw
1691	Eddy	Eddy Literary and Scientific Institute.	J. M. Bedichek
1692	Ferris	Ferris Institute*	A. C. Speer
1693	Florence	Florence College	W. C. Stirling
1694	Forney	The Lewis Academy	E. C. Lewis
1695	Forth Worth	St. Ignatius Academy	Sister Louise
1696	Galveston	St. Joseph's Convent	Sister Mary
1697	do	Ursuline Convent*	Mother St. Agnes
1698	Glen Rose	Glen Rose Collegiate Institute	A. E. Hill
1699	Grapevine	Grapevine College	G. T. Bludworth
1700	Houston	Hargis (Misses) School	The Misses Hargis
1701	Jacksonville	Alexander Collegiate Institute	E. R. Williams
1702	Jasper	Southeast Texas College	J. H. Synnott
1703	La Porte	Texas Military Institute	C. P. Dorset
1704	Laredo	Laredo Seminary	Miss N. E. Holding
1705	McKinney	Hawthorne College	H. G. Reed
1706	Marshall	Bishop College	Albert Loughridge (president)
1707	do	Masonic Institute	W. C. Parham

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	
Meth	1	0	16	14	24	17	....	....	0	3	....	....	....	....	4	0	25	$1,000	1649
Nonsect	4	0	60	40	75	45	3	1	....	....	12	7	3	1	4	0	1,000	8,000	1650
M. E. So	1	1	25	25	25	25	....	....	....	....	....	....	....	....	....	....	....	....	1651
Cong	2	3	60	50	80	86	1	0	2	1	9	5	9	5	4	60	60	20,000	1652
Nonsect	1	0	60	20	65	20	4	2	6	1	10	0	10	0	3	....	....	6,000	1653
Presb	2	1	8	10	104	138	1	0	0	0	1	1	1	0	3	....	600	30,000	1654
Nonsect	1	1	9	3	29	38	7	3	2	0	....	....	....	....	2	0	....	1,200	1655
Nonsect	2	0	10	15	76	80	5	6	....	....	....	....	....	....	3	0	300	10,000	1656
Meth	1	1	44	25	140	131	1	1	7	6	1	1	....	....	4	....	1,500	17,000	1657
Nonsect	2	0	79	26	56	64	3	0	5	0	14	3	....	....	2	0	200	1,000	1658
Nonsect	2	1	14	11	11	4	7	5	3	0	0	0	0	0	4	0	790	3,500	1659
Presb	1	0	14	8	66	62	0	3	0	3	....	....	....	....	3	0	30	....	1660
Nonsect	2	1	23	27	48	53	5	4	7	3	7	3	7	3	4	0	120	3,000	1661
Nonsect	1	2	30	43	52	52	....	....	....	....	0	0	0	0	4	0	200	5,000	1662
Nonsect	1	0	6	20	22	13	1	0	1	1	0	0	0	0	....	0	200	1,000	1663
Nonsect	1	1	25	14	40	41	5	2	0	0	0	0	0	0	4	0	....	700	1664
Nonsect	3	0	39	35	126	95	....	....	11	24	5	4	4	0	4	0	....	5,000	1665
Nonsect	1	2	20	30	15	10	....	....	....	....	0	0	0	0	4	0	180	40,000	1666
Nonsect	1	1	33	25	65	54	4	0	3	0	0	0	0	0	3	0	150	1,200	1667
M. E	1	1	10	20	80	78	3	2	4	5	0	0	0	0	4	0	90	2,000	1668
Nonsect	2	0	13	13	50	60	....	....	....	....	....	....	....	....	....	....	500	....	1669
U. Breth	1	1	20	30	40	35	12	7	4	3	6	1	....	....	....	0	350	6,000	1670
Nonsect	2	0	32	16	18	24	11	5	3	0	....	....	....	....	4	0	....	5,000	1671
Bapt	1	1	25	20	15	10	8	10	10	17	2	3	....	....	4	0	4,500	30,000	1672
Presb	1	2	22	20	30	20	5	5	3	0	1	0	1	0	4	0	400	23,000	1673
Nonsect	2	1	60	25	0	0	6	0	40	20	10	8	5	5	4	0	....	6,000	1674
Nonsect	2	1	9	5	29	5	0	1	5	3	0	0	0	0	4	0	650	....	1675
R. C	0	5	0	70	0	80	0	20	0	10	0	5	....	....	4	....	....	....	1676
M. E	3	4	12	15	28	50	5	4	....	....	0	1	....	....	3	0	600	30,000	1677
Cong	2	5	21	10	43	74	1	0	2	0	6	3	2	0	4	0	....	45,000	1678
M. E	4	0	25	4	50	10	2	1	1	0	3	1	2	1	3	0	6,000	20,000	1679
Ev. Luth	4	0	17	6	24	6	7	0	6	3	....	....	....	....	3	17	150	15,000	1680
R. C	0	15	0	80	0	120	0	5	0	5	0	4	0	4	3	0	....	....	1681
R. C	2	0	20	0	146	0	0	0	0	0	0	0	0	0	3	0	....	....	1682
Cum. Presb	2	2	24	27	75	89	8	10	16	17	0	1	....	....	4	0	300	10,000	1683
Nonsect	1	1	36	25	5	3	....	....	....	....	0	0	0	0	4	0	300	4,000	1684
Nonsect	2	2	220	190	217	223	57	49	18	11	6	19	6	19	4	0	1,300	21,000	1685
Nonsect	1	2	2	25	7	16	0	2	....	....	....	....	....	....	4	0	200	....	1686
Presb	0	1	0	15	0	157	....	....	....	....	....	....	....	....	....	....	400	50,000	1687
Nonsect	1	0	20	25	80	100	....	....	10	12	2	4	....	....	4	....	....	5,000	1688
Nonsect	1	0	18	0	17	3	5	1	3	0	1	0	1	0	4	0	3,000	5,000	1689
Nonsect	3	2	25	15	75	55	....	....	6	0	3	2	....	....	....	0	47	....	1690
Nonsect	1	0	12	15	43	30	....	....	2	1	0	0	0	0	4	0	300	3,000	1691
Nonsect	4	0	115	109	120	134	7	1	3	2	8	7	4	0	4	0	....	30,000	1692
Nonsect	2	0	10	10	70	70	....	....	....	....	....	....	....	....	3	0	200	3,000	1693
Nonsect	0	2	20	20	15	10	4	1	....	....	0	0	0	0	4	0	600	7,500	1694
R. C	0	4	0	50	0	85	0	10	0	30	0	5	0	2	4	....	....	60,000	1695
R. C	0	5	12	15	68	85	4	6	....	....	0	0	0	0	4	0	....	....	1696
R. C	0	5	0	75	0	100	0	50	0	50	0	5	....	....	4	....	....	....	1697
Presb	1	2	8	9	0	0	2	2	0	0	0	0	0	0	4	0	1,000	12,000	1698
Nonsect	2	1	20	22	45	58	....	....	....	....	0	3	0	3	4	0	200	3,500	1699
Nonsect	0	3	0	25	0	10	0	25	0	0	0	0	0	0	4	0	1,000	22,000	1700
M. E. So	2	2	36	34	10	17	5	11	3	0	0	4	0	4	4	0	75	12,500	1701
Nonsect	2	2	50	60	50	50	....	....	....	....	....	....	....	....	2	0	500	5,000	1702
Epis	3	0	17	0	5	0	11	0	0	0	2	0	2	0	4	17	1,000	....	1703
M. E. So	0	3	10	26	55	154	....	....	....	....	....	....	....	....	4	36	....	100,000	1704
Nonsect	1	2	50	40	103	80	50	40	....	....	2	1	....	....	4	55	1,000	25,000	1705
Bapt	4	6	72	49	108	146	4	5	27	8	6	2	4	0	4	0	3,000	100,000	1706
Nonsect	0	2	0	30	0	29	0	10	....	....	0	2	0	2	4	....	300	20,000	1707

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	TEXAS—continued.		
1708	Minden	Rock Hill Institute*	G. I. Watkins
1709	Moody	Central Texas Institute	S. J. Lewis
1710	Mount Sylvan	Rosedale Academy	J. W. Adamson
1711	Omen	Summer Hill School	A. W. Orr
1712	Paris	Mary Connor Female College	H. B. Abernethy
1713	.....do	Paris Female College*	T. J. Sims
1714	Salado	Thomas Arnold High School*	S. J. Jones and T. J. Witt
1715	San Antonio	Academy of Our Lady of the Lake	Mother M. Florence
1716	.....do	Magruder's School	J. B. Magruder
1717	.....do	Peacock's School for Boys	Wesley Peacock
1718	.....do	St. Mary's Hall	Rev. Wallace Carnahan
1719	.....do	San Antonio Academy	W. B. Sceley, Ph. D
1720	.....do	Ursuline Academy	Mother Mary Ursula
1721	.....do	West Texas Military Academy	John F. Howard
1722	San Marcos	Coronal Institute*	A. A. Thomas
1723	Sequin	St. Joseph Academy	Sisters of the Incarnate Word.
1724	Sherman	North Texas Female College	Mrs. Lucy Kidd Key
1725	.....do	Sherman Private School	J. H. Le Tellier
1726	Stephenville	John Tarleton College	E. E. Bramlette, A. M
1727	Van Alstyne	Columbia College	W. B. Duncan
1728	Victoria	Nazareth Academy*	Sister Mary Agnes
1729	Waco	The Douglas-Schuler School	S. A. Douglass
1730	Weatherford	Texas Female Seminary	Miss Emma E. McClure
1731	.....do	Weatherford College	David S. Switzer
1732	Westminster	Westminster College	C. O. Stubbs
1733	Whitewright	Grayson College	J. F. Anderson, A. M
	UTAH.		
1734	Castle Dale	Emery State Academy*	George Cluff
1735	Ephraim	Snow Academy	Newton E. Noyes
1736	Logan	New Jersey Academy	Isaac Newton Smith
1737	Mount Pleasant	Wasatch Academy	George H. Marshall, M. S
1738	Ogden	Weber Stake Academy	L. F. Moench
1739	Provo	Brigham Young Academy	George H. Brimhall
1740	Salt Lake City	All Hallow's College	Thos. J. Larken
1741	.....do	Gordon Academy	Caroline Paine
1742	.....do	Latter-Day Saints' College	J. H. Paul
1743	.....do	Rowland Hall	Mrs. Clara I. Colburne
1744	.....do	Salt Lake Collegiate Institute	Robert J. Caskey
1745	Springville	Hungerford Academy	Haddington G. Brown
	VERMONT.		
1746	Bakersfield	Brigham Academy	C. H. Morrill, A. B
1747	Burlington	St. Mary's Academy	Sisters of Mercy
1748	Derby	Derby Academy	G. A. Andrews
1749	Essex	Essex Classical Institute	C. H. Martin
1750	Lyndon Center	Lyndon Institute	Fremont L. Pugsley
1751	Melndoe Falls	Melndoe Academy	Carlton D. Howe, A. B
1752	Manchester	Burr and Burton Seminary	B. C. Rodgers, A. B
1753	Montpelier	Montpelier Seminary	William M. Newton
1754	New Haven	Beeman Academy*	Luther A. Brown
1755	North Craftsbury	Craftsbury Academy	Arthur C. Cole
1756	Peacham	Caledonia County Grammar School.	Charles H. Cambridge
1757	Poultney	Troy Conference Academy	Charles H. Dunton
1758	St. Albans	St. Mary's School	Sister Eugenia
1759	Saxton's River	Vermont Academy (Military)	Edward Ellery, Ph. D
1760	Thetford	Thetford Academy	Luman R. Bowdish
1761	Townshend	Leland and Gray Seminary	E. Edgecomb
1762	West Brattleboro	Brattleboro Academy	H. E. Miller

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—Continued.

Religious denomination.	Secondary instructors.		Students.								Graduates in 1901.		College preparatory students in the class that graduated in 1901.		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.												
							Classical course.		Scientific course.										
	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	1	38	37	37	38	2	0	....	....	1	0	....	.....	4	0	200	$3,000	1708
Nonsect ...	2	0	18	25	44	41	....	....	1	0	1	2	1	0	4	0	160	4,500	1709
Nonsect ...	0	2	18	26	60	59	4	6	....	....	0	0	0	0	4	0	100	1,500	1710
Nonsect ...	2	1	45	32	84	102	6	4	2	1	2	9	1	2	4	0	1,200	6,000	1711
Nonsect ...	0	3	0	24	0	76	....	....	....	....	0	0	....	.....	4	0	1,000	30,000	1712
Bapt.....	0	3	0	45	0	60	0	28	0	32	0	1	....	.....	3	0	1,800	14,000	1713
Nonsect ...	2	1	40	30	0	0	6	2	7	3	4	5	2	1	4	0	300	20,000	1714
R. C	0	2	0	24	0	21	0	10	0	0	0	2	....	.....	4	0	600	70,000	1715
Nonsect ...	1	0	10	0	25	0	5	0	5	0	....	....	....	.....	4	0	200	9,000	1716
Nonsect ...	3	1	78	0	50	0	3	0	15	0	6	0	4	0	3	78	600	20,000	1717
P. E	0	9	0	45	0	50	0	20	0	10	0	4	....	.....	4	0	2,000	50,000	1718
Nonsect ...	3	1	44	4	40	3	....	....	....	....	9	2	6	2	4	0	.....	.....	1719
R. C	0	6	0	60	140	0	0	40	....	....	0	8	0	8	4	0	.....	.....	1720
Epis	15	0	100	0	42	0	3	0	17	0	12	0	....	.....	4	100	324	20,000	1721
M. E. So....	2	2	100	80	50	80	3	1	2	0	9	6	5	1	4	0	.....	35,000	1722
R. C	0	3	30	27	39	29	....	....	....	....	0	0	0	0	....	....	.....	.....	1723
Meth	4	2	0	80	0	280	0	26	0	20	0	28	....	.....	2	....	2,000	75,000	1724
Nonsect ...	2	0	37	0	34	0	7	0	1	0	0	0	....	.....	4	....	.....	.....	1725
Nonsect ...	1	2	74	50	0	0	....	....	74	50	11	6	11	6	4	0	200	5,000	1726
Nonsect ...	1	3	25	25	125	120	8	0	10	0	0	0	....	.....	4	0	200	10,000	1727
R. C	0	10	0	80	0	120	....	....	....	....	....	....	....	.....	....	....	.....	.....	1728
Nonsect ...	2	3	15	35	35	40	11	14	....	....	0	1	0	0	4	0	1,000	6,500	1729
Cum. Presb	1	4	0	145	10	165	0	6	0	0	0	12	0	2	5	0	300	25,000	1730
M. E. So...	3	2	85	40	22	11	15	5	32	19	2	1	2	1	3	0	1,500	30,000	1731
M. P	3	1	66	20	54	41	10	6	5	6	4	0	....	.....	4	0	250	4,000	1732
Nonsect ...	9	8	80	77	126	89	31	12	29	10	17	12	17	12	2	128	4,000	35,000	1733
L. D. S	3	2	70	78	0	0	....	....	....	....	16	22	....	.....	....	....	111	4,800	1734
L. D. S	9	3	100	56	15	5	....	....	10	0	4	4	4	4	4	0	300	30,000	1735
Presb	1	3	10	10	66	56	0	0	2	2	0	0	0	0	3	0	200	8,700	1736
Presb	1	3	13	26	37	29	5	5	5	5	0	1	0	1	4	0	1,000	10,000	1737
L. D. S	6	1	86	38	69	20	0	2	5	7	6	4	0	0	4	0	1,200	42,000	1738
L. D. S	27	10	551	310	135	34	....	....	131	33	7	5	7	5	4	0	5,432	100,000	1739
R. C	11	0	65	0	89	0	12	0	15	0	10	0	4	0	4	38	600	140,000	1740
Cong	1	3	10	19	0	0	1	1	0	0	1	3	1	3	4	0	2,000	75,000	1741
L. D. S	14	0	242	195	35	29	....	....	5	0	3	1	1	0	4	0	3,500	223,500	1742
Epis	0	5	0	50	20	100	0	10	....	....	0	3	....	.....	4	0	2,000	50,000	1743
Presb	2	5	34	41	4	6	5	3	....	....	5	1	2	0	4	0	600	42,650	1744
Presb	1	2	38	73	60	30	4	3	4	0	1	5	....	.....	4	0	.....	16,000	1745
Nonsect ...	2	3	54	48	0	0	5	6	20	15	....	....	....	.....	4	0	800	30,000	1746
R. C	0	8	0	30	180	200	....	....	....	....	0	3	....	.....	4	....	.....	.....	1747
Nonsect ...	2	0	22	24	23	37	....	....	2	0	7	10	2	0	4	20	700	6,000	1748
Nonsect ...	1	2	17	27	4	2	2	1	1	0	1	4	1	2	4	0	350	15,500	1749
Free Bapt..	3	4	30	46	0	0	1	1	0	0	2	4	0	1	4	0	1,200	28,000	1750
Nonsect ...	1	1	25	29	0	0	1	1	4	6	1	5	....	.....	4	0	200	5,000	1751
Nonsect ...	2	2	28	32	0	0	8	6	1	0	3	6	3	1	4	0	1,000	30,000	1752
M. E	5	6	76	110	0	0	20	3	3	2	4	10	1	2	4	25	1,000	96,000	1753
Nonsect ...	1	1	13	16	8	8	1	0	4	7	4	1	0	1	4	0	200	1,500	1754
Nonsect ...	1	2	20	26	2	5	....	....	9	6	2	5	1	2	4	0	2,300	4,500	1755
Nonsect ...	1	1	36	30	0	0	0	4	....	....	1	1	1	0	4	0	2,000	.....	1756
M. E	5	3	84	48	34	10	26	1	27	2	11	5	9	0	4	0	2,840	72,000	1757
R. C	2	5	0	28	62	100	....	....	....	....	0	4	....	.....	3	0	350	30,000	1758
Bapt.....	6	4	78	40	78	40	....	....	....	....	5	6	3	4	4	64	4,000	112,000	1759
Nonsect ...	2	2	25	21	5	2	2	1	0	0	4	2	1	0	4	0	3,000	7,000	1760
Bapt.....	0	1	39	34	6	1	1	0	1	6	3	5	0	0	3	0	400	6,000	1761
Nonsect ...	1	1	26	24	0	0	....	....	....	....	5	4	2	4	4	0	290	4,000	1762

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	VIRGINIA.		
1763	Abingdon	Abingdon Academy	B. R. Smith
1764	do	Academy of the Visitation	Sister Mary Agnes Broughton
1765	Alexandria	Episcopal High School*	L. M. Blackford, M. A
1766	do	Potomac Academy	John S. Blackburn
1767	Arvonia	Seven Islands School	Philip B. Ambler
1768	Bedford City	Randolph-Macon Academy	E. Sumter Smith
1769	Bellevue	Bellevue High School	William R. Abbott
1770	Berkley	Ryland Institute	A. E. Owen, D. D
1771	Berryville	Gold's (Miss) School*	Miss Laura W. Gold
1772	Bethel Academy	Bethel Military Academy*	Robert A. McIntyre
1773	Blackstone	Blackstone Female Institute	James Cannon, jr., A. M
1774	do	Hoge Memorial Military Academy	E. B. Fishburne, Ph. B., B. S
1775	Black Walnut	Cluster Springs Academy	Hampden, Wilson
1776	Bon Air	Bon Air School*	William Day Smith
1777	Bowling Green	Southern Seminary*	Rev. E. H. Rowe
1778	Bruington	Bruington Academy	Alex. Fleet
1779	Burkeville	South Side Female Institute	R. W. Cridlin
1780	Charlottesville	University School	Horace W. Jones
1781	Chase City	Southside Academy*	Edward C. James
1782	Churchland	Churchland Academy	Charles T. Wortham
1783	Claremont	Temperance Industrial and Collegiate Institute.	John J. and Mrs. Rosa E. Smallwood.
1784	Covesville	Cove Academy	Daniel Blain
1785	Danville	Danville Military Institute*	I. H. Saunders
1786	do	Randolph-Macon Institute	William Holmes Davis
1787	Dayton	Shenandoah Institute	E. U. Hoenshel
1788	Farnham	Farnham Academy	R. Williamson
1789	Floyd	Oxford Academy	John K. Harris
1790	Fort Defiance	Augusta Military Academy	Charles S. Roller, A. M
1791	Franklin	Franklin Male Academy	J. G. Mills
1792	Front Royal	Randolph-Macon Academy	Charles L. Melton, A. M
1793	Gloucester	Gloucester Academy	John Tabb
1794	Hampton	Hampton College	Miss Bessie L. Fitchett
1795	do	Spiller Academy*	G. Edward Read
1796	Herndon	Herndon Seminary*	Misses Castleman
1797	Hume	Cleveland High School	James J. Marshall
1798	Lebanon	The Russell College*	R. M. Copenhaver
1799	Lewiston	Bel-Air School*	N. E. Scott
1800	Locust Dale	Locust Dale Academy	W. W. Briggs
1801	Lodi	Liberty Hall Home School	W. J. Edmondson
1802	Lynchburg	Virginia Baptist Seminary*	George Hayes
1803	Manassas	Manassas Institute	Mrs. F. O. Metz and Miss E. H. Osbourn.
1804	Mendota	Hamilton High School	Wm. C. Patton
1805	Millwood	Clay Hill Academy	William H. Whiting, jr
1806	Mt. Clinton	West Central Academy	I. S. Wampler
1807	Mt. Crawford	Rockingham Military Institute	F. A. Byerly
1808	Newport News	Hampton Roads Military Academy.	E. W. Huffman
1809	Norfolk	Leache-Wood Seminary	Miss Agnes D. West
1810	do	Norfolk Academy	John F. Blackwell
1811	do	Norfolk Mission College	W. McKirahan
1812	do	The Phillips and West School for Girls.	Misses Phillips and West
1813	do	St. Mary's Male Academy	Brother Raymond
1814	Portsmouth	Portsmouth Academy	W. H. Stokes
1815	do	St. Joseph's Academy	Sister Agnes
1816	Richmond	Academy of the Visitation	Sister M. Justina Prevost
1817	do	McGuire's School	John P. McGuire
1818	do	Nolley's School for Boys	G. M. Nolley
1819	Ridgeway	Ridgeway Institute*	Jefferson Davis
1820	Rural Retreat	Hawkins Chapel Institute*	—— Slack

*Statistics of 1899-1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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 ...	2	0	28	0	34	0	8	0	6	0	2	0	2	0	0	....	600	$5,000	1763
R. C	0	3	0	23	0	10	0	2	0	0	0	0	0	0	0	....	1,000	8,000	1764
Epis	7	0	105	0	0	0	89	0	....	....	3	0	3	0	4	0	.....	30,000	1765
Nonsect ...	3	0	22	0	0	0	12	0	....	....	....	....	....	....	5	....	.....	.....	1766
Nonsect ...	2	0	9	0	0	0	3	0	....	....	....	....	....	....	4	....	1,200	.....	1767
Meth	6	0	102	0	0	0	....	....	....	....	....	....	....	....	4	....	1,000	100,000	1768
Nonsect ...	3	0	41	0	2	0	14	0	14	0	....	....	....	....	5	....	2,300	25,000	1769
Bapt.....	0	2	0	20	7	40	0	10	0	20	0	4	....	.....	4	0	500	1,500	1770
Nonsect ...	1	3	4	15	11	12	4	6	....	....	....	....	....	....	....	....	75	2,500	1771
Nonsect ...	7	0	60	0	0	0	30	0	....	....	....	....	....	....	4	45	1,200	25,000	1772
Meth	1	19	0	200	7	26	....	....	....	....	0	18	....	....	....	....	850	55,000	1773
Nonsect ...	5	0	35	0	22	0	30	0	....	....	1	0	1	0	3	35	3,000	20,000	1774
Presb.....	4	0	31	0	4	0	21	0	10	0	5	0	5	0	4	0	.....	10,000	1775
Nonsect ...	1	1	9	5	6	1	1	0	1	0	....	....	....	....	4	....	200	1,200	1776
Meth	3	8	0	73	0	6	....	....	....	....	0	5	0	0	4	0	163	.....	1777
Nonsect ...	1	0	3	1	9	2	1	1	....	....	....	....	....	....	....	....	500	3,000	1778
Bapt.....	2	7	0	65	0	0	0	40	0	25	0	6	....	.....	4	....	2,000	15,000	1779
Nonsect ...	2	0	27	0	0	0	....	....	....	....	....	....	0	0	....	....	.....	.....	1780
Bapt.....	2	3	18	59	20	13	2	0	....	....	5	11	4	0	3	0	200	6,000	1781
Nonsect ...	1	0	20	3	14	16	0	7	4	0	1	1	1	1	5	0	.....	3,000	1782
Nonsect ...	3	1	33	65	32	51	15	19	14	31	10	18	4	7	4	0	1,581	24,178	1783
Nonsect ...	2	0	9	0	3	0	4	0	1	0	0	0	0	0	4	0	.....	500	1784
Nonsect ...	6	0	85	0	0	0	23	0	20	0	16	0	11	0	4	85	200	40,000	1785
M. E. So....	1	8	0	87	0	20	0	60	0	20	0	6	0	4	5	0	300	40,000	1786
U. Breth ...	8	1	80	45	15	25	10	6	6	2	5	6	....	.....	0	....	2,000	15,000	1787
Nonsect ...	1	0	11	10	6	6	4	2	0	0	0	0	0	0	....	0	.....	500	1788
Presb	0	4	2	12	10	16	2	3	0	0	0	3	0	3	3	....	1,000	2,800	1789
Nonsect ...	2	0	34	0	25	0	4	0	7	0	5	0	5	0	4	34	.....	10,000	1790
Nonsect ...	2	1	68	0	0	0	12	0	5	0	0	0	0	0	4	0	150	7,000	1791
M. E. So....	5	1	63	0	4	0	25	0	....	....	....	....	....	....	3	0	500	100,000	1792
Nonsect ...	1	0	12	0	15	0	10	0	....	....	....	....	....	....	3	....	.....	.....	1793
Nonsect ...	1	4	0	40	0	10	0	40	....	....	0	1	....	.....	....	....	.....	.....	1794
Bapt.....	1	1	13	17	29	44	13	17	....	....	....	....	....	....	4	0	.....	3,000	1795
Epis	0	2	3	5	5	11	0	4	0	0	....	....	....	....	4	....	.....	.....	1796
Epis	1	0	14	0	36	0	6	0	6	0	2	0	2	0	4	0	40	5,000	1797
Nonsect ...	1	1	26	20	27	20	10	6	....	....	....	....	....	....	4	0	1,000	8,000	1798
Presb.....	0	1	1	8	1	2	0	8	....	....	0	2	....	.....	....	....	200	3,000	1799
Nonsect ...	4	1	70	2	0	0	5	0	5	0	....	....	....	....	....	40	.....	20,000	1800
Presb.....	1	1	20	15	15	10	....	....	....	....	....	....	....	....	....	....	256	2,500	1801
Bapt.....	6	7	60	82	20	78	....	....	....	....	8	15	8	4	4	0	1,600	50,000	1802
Nonsect ...	1	3	7	10	23	42	....	....	3	5	0	4	0	4	4	....	1,000	4,000	1803
Nonsect ...	1	0	10	12	10	12	2	3	....	....	....	....	....	....	3	0	450	3,000	1804
Nonsect ...	2	0	27	0	4	0	13	0	0	0	....	....	....	....	....	0	1,000	15,000	1805
Nonsect ...	4	1	46	42	43	38	5	0	3	2	4	2	3	0	4	0	400	8,000	1806
Nonsect ...	3	0	22	8	9	3	2	1	1	0	....	....	....	....	....	30	80	7,250	1807
Nonsect ...	2	0	22	0	38	30	4	0	18	0	2	3	....	.....	4	22	480	15,000	1808
Nonsect ...	0	6	0	50	0	30	0	2	....	....	0	2	....	.....	....	....	500	30,000	1809
Nonsect ...	4	0	73	0	60	0	30	0	10	0	6	0	6	0	4	....	.....	75,000	1810
U. Presb ...	2	4	23	57	211	415	23	58	....	....	6	9	....	.....	3	0	900	70,000	1811
Nonsect ...	1	5	0	26	0	41	0	14	0	0	0	4	0	1	5	....	.....	7,000	1812
R. C.....	5	0	29	0	0	0	....	....	....	....	....	....	....	....	2	....	298	.....	1813
Nonsect ...	1	0	25	15	50	10	5	1	5	1	....	....	....	....	0	0	.....	.....	1814
R. C	0	6	0	20	30	130	0	0	0	3	0	3	....	.....	3	0	500	.....	1815
R. C	0	3	0	24	0	26	....	....	....	....	0	0	0	0	....	....	.....	.....	1816
Nonsect ...	6	1	98	0	66	0	30	0	10	0	6	0	6	0	4	0	250	10,000	1817
Nonsect ...	2	0	26	0	20	0	15	0	10	0	6	0	15	0	4	0	.....	5,000	1818
Nonsect ...	1	1	11	12	24	28	4	2	7	0	....	....	....	....	....	....	.....	25,0000	1819
Nonsect ...	1	0	4	6	6	15	2	1	....	....	....	....	....	....	4	0	200	700	1820

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	VIRGINIA—continued.		
1821	Schuyler	Kleinberg High School*	Misses Wailes
1822	Scottsburg	Scottsburg Normal College*	C. R. Hairfield
1823	South Boston	South Boston Female Institute	J. P. Snead
1824	Spottswood	Valley High School*	James M. Mason
1825	Spring Garden	Spring Garden High School	R. L. Thomason
1826	Staunton	Staunton Military Academy	Wm. H. Kable
1827	do	The Mary Baldwin Seminary*	Miss E. C. Weimar
1828	do	Virginia Female Institute	Miss Maria Pendleton Duval.
1829	Suffolk	Nansemond Seminary	Mrs. Lucy H. Quimby
1830	do	St. Paul's Universalist Mission School.	T. E. Wise
1831	do	Suffolk College*	Sally A. Finney
1832	do	Suffolk Institute*	A. P. Kelly
1833	Tazewell	Tazewell College	C. D. M. Showalter
1834	Ursus	Elk Creek Academy*	M. L. Roark
1835	Warrenton	Fauquier Institute	George G. Butler, A. M
1836	Waynesboro	Fishburne Military School	James A. Fishburne
1837	West Point	West Point Female Seminary	Mrs. W. R. Broaddus
1838	Winchester	Fairfax College	G. C. Shepard
1339	do	Shenandoah Valley Academy	J. B. Lovett
1840	Wise	Gladeville College	C. Y. Chapman
	WASHINGTON.		
1841	College Place	Walla Walla College	E. L. Stewart
1842	North Yakima	Woodcock Academy	R. M. Edwards
1843	Olympia	Providence Academy	Sister M. Wilfrid
1844	Parkland	Pacific Lutheran University	W. J. Hong
1845	Ross	Seattle Seminary*	C. N. Bertels
1846	Seattle	Academy of the Holy Names	Sister M. Hyacintha
1847	do	Seattle Seminary	Clark W. Shay
1848	Snohomish	Puget Sound Academy*	C. E. Lambert
1849	South Park	College of our Lady of Lourdes	Brother Philip
1850	Spokane	Academy of Holy Names	Sister Mary Alodia
1851	do	Brunot Hall	Julia P. Bailey
1852	Tacoma	Annie Wright Seminary	Mary Alice Post
1853	do	Tacoma Academy	A. P. Powelson
1854	Waitsburg	Waitsburg Academy	J. A. Keener
1855	Walla Walla	De La Salle Institute	Brother Jasper
	WEST VIRGINIA.		
1856	Alderson	Alleghany Collegiate Institute	W. S. Anderson, A. M
1857	Beckley	Beckley Seminary	Bernard H. White
1858	Buckhannon	West Virginia Conference Seminary.	John Wier
1859	Burnsville	Burnsville Academy	G. F. Queen
1860	Charlestown	Powhatan College	S. P. Hatton
1861	do	Stephenson Seminary	C. N. Campbell, D. D
1862	Clarksburg	Broaddus Classical and Scientific Institute.	Samuel Elles Swartz
1863	Elizabeth	Seminary and Business School*	A. S. Lee
1864	Fayetteville	Fayetteville Academy	H. C. Robertson
1865	Lewisburg	Greenbrier Academy	Gordon R. Houston
1866	Parkersburg	Academy of the Visitation	Sister M. Xavier Reilly
1867	Romney	Potomac Seminary*	J. C. Hodgson
1868	Salem	Salem College*	Theo. L. Gardiner, D. D
1869	Wheeling	Linsly Institute	Baine B. Dent
1870	do	Mount de Chantal Female Academy.	Sister M. Xavier

*Statistics of 1899–1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	
Presb	0	2	0	10	0	10	....	....	....	....	0	1	....	....	....	....	.....	$5,000	1821
Nonsect	4	3	40	39	52	49	....	....	....	....	....	....	....	....	....	....	200	3,500	1822
Nonsect	1	1	5	10	5	10	....	....	....	....	0	0	0	0	....	....	.....	.....	1823
Nonsect	2	0	7	3	12	0	4	1	....	....	1	1	....	....	....	0	.....	500	1824
Presb	1	0	4	17	2	3	0	6	....	....	0	0	0	0	4	0	0	2,000	1825
Nonsect	5	0	25	0	15	0	15	0	10	0	1	0	1	0	4	25	600	20,000	1826
Nonsect	0	3	0	90	0	130	....	....	....	....	0	13	....	....	5	0	2,500	175,000	1827
Epis	0	7	0	50	0	25	0	4	....	....	0	0	0	0	....	....	1,000	75,000	1828
P. E	0	3	0	19	3	4	0	2	0	0	0	6	0	1	4	0	300	.....	1829
Univ	1	1	30	24	80	86	1	1	1	1	2	0	....	....	4	0	3,000	2,000	1830
Meth	0	3	0	34	1	56	....	....	....	....	0	2	....	....	4	0	.....	.....	1831
Nonsect	1	0	9	0	8	0	4	0	1	0	0	0	0	0	5	0	.....	5,500	1832
Nonsect	5	2	35	40	0	0	....	....	....	....	0	0	0	0	....	0	.....	10,000	1833
Nonsect	1	0	50	54	15	13	....	....	....	....	0	0	0	0	3	0	.....	1,000	1834
Nonsect	0	2	0	40	4	46	1	10	1	5	0	2	....	....	4	....	300	10,000	1835
Presb	4	0	40	0	0	0	4	0	4	0	....	....	....	....	4	30	400	10,000	1836
Nonsect	0	1	0	35	0	10	....	....	....	....	0	1	....	....	4	....	.....	6,000	1837
Presb	2	4	0	20	3	9	0	5	....	....	0	5	0	3	4	0	1,450	16,000	1838
Nonsect	6	0	70	0	10	0	....	....	....	....	3	0	3	0	4	0	500	25,000	1839
Nonsect	1	1	25	7	100	111	3	1	0	0	0	0	0	0	4	0	200	4,000	1840
7th D. Adv.	6	2	13	29	82	77	....	....	2	4	6	8	....	....	4	0	782	56,945	1841
Cong	2	3	10	9	7	6	1	0	2	8	0	1	0	1	4	0	150	12,000	1842
R. C	0	2	0	14	28	71	....	....	....	....	0	1	....	....	3	....	.....	20,000	1843
Luth	3	3	50	25	20	10	4	0	5	0	5	1	....	....	4	0	500	100,000	1844
Free Meth	2	3	20	15	25	30	6	0	....	....	3	1	2	1	4	0	650	25,000	1845
R. C	0	3	0	20	0	160	0	18	....	....	....	....	....	....	4	....	500	.....	1846
Free Meth	2	1	20	21	30	37	....	....	....	....	2	4	2	4	4	....	550	20,000	1847
Cong	2	2	27	30	5	12	8	2	3	2	2	3	1	1	....	....	1,000	30,000	1848
R. C	4	0	60	0	20	0	30	0	12	0	....	....	....	....	4	0	2,000	30,000	1849
R. C	0	3	0	57	12	172	....	....	....	....	0	5	....	....	4	0	350	.....	1850
Epis	0	6	0	30	0	15	0	1	....	....	0	2	....	....	4	....	100	25,000	1851
Epis	0	9	0	100	6	12	0	12	....	....	0	7	....	....	4	0	.....	.....	1852
Nonsect	1	1	16	5	3	12	4	4	1	0	0	0	....	....	4	0	200	6,000	1853
U. Presb	2	3	34	23	9	20	2	2	4	1	3	2	1	1	4	0	300	16,000	1854
R. C	1	0	15	0	110	0	3	0	....	....	....	....	....	....	....	....	1,000	10,000	1855
Meth	2	2	16	28	16	14	10	4	1	0	2	4	2	0	4	0	200	8,000	1856
Nonsect	2	2	60	50	16	10	....	....	....	....	....	....	....	....	2	0	100	.....	1857
M. E	2	2	258	180	30	20	40	35	....	....	18	12	3	8	....	....	4,000	100,000	1858
Nonsect	1	1	16	18	28	25	....	....	....	....	....	....	....	....	....	0	100	3,500	1859
Nonsect	2	5	0	50	0	50	0	2	0	5	0	2	....	....	4	0	1,000	75,000	1860
Presb	0	3	2	31	0	8	0	20	0	0	0	3	0	3	4	0	1,000	10,000	1861
Bapt	2	7	20	40	41	62	3	1	20	40	4	9	....	....	....	0	500	60,000	1862
Nonsect	1	1	31	36	7	6	....	....	....	....	0	0	....	....	....	0	.....	7,000	1863
Nonsect	2	1	42	51	18	23	2	3	4	6	4	0	4	0	4	0	80	5,000	1864
Nonsect	3	0	23	0	9	0	5	0	3	0	1	0	1	0	4	0	250	3,500	1865
R. C	0	12	0	90	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....	1866
Presb	2	2	17	15	15	15	5	1	0	0	....	....	....	....	4	0	.....	6,000	1867
7th D. Bapt	2	1	27	13	63	42	21	10	6	7	1	2	1	2	3	0	2,200	10,000	1868
Nonsect	4	0	45	0	53	0	0	0	30	0	7	0	5	0	4	45	.....	.....	1869
R. C	0	12	0	60	0	40	0	5	....	....	0	6	....	....	....	....	6,000	.....	1870

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	WISCONSIN.		
1871	Ashland	North Wisconsin Academy	M. J. Fenengo
1872	Beaver Dam	Wayland Academy	Homer J. Vosburgh
1873	Delafield	St. John's Military Academy	Sidney T. Smythe
1874	Evansville	The Evansville Seminary	A. H. Stilwell
1875	Fond du Lac	Grafton Hall	B. Talbot Rogers
1876	Hillside	Hillside Home School	Misses Jones
1877	Kenosha	Kemper Hall	Sister Superior
1878	Madison	Sacred Heart Academy	Mother Reginald
1879	Marinette	St. Mary's Academy	Sister Mary Gonzalva
1880	Milwaukee	German-English Academy	Emil Dapprich
1881	.....do	Milwaukee Academy	Julius Howard Pratt, Ph. D.
1882	Mount Calvary	St. Lawrence College	Antonine Wilmer
1883	Poynette	Poynette Academy	W. L. Green
1884	Prairie du Chien	St. Mary's Academy	Sister M. Seraphia
1885	Racine	Grammar School of Racine College	Henry D. Robinson
1886	.....do	St. Catherine's Academy	Mother M. Hyacintha
1887	St. Francis	St. Francis Seminary	Joseph Rainer
1888	Scandinavia	Scandinavia Academy	E. C. Nelson
1889	Sinsinawa	St. Clair College	.....
1890	Watertown	Sacred Heart College	John J. O'Roeuke
1891	Waukesha	Carroll College*	Walter L. Rankin
	WYOMING.		
1892	Cheyenne	Academy of the Holy Child Jesus.	Mother Mary Gonzaga

*Statistics of 1899–1900.

other private secondary schools for the scholastic year 1900–1901—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 1901.		College preparatory students in the class that graduated in 1901.						
							Classical course.		Scientific course.										
	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	
Cong	1	4	25	38	10	12	8	5	12	15	2	3	1	2	4	0	3,000	$45,000	1871
Bapt	7	7	50	35	7	3	19	10	14	4	8	5	8	3	4	0	2,000	100,000	1872
Epis	6	1	85	0	60	0	8	0	50	0	28	0	14	0	4	85	3,000	150,000	1873
Free Meth	3	4	70	65	20	15	2	0	3	0	0	2	0	2	4	0	500	15,000	1874
P.E	0	8	3	46	1	28	0	2	0	5	0	6	....	....	4	0	1,500	100,000	1875
Nonsect	1	7	10	28	23	22	0	2	2	3	2	7	1	5	4	0	2,650	27,600	1876
Epis	0	14	0	85	0	25	0	20	0	15	0	5	0	1	....	....	4,000	100,000	1877
R.C	0	8	0	26	0	35	....	....	....	....	....	....	....	....	4	....	450	.....	1878
R.C	0	3	0	30	0	20	0	3	0	4	0	14	0	2	4	....	.....	25,000	1879
Nonsect	4	1	7	19	55	67	3	8	....	....	3	8	3	8	....	0	1,575	80,000	1880
Nonsect	5	3	55	0	39	0	16	0	17	0	9	0	7	0	4	0	900	35,000	1881
R.C	13	0	162	0	0	0	138	0	138	0	10	0	10	0	5	0	2,800	65,000	1882
Presb	0	4	23	21	0	0	2	2	1	0	4	5	3	2	4	0	300	20,000	1883
R.C	0	3	0	24	0	33	....	....	0	2	....	....	....	....	4	....	600	.....	1884
Epis	6	0	51	0	40	0	25	0	15	0	3	0	3	0	4	51	11,000	250,000	1885
R.C	0	5	0	20	0	180	0	18	....	....	0	8	....	....	4	....	3,275	.....	1886
R.C	7	0	130	0	115	0	....	....	....	....	20	0	....	....	4	0	13,000	180,000	1887
Luth	3	2	59	29	0	0	8	7	....	....	9	9	3	0	4	0	1,000	20,000	1888
R.C	0	18	0	150	0	90	0	50	0	40	0	13	....	....	5	....	.....	.....	1889
R.C	5	0	70	0	40	0	20	0	20	0	....	....	....	....	0	....	3,500	.....	1890
Presb	4	2	46	30	18	10	....	....	....	....	11	6	11	6	3	0	1,500	40,000	1891
R.C	0	3	0	40	60	210	0	12	0	14	0	12	0	12	4	0	500	60,000	1892

TABLE 45.—*Public and private high schools for boys only, for girls only, and for both sexes.*

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	31	13,843	25	16,470	6,262	210,741	300,676	348	21,693	527	23,037	1,017	32,119	31,372
North Atlantic Division	15	10,817	11	11,901	1,451	63,197	88,219	149	11,282	212	9,344	293	10,314	9,793
South Atlantic Division	8	1,250	7	2,074	451	10,033	14,965	86	3,969	80	4,002	211	5,809	5,616
South Central Division	7	1,132	6	1,945	733	16,096	23,138	49	2,351	60	2,419	268	7,394	7,563
North Central Division	1	644	...	...	3,289	108,470	155,523	41	2,849	121	5,457	193	6,620	6,438
Western Division	...	...	1	550	338	12,945	18,831	23	1,242	54	1,815	52	1,982	1,962
North Atlantic Division:														
Maine	...	...	...	...	151	3,609	4,910	1	6	4	115	28	1,134	1,205
New Hampshire	1	48	...	...	59	1,614	2,151	7	936	3	154	20	448	401
Vermont	...	...	...	...	61	1,572	2,075	0	0	2	58	15	573	555
Massachusetts	4	2,195	2	1,421	235	14,552	20,146	19	1,795	37	1,909	40	1,219	1,012
Rhode Island	...	...	...	...	21	1,498	2,053	4	246	6	226	3	86	112
Connecticut	...	...	...	...	74	3,677	4,720	13	703	18	542	31	675	1,015
New York	6	7,264	5	6,990	372	20,639	28,656	57	3,289	82	4,124	60	1,734	1,764
New Jersey	...	...	...	...	95	4,776	7,130	21	1,304	22	819	24	696	642
Pennsylvania	4	1,310	4	3,490	383	11,260	16,378	27	3,003	38	1,397	72	3,749	3,087
South Atlantic Division:														
Delaware	...	...	...	...	14	466	685	1	30	1	48	1	28	31
Maryland	6	915	4	1,033	42	807	1,205	13	728	16	1,098	16	343	271
District of Columbia	...	...	...	...	5	1,255	2,096	7	176	10	401	6	68	248
Virginia	1	125	...	...	72	1,593	2,728	27	1,164	19	926	32	717	720
West Virginia	...	...	...	...	32	650	1,221	2	68	3	200	10	489	462
North Carolina	...	...	...	...	28	551	745	9	612	6	344	88	2,864	2,012
South Carolina	1	210	1	335	97	1,641	2,127	3	174	6	276	19	554	463
Georgia	...	...	2	706	122	2,425	3,133	24	1,017	10	554	36	656	1,302
Florida	...	...	...	...	39	645	1,025	...	...	9	155	3	90	107
South Central Division:														
Kentucky	2	649	1	753	83	1,764	2,375	8	426	18	636	68	1,747	1,533
Tennessee	1	20	...	...	108	2,073	3,356	3	146	8	504	71	2,099	1,638
Alabama	1	95	2	501	71	1,574	2,069	11	255	8	229	18	719	653
Mississippi	1	18	...	...	101	1,778	2,645	6	405	7	257	30	711	749
Louisiana	1	279	2	639	31	555	821	4	231	9	440	15	211	305
Texas	...	...	...	...	261	6,678	9,423	15	848	7	280	40	943	1,897
Arkansas	...	...	...	...	62	1,295	1,841	2	40	1	21	19	729	583
Oklahoma	...	...	...	...	13	340	565	...	...	1	15	1	51	40
Indian Territory	1	71	1	52	3	39	43	...	...	1	37	6	184	165
North Central Division:														
Ohio	...	...	...	...	709	20,696	27,047	7	523	23	918	18	505	423
Indiana	...	...	...	...	390	11,343	15,412	3	394	13	665	13	677	710
Illinois	1	644	...	...	368	15,535	24,997	6	186	28	874	27	848	1,253
Michigan	...	...	...	...	299	12,394	17,128	1	145	10	453	10	301	379
Wisconsin	...	...	...	...	228	8,570	11,646	6	553	6	335	9	293	311
Minnesota	...	...	...	...	127	5,671	8,218	6	518	10	512	10	424	255
Iowa	...	...	...	...	346	12,163	17,474	1	35	5	178	33	990	1,109
Missouri	...	...	...	...	237	7,991	12,270	9	425	17	1,236	46	1,745	1,178
North Dakota	...	...	...	...	32	532	817	...	...	...	...	2	69	43
South Dakota	...	...	...	...	73	1,316	1,812	...	...	1	44	6	157	180
Nebraska	...	...	...	...	257	6,127	9,196	...	...	7	164	10	237	278
Kansas	...	...	...	...	223	6,132	9,506	2	70	1	78	9	374	319
Western Division:														
Montana	...	...	...	...	21	629	1,198	...	...	3	143	1	16	48
Wyoming	...	...	...	...	10	142	251	...	...	1	40	...	...	...
Colorado	...	...	...	...	49	2,596	3,903	1	24	2	75	3	46	97
New Mexico	...	...	...	...	7	128	154	3	98	2	35	...	...	...
Arizona	...	...	...	...	2	65	107	...	...	1	15	1	1	5
Utah	...	...	...	...	6	473	781	1	65	1	50	10	1,154	846
Nevada	...	...	...	...	12	212	303	...	...	...	...	...	...	...
Idaho	...	...	...	...	7	184	237	...	...	1	28	3	59	63
Washington	...	...	...	...	74	1,469	2,223	2	75	5	221	8	190	157
Oregon	...	...	...	...	34	1,099	1,540	2	195	6	196	8	202	239
California	...	...	1	550	116	5,948	8,134	14	785	32	1,012	18	314	507

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, 2093–2169; 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.

The number of schools devoted chiefly to manual and industrial training reporting to this office for the scholastic year ending June, 1901, was 153, an increase of 9 schools over the preceding year. The number of different pupils in these schools receiving manual or industrial training was 48,028, an increase of 6,292. The expenditures of these schools for the pay of teachers, for materials, for new tools and repairs, and for incidentals, amounted to $823,064, an increase of $56,943 over the preceding year. These items are given in detail, by States, in Table 3 of this chapter.

Included in the list of manual training schools are 35 schools for the industrial training of Indian children. The 153 schools had 1,698 teachers of manual training—940 men and 758 women. The number of boys receiving training was 30,293, and the number of girls 17,735.

Table 4 gives in detail the statistics of the 118 manual and industrial training schools other than the Indian schools. In these 118 schools there were employed 1,340 teachers—774 men and 566 women. In the same schools there were 41,059 pupils—26,239 boys and 14,820 girls.

The statistics of the 35 Indian schools are given in Table 5. There were 358 teachers employed in these schools—166 men and 192 women. The number of pupils was 6,969, the number of boys being 4,054 and girls 2,915.

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 4 and 5, are shown in Table 6.

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 42 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 43, and similar statistics for schools for the defective classes in chapter 44.

Table 1 shows the number of cities of 8,000 population 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 1901 in 232 cities. Table 2 gives a list of the 232 cities in whose public schools manual training (other than drawing) was given in 1900–1901, and indicates the grades in each city system in which such instruction was given.

Special Schools of Arts and Sciences.

It was the intention to include in the list of 118 institutions given in Table 4 only those which could be properly classed as manual or industrial training schools, but this plan could not be strictly followed. In many instances the statistics of but one department of the school could be given. Other schools were omitted from the list. Schools of science and technology of collegiate grade are mentioned under the head of "Higher education" in chapter 35. Other special schools are mentioned below.

Alabama Girls' Industrial School, Montevallo, Ala.—This is a State institution for white girls. In the language of the legislative act the school "is established for the purpose of giving therein instruction in the liberal arts and sciences; English language and literature, the science and art of teaching as a profession; music, drawing, painting, decorative art, botany, horticulture, floriculture, scientific dairying, cooking, sewing, dressmaking, millinery, bookkeeping, stenography, typewriting, telegraphy, and any and every other branch of human knowledge or industry by which women may live."

Cogswell Polytechnic College, San Francisco, Cal.—This school offers the following courses, of three years each: Mechanic arts, drafting, steam engineering, surveying, domestic science, art. There is a one-year commercial course.

Bliss Electrical School, Washington, D. C., offers a course in electrical engineering, including mechanical drawing.

Bradley Polytechnic Institute, Peoria, Ill., has as many as 10 departments, including those of chemistry, domestic economy, manual arts, physics.

Simmons College, Boston, Mass., was established by the will of the late John Simmons "as an institution in which instruction in such branches of art, science, and industry might be given as would best enable women to earn an independent livelihood." The courses offered for the year of opening (1902–3) include 4 courses in household economies, 3 secretarial courses, 2 library courses, and 5 scientific courses.

Lowell Textile School, Lowell, Mass.—This school has four regular courses of three years each, as follows: Cotton-manufacturing course, wool-manufacturing course, general course in designing, course in chemistry and dyeing.

Pratt Institute, Brooklyn, N. Y.—Besides the regular high-school department, this school has the following departments: Fine arts, domestic art, domestic science, science and technology, kindergarten, library.

The Brooklyn Institute of Arts and Sciences, Brooklyn, N. Y., has departments of archæology, architecture, astronomy, botany, chemistry, domestic sciences, electricity, engineering, entomology, fine arts, geography, geology, law, mathematics, microscopy, mineralogy, music, painting, pedagogy, philology, photography, physics, political science, psychology, zoology.

Ethical Culture Schools, New York, N. Y.—Throughout the entire course of eight years in the elementary school periods are given to manual work and art. In the high school the work in art is continued, but manual training is an elective study.

Hebrew Technical Institute, New York, N. Y., offers a course of study extending over three years, including the common branches and algebra, geometry, physics, chemistry, electrical and steam engineering, wood and metal working.

New York Trade School, New York City, has courses of instruction in drawing, electrical work, house, sign, and fresco painting, blacksmithing, bricklaying, plastering, carpentry, printing, steam and hot-water fitting, sheet-metal work, and plumbing.

School of Industrial Art and Technical Design for Women, New York, N. Y.—This school offers, besides courses in free-hand and mechanical drawing, instruction and

practice in designs for stained glass, carving, lace, oilcloth, book covers, wall papers, furniture coverings, draperies, tapestries, carpets, rugs, furniture, mantels, hangings, staircases, lamps, ornaments of all kinds.

Rochester Athenæum and Mechanics' Institute, Rochester, N. Y., has three well organized and equipped departments with several three-year courses in each. The departments are industrial and fine arts, manual training, domestic science and art.

The Ohio Mechanics' Institute, Cincinnati, Ohio, "is a technical school in which certain branches, demanded by local industries, are made prominent." At present there are courses of instruction in mechanical drawing and engineering, architectural drawing and engineering, free-hand drawing and general designing, painting in oil and water colors, also mineral colors; chemistry, physics, and electricity; mathematics, modern languages, general instruction.

The School of Industrial Art of the Pennsylvania Museum, Philadelphia, Pa., has now in operation ten schools or courses, as follows: Drawing, applied design, normal instruction, textile design and manufacture, wood working and carving, decorative painting, illustration, decorative sculpture, architectural design, modern languages.

Drexel Institute of Art, Science, and Industry, Philadelphia, Pa., has no fewer than a dozen departments, with several courses in each. The leading departments are mentioned under fine and applied arts, mechanic arts, electrical engineering, commerce and finance, science, technology, domestic science, domestic arts, normal training, library training, English language and literature, physical training.

Girard College, Philadelphia, Pa.—The courses of instruction cover the common branches, French, Spanish, mathematics, manual training, electrical mechanics, plumbing and gas fitting, carpentry, blacksmithing, foundry work, metal work, special training for the trades, military drill.

Pittsburg School of Design for Women, Pittsburg, Pa.—Instruction is given in all branches of drawing and painting, with special reference to their application in the fine and applied arts. Sculpture and architecture are made prominent.

The Rhode Island School of Design, Providence, R. I.—In the free-hand department instruction is given in drawing, painting, modeling, wood carving, decorative design, sculpture. The mechanical department has courses in mechanics, engineering, mathematics, architecture.

TABLE 1.—*Number of cities of 8,000 population and over in each State in which manual training was given.*

Geographical location.	1890.	1894.	1896.	1898.	1900.	1901.
United States	37	95	121	146	169	232
North Atlantic Division	23	52	72	80	94	112
South Atlantic Division	3	3	6	5	10	16
South Central Division	1	2	2	5	3	12
North Central Division	10	30	31	45	48	73
Western Division	.....	8	10	11	14	19
North Atlantic Division:						
Maine	.....	2	1	4	3	4
New Hampshire	1	1	3	2	3	3
Vermont	.....	.....	.....	.....	.....	1
Massachusetts	6	17	22	33	37	43
Rhode Island	.....	2	7	3	3	3
Connecticut	1	3	6	7	7	8
New York	6	10	18	16	16	19
New Jersey	4	12	8	10	18	20
Pennsylvania	5	5	7	15	6	11
South Atlantic Division:						
Delaware	1	1	1	1	1	1
Maryland	1	1	1	1	1	2
District of Columbia	1	1	.....	1	2	2
Virginia	.....	.....	2	1	2	3
West Virginia	.....	.....	2	1	1	.....
North Carolina	.....	.....	.....	.....	3	2
South Carolina	.....	.....	.....	.....	.....	1
Georgia	.....	.....	.....	.....	3	4
Florida	.....	.....	.....	.....	.....	1

TABLE 1.—*Number of cities of 8,000 population and over in each State in which manual training was given*—Continued.

Geographical location.	1890.	1894.	1896.	1898.	1900.	1901.
South Central Division:						
Kentucky					1	2
Tennessee	1					2
Mississippi						2
Louisiana				1		
Texas				1	2	4
Arkansas						1
Oklahoma						1
North Central Division:						
Ohio	2	3	7	11	6	5
Indiana		1	2	2	4	6
Illinois	2	7	5	9	7	12
Michigan	2	2	4	3	8	11
Wisconsin	2	5	4	8	9	13
Minnesota	1	4	5	5	3	6
Iowa		4	3	4	3	5
Missouri		2		2	5	9
South Dakota					1	1
Nebraska	1	2	1	1	1	2
Kansas	1	1			1	3
Western Division:						
Montana						1
Colorado		2	3	3	5	6
Utah					1	1
Idaho						1
Washington		2	1	1	1	1
California		4	6	7	7	9

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1900–1901.*

Cities.	Grades in which manual training was given.
ARKANSAS.	
Fort Smith	High school.
CALIFORNIA.	
Alameda	6, 7, and 8.
Fresno	8, 9, and 10.
Los Angeles	1, 2, 3, 4, 5, 6, 7, and 8.
Oakland	9 and 10.
Pasadena	1, 2, 3, and 4.
San Diego	4, 5, 6, 7, and 8.
San Francisco	7 and 8. Also high school.
Santa Barbara	1 to 8.
Stockton	8, 9, and 10.
COLORADO.	
Cripple Creek:	
District No. 1	1, 2, 3, 4, 5, and 6.
Denver:	
District No. 1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.
District No. 7	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.
District No. 17	All.
Pueblo:	
District No. 1	5, 6, and 7. (sloyd.)
District No. 20	5, 6, 7, 8, 9, and 10.
CONNECTICUT.	
Bristol	6, 7, 8, and first 2 years of high school.
Hartford	8, 9, and high school.
Manchester (South)	5, 6, 7, 8, and 9.
Naugatuck	6, 7, 8, and 9.
New Britain	8 and 9.
New Haven	4, 5, 6, and 7.
New London	7 and 8.
Stamford	7, 8, 9, and high school.
DELAWARE.	
Wilmington	High school.
DISTRICT OF COLUMBIA.	
Washington:	
Seventh to eighth divisions.	3, through high school.
Ninth to eleventh divisions.	7 and 8.
FLORIDA.	
Pensacola	All.
GEORGIA.	
Athens	Primary and grammar.
Atlanta	All.
Columbus	1 to 8.
Waycross	1 and 2 primary.
IDAHO.	
Boise	1, 2, 3, 4, 5, 6.
ILLINOIS.	
Aurora:	
District No. 5	7, 8, and high school.
Bloomington	1, 2, and 3 (primary).
Champaign	8 and 9.
Chicago	Grammar and high.
Galesburg	High school.
Joliet	8.
Kewanee	1, 2, 3, 4 (primary).
Moline	7, 8, and high school.
Rockford	7, 8, 9, and 10.
Springfield	7, 8, 9.
Sterling	7 and 8.
Urbana	7 and 8.
INDIANA.	
Anderson	5, 6, and 7.
Indianapolis	4, 5, 6, 7, and 8, high school.
Laporte	Primary and high school.
Marion	Primary.
Richmond	1, 2, 3, 4, 5, 6, 7, and 8.
Washington	Primary.

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1900–1901*—Continued.

Cities.	Grades in which manual training was given.
IOWA.	
Davenport	9, 10, 11, 12, and 13.
Des Moines:	
Capital Park Dist.	Primary.
Des Moines (West)	6, 7, 8, 9, 10, 11, and 12.
Iowa City	5, 6, 7, 8, 9, 10, 11, and 12.
Mason City	7, 8, 9, 10, 11, and 12.
KANSAS.	
Emporia	State Normal School.
Kansas City	High school.
Pittsburg	1, 2, 3, 4, and 5, high school.
KENTUCKY.	
Frankfort	High school.
Louisville	Do.
MAINE.	
Bath	8.
Lewiston	6, 7, 8, and 9. 1st year in H.S.
Portland	7, 8, 9, and 10.
Westbrook	7, 8, and 9.
MARYLAND.	
Annapolis	4, 5, 6, 7, 8, 9, and 10.
Baltimore	Primary and high school.
MASSACHUSETTS.	
Arlington	7, 8, 9, and 10.
Barnstable	8 and 9.
Boston	Grammar grades.
Bridgewater	7, 8, and 9.
Brockton	High school.
Brookline	All.
Cambridge	Grammar and high school.
Concord	6, 7, 8, 9, and 10.
Dedham	7, 8, 9, and high school.
Easton	5, 6, 7, 8, and 9.
Everett	5, 6, 7, 8.
Fall River	High school.
Fitchburg	9, 10, 11, and 12.
Framingham	State Normal School.
Gardner	High school.
Greenfield	11 and 12.
Haverhill	Grammar, 5, 6, 7, 8, and 9; high school, 10, 11, 12, and 13.
Holyoke	High school.
Hudson	Primary.
Lawrence	High school.
Lowell	10, 11, 12, and 13.
Lynn	8, grammar and English high school.
Malden	Grammar and high school.
Medford	5, 6, 7, 8, 9, 10, and 11.
Milton	4, 5, 6, 7, 8, 9, and high school.
Natick	6, 7, 8, and 9.
New Bedford	7, 8, and 9 (sloyd).
Newton	8 and 9.
North Adams	8 and 9.
Northampton	5, 6, and 7.
Quincy	5, 6, 7, 8, 9, 10, 11, and 12.
Reading	7 and 8.
Rockland	Primary.
Salem	Grammar.
Somerville	High school.
Springfield	6, 7, 8, and 9 of grammar schools; also high school.
Wakefield	7, 8, and 9.
Waltham	6, 7, 8, 9, 10, 11, 12, and 13.
Watertown	7 and 8.
Whitman	1, 2, 3, 4, 5, 6, 7, 8, and 9.
Winchester	3, 4, 5, 6, 7, and 8.
Woburn	1, 2, 3, and 4.
Worcester	9, and first two years of high school.
MICHIGAN.	
Ann Arbor	4, 5, 6, 7, 8, and 9.
Bay City	6, 7, 8, 9, 10.
Detroit	4, 5, 6, 7, and 8.
Flint	7, 8, and 9.
Grand Rapids	5, 6, 7, and 8.
Ishpeming	5, 6, 7 and 8, high school.
Kalamazoo	5, 6, 7, 8, 9, 10, 11, and 12.
Menominee	6, 7, 8, 9, 10, 11, and 12.
Muskegon	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13.
Saginaw (East)	5, 6, 7, and 8.
Ypsilanti	1, 2, 3, 4, 5, 6, 7, and 8.
MINNESOTA.	
Duluth	High school.
Mankato	High school and grammar.
Minneapolis	High school.
St. Cloud	5, 6, and 7.
St. Paul	High school.
Stillwater	9.
MISSISSIPPI.	
Greenville	In all (sloyd).
Meridian	Primary.
MISSOURI.	
Carthage	7, 8, and high school.
Columbia	3, and high school.
Hannibal	2, 3, and 8.
Joplin	1, and high school.
Kansas City	High school.
Kirksville	High school.
Moberly	6, 7, 8, and high school.
St. Louis	7 and 8, high school.
Sedalia	High school.
MONTANA.	
Helena	5, 6, 7, and 8.
NEBRASKA.	
Beatrice	7, 8, and 9.
Omaha	9 and 10.
NEW HAMPSHIRE.	
Concord	5, 6, 7, 8, and 9, high school.
Manchester	8 and 9.
Portsmouth	3, 4, and 5.
NEW JERSEY.	
Asbury Park	All.
Atlantic City	5, 6, 7, 8, 9, and 10.
Bayonne City	5, 6, 7, and 8.
Camden	All.
East Orange	5, 6, 7, and 8, high school.
Englewood	1, 2, 3, 4, 5, 6, 7.
Hoboken	6, 7, 8, and 9.
Montclair	1, 2, 3, 4, 5, 6, 7, 8, and 9.
Newark	5, 6, 7, 8, and high school.
North Plainfield	5, 6, 7, 8, 9, 10, 11, and 12.
Orange	All.
Passaic	3, 4, 5, 6, 7, and 8.
Paterson	7, 8, and high school.
Phillipsburg	2, 3, 4, 5, and 6.
Redbank	6, 7, 8, 9, and 10.
South Orange	4, 5, 6, 7, 8, 9, 10, 11, and 12.
Summit	1, 2, 3, 4, 5, 6, 7, 8, and 9.
Union	3 years through the high school.
Vineland	6, 7, 8, 9, 10, 11, and 12.
West Orange	1, 2, 3, 4, 5, 6, 7, 8, and 9.

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1900–1901*—Continued.

Cities.	Grades in which manual training was given.
NEW YORK.	
Albany	High school.
Binghamton	9, 10, 11, and 12.
Buffalo	5, 6, 7, 8, and 9.
Cohoes	3, 4, 5, 6, 7, 8, and 9.
Corning	Primary.
Herkimer	Do.
Ithaca	6, 7, and 8.
Jamestown	All.
Newburg	3, 4, 5, 6, 7, 8, 9, 10, and 11.
New York	High, elementary, and truant.
Niagara Falls	5, 6, and 7.
Plattsburg	All.
Port Chester	Primary and intermediate.
Rochester	4, 5, 6, 7, and 8 of one school only.
Syracuse	Primary, grammar, and high.
Utica	5, 6, 7, 8, and 9.
Whitehall	High school.
White Plains	8.
Yonkers	5, 6, 7, 8, 9, and high school.
NORTH CAROLINA.	
Asheville	3 and 4.
Durham	6, 7, 8, 9, and 10.
OHIO.	
Akron	5, 6, 7, 8, 9, 10, and 11.
Cleveland	All.
Dayton	7 and 8.
Elyria	5, 6, and 7.
Toledo	5, 6, 7, and 8.
OKLAHOMA.	
Guthrie	High school.
PENNSYLVANIA.	
Allegheny	Grammar.
Archbald	Primary and intermediate.
Conshohocken	All above primary.
Harrisburg	High school.
Homestead	6, 7, 8, 9, and 10.
Johnstown	Grammar and high school.
Norristown	7, through high school.
Philadelphia	High school.
Pittsburg	Grammar school.
West Chester	9, 10, 11, and 12.
Wilkesbarre	High school.
RHODE ISLAND.	
Newport	6, 7, 8, 9, 10, 11, and 12.
Providence	High school.
Woonsocket	7, 8, and 9.
SOUTH CAROLINA.	
Sumter	6 and 7.
SOUTH DAKOTA.	
Sioux Falls	All.
TENNESSEE.	
Jackson	4, 5, 6, and 7.
Nashville	7 and 8.
TEXAS.	
Austin	9, 10, and 11.
Houston	1, 2, 3, 4, 5, 6, and 7.
Palestine	Primary.
San Antonio	4, 5, 6, and 7.
UTAH.	
Ogden	1, 2, 3, and 4.
VERMONT.	
St. Johnsbury	6 and 7.
VIRGINIA.	
Lynchburg	Grammar.
Petersburg	High school.
Staunton	6, 7, 8, 9, and 10.
WASHINGTON.	
Seattle	High school.
WISCONSIN.	
Appleton	8 and high school.
Ashland	Primary.
Beaver Dam	1, 2, 3, 4, 5, and 6.
Chippewa Falls	Primary.
Eau Claire	6, 7, and 8.
Fond du Lac	9, 10, and 11.
Grand Rapids	1, 2, and 3.
Janesville	8 and high school.
Menominee	All.
Milwaukee	6, 7, and 8, two high schools.
Oshkosh	5, 6, 7, 8, 9, and 10.
Portage	High school.
Superior	6, 7, 8, and high school.

TABLE 3.—*Summary of statistics of manual and industrial training schools in the United States in 1900–1901.*

State or Territory.	Number of schools.	Different teachers of manual and industrial training.			Different pupils who received manual and industrial training.			Expenditure for manual and industrial training during 1900–1901 for 153 schools.				
		Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
United States ..	153	940	758	1,698	30,293	17,735	48,028	$595,649	$119,180	$43,595	$64,640	$823,064
North Atlantic Division	55	452	339	791	15,633	9,755	25,388	249,071	45,521	11,776	55,320	361,688
South Atlantic Division	20	67	56	123	2,432	764	3,196	33,750	6,190	4,620	261	44,821
South Central Division	12	47	43	90	1,021	640	1,661	21,960	10,710	3,370	748	36,788
North Central Division	40	262	219	481	7,834	4,669	12,503	202,070	39,041	11,562	4,491	257,164
Western Division ..	26	112	101	213	3,373	1,907	5,280	88,798	17,718	12,267	3,820	122,603
North Atlantic Division:												
Massachusetts .	10	50	75	125	2,188	1,124	2,312	31,825	3,936	2,376	1,360	38,997
Rhode Island ..	6	32	28	60	1,101	870	1,971	31,000	2,088	340	225	33,653
Connecticut....	3	13	42	55	530	402	932	22,549	2,599	852	5,241	31,241
New York.....	22	162	118	280	6,214	5,182	11,396	49,287	14,875	3,708	23,180	91,050
New Jersey	3	19	11	30	208	92	300	11,000	3,000	800	16,000	30,800
Pennsylvania ..	11	158	68	241	5,392	3,085	8,487	103,910	3,700	3,700	9,314	135,947
South Atlantic Division:												
Delaware	3	3	0	3	100	0	100	800	288	.....	.....	1,088
Maryland	7	39	10	49	1,368	216	1,584	16,465	1,935	4,150	95	22,645
Dist. Columbia.	2	3	8	11	38	83	121	1,500	3,217	170	66	4,953
Virginia	1	10	15	25	150	100	250	7,860	.....	.....	.....	7,860
North Carolina.	5	9	16	25	666	230	896	6,000	150	50	25	6,225
South Carolina.	1	1	4	5	10	10	20	.....	.....	.....	.....	.....
Georgia	1	2	3	5	100	125	225	1,125	600	250	75	2,050
South Central Division:												
Kentucky.....	2	15	1	16	318	60	378	5,300	1,120	1,215	430	8,065
Tennessee	1	4	3	7	20	30	50	600	0	100	.....	700
Alabama.....	2	7	15	22	123	152	275	900	.....	.....	.....	900
Louisiana.....	2	3	1	4	137	47	184	510	565	25	8	1,118
Texas.....	1	0	7	7	0	40	40	1,200	500	200	100	2,000
Oklahoma	4	18	16	34	423	311	734	13,440	8,525	1,830	210	24,005
North Central Division:												
Ohio	4	40	16	56	1,281	550	1,831	25,631	4,021	6,154	1,965	37,771
Indiana.....	2	9	25	34	859	531	1,390	10,380	2,050	.....	.....	12,430
Illinois.....	9	92	21	113	2,588	797	3,385	51,225	17,460	3,271	1,750	73,706
Michigan.....	3	11	22	33	479	457	936	13,000	1,710	562	225	14,507
Wisconsin.....	5	12	24	36	212	390	602	8,110	1,242	195	245	9,792
Minnesota	2	10	16	26	426	183	609	21,619	1,056	300	.....	22,975
Iowa.....	1	2	0	2	65	2	67	1,815	200	115	.....	2,130
Missouri	2	37	30	67	897	859	1,756	14,700	2,663	265	66	17,694
North Dakota ..	4	11	15	26	229	259	488	15,000	3,519	90	140	18,749
South Dakota ..	5	16	23	39	271	241	512	16,910	5,000	600	100	22,610
Nebraska	2	9	12	21	249	168	417	8,600	120	.....	.....	8,720
Kansas.....	1	13	15	28	278	232	510	15,080	.....	.....	.....	15,080
Western Division:												
Montana.....	1	2	3	5	60	40	100	2,940	.....	.....	.....	2,940
Colorado.....	5	25	29	54	837	387	1,224	22,060	1,197	556	563	26,166
New Mexico ...	2	13	15	28	373	217	590	13,160	3,600	600	100	17,460
Arizona.....	5	26	23	49	569	353	922	7,700	200	2,000	.....	9,900
Utah.....	1	1	0	1	.....	.....	.....	600	.....	.....	.....	600
Nevada	1	6	6	12	147	96	243	3,500	500	50	.....	4,050
Idaho.....	1	2	4	6	40	25	65	.....	.....	.....	.....	.....
California.....	10	37	21	58	1,347	789	2,136	38,838	10,431	9,061	3,157	61,487

TABLE 4.—*Statistics of manual and industrial schools in the United States in 1900–1901.*

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who received industrial training.			Expenditure for industrial training during 1900–1901.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ALABAMA.														
Calhoun	Calhoun Colored School	Charlotte R. Thorn	Elementary	4	15	19	101	151	252	.....	.....	.....	.....	.....
Camp Hill	The Southern Industrial Institute	Lyman Ward	Elementary and secondary.	3	0	3	22	1	23	$900	.....	.....	.....	$900
CALIFORNIA.														
Oakland	Central School (public)	Phillip M. Fisher	Secondary	2	1	3	100	105	205	4,000	$300	$75	$250	4,625
San Francisco	California School of Mechanical Arts.	George A. Merrill	do	2	3	5	275	90	365	9,000	3,966	8,000	1,486	22,452
Do	Cogswell Polytechnic College	Barton Cruikshank	do	7	3	10	14	84	98	5,200	1,425	.....	412	7,037
Do	Mechanics' Institute	Frederick J. Teggart	.....	1	1	2	50	0	50	.....	.....	.....	.....	.....
Do	Polytechnic High School	Walter N. Bush	Secondary	9	3	12	140	46	186	5,800	700	700	.....	7,200
Do	The Wilmerding School of Industrial Arts.	George A. Merrill	do	1	1	2	163	0	163	.....	.....	.....	.....	.....
Santa Barbara	The Anna S. C. Blake Manual Training School.	Miss Edna A. Rich	Elementary	0	3	3	380	320	700	3,118	440	16	609	4,183
Waterman	Preston School of Industry*	D. S. Hirshberg, supt	Elementary and secondary.	11	1	12	76	0	76	6,540	3,000	250	350	10,140
COLORADO.														
Brightside	The John Howard Payne School	Ralph Field	Elementary	3	2	5	40	0	40	.....	.....	.....	.....	.....
Denver	Manual Training School	Charles A. Bradley	Secondary	10	11	21	256	213	469	8,200	687	.....	.....	8,887
Golden	Colorado State Industrial School	Frank G. Mirick	Elementary and secondary.	1	0	1	200	42	242	720	300	56	63	1,139
CONNECTICUT.														
Bridgeport	Trade School and Institute (Y. M. C. A.).	J. W. Cook, gen'l sec'y	Elementary	6	2	8	222	0	222	325	75	.....	20	420
New Haven	Boardman Manual Training High School.	Thomas W. Mather	Secondary	7	15	22	308	227	535	22,224	2,524	852	5,221	30,821
Waterbury	Waterbury Industrial School	Ellen J. Whitton	Elementary	0	25	25	0	175	175	.....	.....	.....	.....	.....

DELAWARE.														
Clayton	St. Joseph's Industrial School for Colored Youth.	M. B. Sice, D. D	Secondary	1	0	1	60	0	60					
Marshallton	Ferris Industrial School	Caleb Harlan, M. D	Elementary	1	0	1	10	0	10	800	288			1,088
Wilmington	Cooperative Draughting Schools	Frank Vansant	Secondary	1	0	1	30	0	30					
DISTRICT OF COLUMBIA.														
Washington (West)	Industrial Home School *	E. E. McCaslin	Elementary	3	1	4	38	20	58	1,500	0	0	0	1,500
Do	St. Rose's Industrial School	Sister Clara Moloney	Elementary and secondary.	0	7	7	0	63	63		3,217	170	66	3,453
GEORGIA.														
Fort Valley	Fort Valley High and Industrial School.	J. W. Davidson	Secondary	2	3	5	100	125	225	1,125	600	250	75	2,050
ILLINOIS.														
Chicago	Chicago English High and Manual Training School.	Albert R. Robinson	Secondary	8	0	8	644	0	644	12,225	2,400	850	628	16,100
Do	Chicago Manual Training School	Henry H. Belfield	do	13	0	13	279	0	279	9,800	350	20		10,170
Do	Chicago Sloyd School	Miss Anna Murray		0	2	2	0	11	11	1,000	110			1,110
Do	Jewish Training School of Chicago.	Gabriel Bamberger	Elementary	1	4	5	340	370	710	2,900	200	36	10	3,146
Do	Lewis Institute	George Noble Carman	Secondary and collegiate.	30	12	42	548	226	774	12,500	500	500	100	13,600
Des Plaines	St. Mary's Training School for Boys.	Brother Leo	Elementary	14	0	14	200	0	200	2,000	12,000	1,575	1,000	16,575
Glenwood	Illinois Manual Training School Farm.	Edward B. Butler	do	8	0	8	285	0	285	4,000	600	100		4,700
Peoria	Bradley Polytechnic Institute	Edward O. Sisson	Secondary and collegiate.	16	3	19	187	190	377	5,800	900	100		6,800
Springfield	Manual Training School	Edward E. Jerrey	Elementary, secondary, and collegiate.	2	0	2	105	0	105	1,000	400	90	15	1,505
INDIANA.														
Indianapolis	Manual Training High School	C. E. Emmerich	Secondary	6	4	10	489	281	770	9,900	2,000			11,900
Knightstown	Indiana Soldiers' and Sailors' Orphans' Home.	A. H. Graham	Elementary	3	21	24	370	250	620	480	50			530
IOWA.														
Des Moines	West Des Moines High and Industrial School.	S. H. Sheakley, superintendent.	Secondary	2	0	2	65	2	67	1,815	200	115		2,130
KENTUCKY.														
Frankfort	Manual Training School	Jessie Cox and Samuel Stone.	Secondary	1	1	2	50	60	110		120	15	30	165
Louisville	Manual Training High School	H. G. Brownell	do	14	0	14	268	0	268	5,300	1,000	1,200	400	7,900
LOUISIANA.														
Baldwin	Gilbert Industrial College	Pierre Landry	Secondary	2	1	3	37	47	84	320	65	25	8	418
New Orleans	Home Institute—Free Night School for Working Men and Boys.	Miss Sophie B. Wright	do	1	0	1	100	0	100	200	500			700

*Statistics of 1899–1900.

TABLE 4.—*Statistics of manual and industrial schools in the United States in 1900–1901*—Continued.

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who received industrial training.			Expenditure for industrial training during 1900-1901.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MARYLAND.														
Arbutus	Baltimore Manual Labor School	G. W. Lürman	Elementary	1	1	2	60	0	60	$720				$720
Baltimore	Baltimore Polytechnic Institute	Wm. R. King, U. S. N.	Secondary	6	0	6	283	0	283	6,200				6,200
Do	House of Refuge (Industrial Training Department).	Joshua Levering	Elementary and secondary.	3	0	3	125	0	125	2,500	$879			3,379
Do	St. Mary's Industrial School	Brother Dominic	do	16	0	16	560	0	560	795	356			1,326
Do	The Samuel Ready School	Miss Helen J. Rowe	do	0	7	7	0	60	60					
McDonogh	McDonogh Educational Fund and Institute.	Sidney T. Moreland	do	11	0	11	150	0	150	1,000	400			5,470
Port Deposit	The Jacob Tome Institute	A. W. Harris, LL. D	do	2	2	4	190	156	346	5,250	300			5,550
MASSACHUSETTS.														
Boston	Friendford Industrial School	John R. Hague	Elementary	1	25	26	30	121	151	769	38		$4	811
Boston (17 Allen street)	Hebrew Industrial School	Mrs. J. H. Hecht	Elementary and secondary.	0	10	10	0	400	400	2,000	600	$200	150	2,950
Boston	Mechanic Arts High School	Charles W. Parmenter, head master.	Secondary	15	2	17	508	0	508	15,300	1,500	1,200	200	18,200
Boston (39 Bennet street).	North Bennet Street Industrial School.	Mrs. Quincy A. Shaw	Elementary	3	12	15	944	312	1,256	5,643	648	176	250	6,717
Cambridge	Rindge Manual Training School	Charles H. Morse	Secondary	6	0	6	179	0	179					
Lowell	Lowell Textile School	Wm. W. Crosby	Secondary and collegiate.	15	1	16	375	24	399					
Roxbury	South End Industrial School	Miss Louise Howe		2	17	19	60	224	284	2,813	620		556	3,989
Salem	Plummer Farm School	C. A. Johnson	Elementary	1	0	1	15	0	15	100	30			130
Springfield	Mechanic Arts High School	Charles F. Warner	Secondary	5	2	7	77	0	77	3,200	500	800	200	4,700
Worcester (Alden street).	Oread Institute	Henry D. Perky	Elementary, secondary, and collegiate.	2	6	8	0	43	43	1,500				1,500
MICHIGAN.														
Lansing	Lansing Industrial Aid Society*	Mrs. H. A. Woodworth		0	12	12	0	80	80	300	25	7	75	407
Muskegon	Hackley Manual Training School	Ernest P. Chapin	Elementary and secondary.	4	4	8	365	284	649	8,000	600	500	100	9,200

MINNESOTA.												
St. Paul	Mechanic Arts High School	George Weitbrecht	Secondary	7	10	17	379	123	502	18,019	1,056	300	.....	19,375
MISSOURI.												
Kansas City	Manual Training High School	Gilbert B. Morrison	Secondary	25	28	53	633	859	1,492	10,000	1,500	200	.....	11,700
St. Louis	Manual Training High School of Washington University.	C. M. Woodward	.....do	12	2	14	264	0	264	4,700	1,163	65	66	5,994
NEW JERSEY.												
Bordentown	Manual Training and Industrial School.	James M. Gregory	Elementary and secondary.	1	7	8	55	63	118	.....	.....	.....	.....	.....
Newark	Newark Technical School	Charles A. Colton	Secondary	6	4	10	60	12	72	.....	.....	.....	.....	.....
Woodbine	Baron de Hirsch Agricultural and Industrial School.	H. L. Sabsovich, A. M	.....do	12	0	12	93	17	110	11,000	3,000	800	16,000	30,800
NEW YORK.												
Binghamton	Barlow School of Industrial Arts	Vinton S. Paessler	Secondary	1	1	2	205	195	400	2,100	303	5	.....	2,408
Brooklyn (Sterling place.)	Brooklyn Industrial School Association.	Mrs. Wm. H. Lyon	Elementary	2	6	8	180	100	280	1,270	250	.....	.....	1,520
Brooklyn	Industrial School Association of Brooklyn, E. D.	Benj. W. Wilson	.....do	0	6	6	60	40	100	80	7	7	.....	94
Do	Manual Training High School	Charles D. Larkins	Secondary	20	13	33	523	632	1,155	7,500	1,200	250	.....	8,950
Do	Pratt Institute	Luther Gulick, M. D	.....do	3	3	6	99	154	253	.....	.....	.....	.....	.....
Cornwall	Cornwall High School	Fred Leach	.....do	1	1	2	10	15	25	.....	.....	.....	.....	.....
Fordham Heights	Webb's Academy and Home for Shipbuilders.	Stevenson Taylor	Collegiate	3	0	3	42	0	42	.....	125	.....	.....	125
New York (222 East Sixty-fourth street).	Baron de Hirsch Trade School	J. Ernest G. Yalden	Elementary	5	0	5	153	0	153	.....	.....	.....	.....	.....
New York	Boys' Club—McAlpin Trade School	Ernest D. Hass	Elementary and secondary.	15	12	27	210	0	210	400	300	800	.....	1,500
New York (109 West Fifty-fourth street).	The Ethical Culture Schools	Frank A. Manny, acting superintendent.	.....do	6	25	31	155	157	312	4,250	383	.....	.....	4,633
New York (16–24 West Forty-fourth street).	General Society of Mechanics and Tradesmen of the City of New York.	Louis Rouillion	.....do	11	0	11	458	0	458	.....	.....	.....	.....	.....
New York (36 Stuyvesant street).	Hebrew Technical Institute	Edgar S. Barney	Secondary	10	0	10	228	0	228	14,737	1,917	1,389	6,925	24,968
New York (West Chester, Station X).	The New York Catholic Protectory*.	George B. Robinson	Elementary	18	10	28	1,800	550	2,350	.....	.....	.....	.....	.....
New York (1260 First avenue).	New York Trade School	R. Fulton Cutting	.....	28	0	28	671	0	671	12,500	9,240	892	15,265	37,897
New York (159 West Twenty-third street).	Original School of Industrial Art for Women.*	Florence E. Cory	.....	1	4	5	0	375	375	.....	.....	.....	.....	.....
New York (239 East Houston street).	Public Evening School, No. 13	Mrs. Mary L. Gordon	Elementary and secondary.	0	3	3	0	1,000	1,000	.....	.....	.....	.....	.....
New York (505 East Sixteenth street).	St. George's Evening Trade School	Arthur Hamerschlag	Secondary	5	0	5	304	0	304	3,500	1,000	300	200	5,000
New York (222 Bowery)	Technical School for Carriage Draftsmen and Mechanics.	Andrew F. Johnson	.....	1	0	1	28	0	28	1,600	100	25	775	2,500

*Statistics of 1899–1900.

TABLE 4.—*Statistics of manual and industrial schools in the United States in 1900–1901*—Continued.

Location.	Name of institution.	President or directer.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who received industrial training.			Expenditure for industrial training during 1900-1901.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
NEW YORK—cont'd.														
New York (125 St. Mark's place).	The Wilson Industrial School for Girls.	Mrs. H. H. G. Sharpless	Elementary and secondary.	5	0	5	135	0	135	.....	.....	.....	.....	.....
Rochester (131 Exchange street).	Industrial School of Rochester	Mrs. J. W. Oothout	Elementary	0	4	4	0	75	75	$1,050	.....	.....	.....	$1,050
Rochester (38 South Washington street).	Rochester Athenæum and Mechanics' Institute.	E. C. Colby	Secondary	23	28	51	938	1,879	2,817	.....	.....	.....	.....	.....
Suffern	Herbart Preparatory School	Wm. J. Eckoff	do	4	2	6	15	10	25	300	$50	$40	$15	405
NORTH CAROLINA.														
Blowing Rock	Skyland Institute	Mrs. E. R. Dorsett	Elementary and secondary.	4	1	5	16	66	82	.....	.....	.....	.....	.....
Concord	The Laura Sunderland Memorial School.	Miss Melissa Montgomery.	Elementary	0	2	2	0	65	65	700	.....	.....	.....	700
Denmark	Asheville Farm School	Rev. G. S. Baskerville	Elementary and secondary.	3	4	7	600	0	600	5,000	.....	.....	.....	5,000
Hot Springs	Dorland Industrial Institute	Miss Julia E. Phillips	Secondary	1	8	9	43	86	129	.....	.....	.....	.....	.....
North Wilkesboro	Academical and Industrial Institute	E. M. Gilliard	do	1	1	2	7	13	20	300	150	50	25	525
NORTH DAKOTA.														
Ellendale	State Manual Training School*	W. E. Hicks	Collegiate	1	2	3	65	105	170	2,100	400	.....	100	2,600
OHIO.														
Cincinnati	Ohio Mechanics' Institute	John L. Shearer	Secondary	21	0	21	644	50	694	2,000	200	.....	.....	2,200
Do	The Technical School of Cincinnati.	C. W. Marx	do	3	0	3	130	0	130	2,000	.....	.....	.....	2,000
Cleveland	Jewish Orphan Asylum	S. Wolfenstein	Elementary	7	8	15	280	220	500	2,400	220	54	.....	2,674
Toledo	The Polytechnic School of the Toledo University.	Virgil G. Curtis	Secondary	9	8	17	227	280	507	19,231	3,601	6,100	1,965	30,897

PENNSYLVANIA.													
Allegheny	Avery College Trade School	G. G. Turfley, M. D	do	4	6	10	58	98	156	11,500	5,000	1,100	17,600
Philadelphia	Central Manual Training School	Wm. L. Sayre	do	17	0	17	450	0	450	8,000	3,000	800	200	12,000
Do	Drexel Institute	James MacAlester, LL. D.	Secondary and collegiate.	55	30	80	1,360	1,633	2,993				
Do	Friends' Select School	J. Henry Bartlett	Secondary	1	1	2	140	220	360				
Do	Girard College for Orphans	Adam H. Fetterolf, Ph. D., LL. D.	Elementary and secondary.	10	0	10	908	0	908	12,790			4,014	16,804
Do	Northeast Manual Training School.	Andrew J. Morrison	Secondary	18	0	18	409	0	409	8,400	700	800	100	10,000
Do	Pennsylvania Museum School of Industrial Art.	L. W. Miller	Collegiate	28	7	35	704	297	1,001	25,000	5,000	1,000	5,000	36,000
Do	Spring Garden Institute	Addison B. Burk		12	1	13	508	252	760	8,360	1,430			9,790
Pittsburg	School of Design for Women	Joseph Woodwell		1	4	5	0	75	75	3,000	136			3,136
Williamson School	Williamson Free School of Mechanic Trades.	John M. Shirgley	Secondary	11	0	11	180	0	180	7,920	3,757			11,677
RHODE ISLAND.													
Newport (3 Whitefield Court).	Miss Sayer's School	Miss M. A. Sayre	Elementary and secondary.	0	6	6	10	30	40				
Newport	Townsend Industrial School	Geo. H. Bryant	Elementary and secondary.	4	5	9	499	533	1,032				
Providence	Friends' School*	Augustine Jones	Elementary and secondary.	1	2	3	30	40	70	2,000				2,000
Do	Providence Manual Training High School.	Geo. F. Weston	Secondary	15	7	22	238	93	331	29,000	2,088	340	225	31,653
Do	Rhode Island School of Design	Warren L. Locke, head master.	do	12	3	15	324	161	485					
Do	St. Xavier's Academy	Sister Mary Eulalia	Elementary and secondary.	0	5	5	0	13	13					
SOUTH CAROLINA.													
Aiken	Schofield Normal and Industrial School.	Martha Schofield	Elementary and secondary.	1	4	5	10	10	20					
TENNESSEE.													
Graysville	Southern Industrial School*	C. Walter Irwin	Elementary	4	3	7	20	30	50	600		100		700
TEXAS.													
Castroville	Industrial School for Little Girls	Mother M. Florence	Elementary	0	7	7	0	40	40	1,200	500	200	100	2,000
VIRGINIA.													
Miller School	Miller Manual Training School	C. E. Vawter, M. D., LL. D.	Secondary	10	15	25	150	100	250	7,860				7,860
WISCONSIN.													
Milwaukee	Milwaukee Cooking School	Mary Lamson Clarke	Secondary	0	1	1	0	52	52			50	25	75
Do	St. Rose's Orphan Asylum	Rev. F. K. Katzer	Elementary	0	6	6	0	120	120	350				350
Menominee	The Stout Manual Training School.	Judson E. Hoyt	Secondary	6	4	10	58	79	137					
	Total for the above 118 schools.			774	566	1,340	26,239	14,820	41,059	447,499	93,189	37,645	63,345	641,678

*Statistics of 1899–1900.

TABLE 5.—*Industrial schools for Indian children, 1900–1901.*

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who received industrial training.			Expenditure for industrial training during 1900–1901.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ARIZONA.														
Fort Defiance	Navaho Boarding School	Lulu M. Lamar	Elementary	2	5	7	133	53	185	$3,740				$3,740
Keams Canyon	Moqui Training School	Charles E. Burton	do	3	3	6	30	20	50					
Mohave City	Fort Mohave Indian Training School.	John J. McKoin	do	3	7	10	103	64	167					
Phoenix	United States Indian Industrial School.	S. M. McCowan, superintendent.	do	15	5	20	224	156	380					
Yuma	Fort Yuma Indian Industrial School.	John S. Spear	do	3	3	6	80	60	140	3,960	$200	$2,000		6,160
CALIFORNIA.														
Greenville	Greenville Indian Industrial School.	Charles E. Shell, superintendent.	Elementary	1	2	3	20	30	50	1,620	600	20	$50	2,290
Perris	Indian Industrial Training School.	Harwood Hall, superintendent.	Secondary	3	3	6	129	114	243	3,560				3,560
COLORADO.														
Grand Junction	Teller Institute	T. G. Lemmon, superintendent.	Elementary	4	6	10	130	50	180	7,000	2,000	500	500	10,000
Hesperus (Fort Lewis).	United States Indian Industrial School.	Thomas H. Breen, M. D.	do	7	10	17	211	82	293	6,140				6,140
IDAHO.														
Lapwai	Fort Lapwai Industrial School	William H. Smith, superintendent.	Elementary	2	4	6	40	25	65					
KANSAS.														
Lawrence	Haskell Institute	H. B. Peairs, superintendent.	Elementary and secondary.	13	15	28	278	232	510	15,080				15,080

MICHIGAN.													
Mount Pleasant	Mount Pleasant Indian Industrial School.	E. C. Nardin, superintendent.	Elementary	7	6	13	114	93	207	4,700	1,085	65	50	5,900
MINNESOTA.													
Pipestone	Pipestone Indian Training School	Dewitt S. Harris	Elementary	3	6	9	47	60	107	3,600				3,600
MONTANA.													
Fort Shaw (Sun River)	United States Indian School*	F. C. Campbell, superintendent.	Elementary	2	3	5	60	40	100	2,940				2,940
NEBRASKA.													
Genoa	Genoa Indian School	W. H. Winslow	Elementary	6	6	12	200	125	325	6,300				6,300
Santee	Santee Normal Training School	A. L. Riggs	Elementary and secondary.	3	6	9	49	43	92	2,300	120			2,420
NEVADA.													
Carson City	Indian Industrial School	James K. Allen	Elementary	6	6	12	147	96	243	3,500	500	50		4,050
NEW MEXICO.													
Albuquerque	United States Indian Industrial School.	Ralph P. Collins	Elementary	8	7	15	150	100	250	8,740	3,000	600	100	12,440
Santa Fé	Santa Fé Indian Industrial School	C. J. Crandall	do	5	8	13	223	117	340	4,420	600			5,020
NORTH DAKOTA.													
Elbowoods	Browing Boarding School	Byron E. White	do	3	4	7	53	51	104	4,400				4,400
Fort Berthold	Fort Berthold Home Industrial School.	C. L. Hall	do	1	3	4	11	23	34	1,800	119	90	40	2,049
Fort Totten	Fort Totten Indian Industrial School.	Wm. F. Canfield	Elementary and secondary.	6	6	12	100	80	180	6,700	3,000			9,700
OKLAHOMA.													
Chilocco	Chilocco Indian School	C. W. Goodman	Elementary	11	4	15	284	157	441	9,120	8,000	1,200	200	18,520
Colony	Seger Colony School	John H. Seger	do	2	5	7	60	60	120					
Darlington	Arapahoe Indian School	William B. Dew	do	3	5	8	57	63	120	3,540	500	600		4,640
Hammon	Red Moon Boarding School	John Whitwell	do	2	2	4	22	31	53	780	25	30	10	845
PENNSYLVANIA.													
Carlisle	Carlisle Indian Industrial School	R. H. Pratt, U. S. A	Elementary	19	16	35	675	510	1,185	18,940				18,940
SOUTH DAKOTA.													
Chamberlain	Indian Training School	John Flinn	Elementary and secondary.	3	7	10	57	59	116	7,710				7,710
Flandreau	Riggs Indian Training School	C. F. Pierce	Elementary	5	4	9								

*Statistics of 1899–1900.

TABLE 5.—*Industrial schools for Indian children, 1900–1901*—Continued.

Location	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who received industrial training.			Expenditure for industrial training during 1900–1901.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
SOUTH DAKOTA—cont'd.														
Oahe	Oahe Industrial School	Thomas L. Riggs, D.D.	Elementary and secondary.	0	4	4	12	20	32	.....	.....	.....	.....	.....
Pierre	Indian Industrial School	Wilson H. Cox	Elementary	3	3	6	102	62	164	$3,200	$5,000	$600	$100	$8,900
Pine Ridge	Oglala Boarding School	J. B. Brown	do	5	5	10	100	100	200	6,000	.....	.....	.....	6,000
UTAH.														
Leland	Ouray Industrial School	John M. Commons	Elementary	1	0	1	.....	.....	.....	600	.....	.....	.....	600
WISCONSIN														
Tomah	Tomah Indian Industrial School	L. M. Compton	Elementary	4	9	13	100	90	190	400	.....	.....	.....	6,400
Wittenberg	United States Indian School	Axel Jacobson	do	2	4	6	54	49	103	360	1,242	195	245	3,042
	Total for the above 35 industrial schools for Indian children.	.....	.....	166	192	358	4,054	2,915	6,969	148,150	25,991	5,950	1,295	181,386

TABLE 6.—*Statistics of manual and industrial training—Branches taught.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Calhoun Colored School, Calhoun, Ala.	Sewing	1	.....	65	.....
	Cooking	1	.....	45	.....
	Sloyd, or knife work	1	53	.....	.....
	Carpentry	1	23	.....	.....
	Farm or garden work	2	61	105	.....
	Laundering	2	.....	48	.....
The Southern Industrial Institute, Camp Hill, Ala.	Carpentry	1	16	.....	36
	Farm or garden work	1	6	.....	52
Central School (public), Oakland, Cal.	Free-hand drawing	1	1	.....	84
	Mechanical drawing	1	1	.....	84
	Sewing	1	.....	1	100
	Cooking	1	.....	1	
	Carpentry	1	.....	1	
	Wood turning	1	.....	1	125
	Carving	1	.....	1	
California School of Mechanical Arts, San Francisco, Cal.	Free-hand drawing, department of mechanical arts.	1	200	70	160
	Mechanical drawing	1	210	70	160
	Pattern making	1	88	.....	120
	Molding	1	88	.....	120
	Forging	1	.....	.....	.....
	Machine-shop work	1	70	.....	80
	Machine construction				
	Work in physical laboratory	.....	.....	.....	.....
	Work in chemical laboratory	.....	.....	.....	.....
	Applied electricity	.....	.....	.....	.....
	Sewing, department of domestic science and arts.	.....	.....	.....	.....
	Dressmaking	.....	.....	.....	.....
	Millinery	.....	.....	.....	.....
	Cooking	.....	.....	.....	.....
Cogswell Polytechnical College, San Francisco, Cal.	Free-hand drawing, department of fine arts.	1	.....	40	40
	Instrumental drawing	1	14	1	120
	Painting in oil	1	.....	3	40
	Painting in water color	1	.....	3	40
	Clay modeling	1	3	3	40
	Wood carving	1	3	3	40
	Design and decoration	1	.....	3	40
	Architecture	1	1	1	40
	Fire etching	1	.....	.....	20
	Free-hand drawing, department of mechanical arts.	1	.....	84	120
	Mechanical drawing	1	14	1	120
	Carving	1	.....	.....	20
	Wood turning	1	.....	.....	20
	Pattern making	1	.....	.....	20
	Carpentry	1	.....	.....	20
	Molding	1	3	.....	20
	Forging	1	11	.....	20
	Machine-shop work	1	11	.....	20
	Machine construction	1	11	.....	20
	Work in physical laboratory	1	.....	.....	40
	Work in chemical laboratory	1	11	11	40
	Applied electricity	1	.....	.....	20
	Drawing, department of domestic science and arts.	1	.....	63	40
	Art needlework	1	.....	.....	40
	Sewing	1	.....	63	40
	Dressmaking	1	.....	11	40
	Millinery	1	.....	4	15
	Cooking	1	.....	4	20
	Laundry work	1	.....	.....	20
	Work in chemical laboratory	1	4	13	40
Mechanics' Institute, San Francisco, Cal.	Free-hand drawing, department of fine arts.	1	50	.....	.....
	Instrumental drawing	1			
	Mechanical drawing	1	30	.....	.....

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Polytechnic High School, San Francisco, Cal.	Free-hand drawing, department of fine arts.	2	140	46	120
	Instrumental drawing	2	140	0	120
	Clay modeling	2	0	46	80
	Wood carving	2	51	46	80
	Wood turning, department of mechanical arts.	1	50	0	40
	Pattern making	1	50	0	40
	Carpentry	1	96	0	40
	Forging	1	96	0	40
	Machine-shop work	1	40	0	.....
	Work in physical laboratory	1	96	40	80
	Work in chemical laboratory	1	32	17	40
Wilmerding School of Industrial Arts, San Francisco, Cal.	Free-hand drawing, department of mechanical arts.	1	163	.....	160
	Carving	1	19	.....	160
	Wood turning	1	163	.....	10
	Carpentry	1	20	.....	160
	Forging	1	55	.....	160
	Plumbing	1	28	.....	160
	Bricklaying	1	30	.....	160
	Clay modeling and terra cotta manufacture.	1	65	.....	160
	Cabinet making	1	65	.....	160
	Architectural drawing	1	163	.....	160
The Anna S. C. Blake Manual Training School, Santa Barbara, Cal.	Paper cutting and folding	1	.....	1	120
	Sewing	1	.....	1	160
	Cooking				
	Sloyd	2	.....	2	200
Preston School of Industry (boys), Waterman, Cal.	Cooking	1	9	0	26
	Carpentry	1	4	0	26
	Tailoring	1	5	0	26
	Shoemaking	1	4	0	26
	Baking	.....	4	0	26
	Forging	1	5	0	26
	Drugs	1	1	0	26
	Photography	1	1	0	26
	Butter making	1	8	0	26
	Farm or garden work	3	20	0	26
	Printing	.....	1	0	26
	Electricity	1	9	0	26
	Laundering	1	5	0	26
The John Howard Payne School, Denver, Colo.	Sewing	1	30	.....	.....
	Cooking	1	20	.....	.....
	Farm or garden work	2	40	.....	.....
	Printing	1	2	.....	.....
Manual Training High School, Denver, Colo.	Free-hand drawing, department of fine arts.	1	250	200	92
	Instrumental drawing	[a] $\frac{1}{2}$	256	213	114
	Clay modeling	[a] $\frac{1}{2}$	73	88	22
	Wood carving	[a] $\frac{1}{2}$	142	177	38
	Mechanical drawing, department of mechanical arts.	[a] $\frac{1}{2}$	256	213	114
	Wood turning	1	72	.....	12
	Pattern making	1	72	.....	12
	Carpentry	2	142	89	16
	Molding	1	72	.....	4
	Forging	1	72	.....	18
	Machine-shop work	1	41	.....	38
	Work in physical laboratory	1	72	88	[b]
	Work in chemical laboratory	1	41	36	[b]
	Sewing, department of domestic science and arts.	2	.....	197	76
	Cooking	1	.....	36	38
Colorado State Industrial School, Golden, Colo.	Mechanical drawing	1	10	0	.....
	Sewing	1	16	0	.....
	Cooking	1	8	0	.....

[a] Fractions indicate division of time of instructors.
[b] One year two hours a week.

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Colorado State Industrial School, Golden, Colo.—Continued.	Sloyd, or knife work	1	42	0	.....
	Carpentry	1	8	0	.....
	Baking	1	6	0	.....
	Shoemaking	1	16	0	.....
	Laundering	1	18	0	.....
	Machine-shop work	1	10	0	.....
	Farm or garden work	1	23	0	.....
	Printing	1	47	0	.....
	Painting	1	4	0	.....
Trade School and Institute, Y. M. C. A., Bridgeport, Conn.	Free-hand drawing, department of fine arts.	1	14	.....	20
	Mechanical drawing, department of mechanical arts.	1	83	.....	20
	Plumbing	1	8	.....	20
Boardman Manual Training High School, New Haven, Conn.	Free-hand drawing, department of fine arts.	2	308	227	160
	Mechanical drawing	1	308	110	160
	Instrumental drawing	1	308	.....	160
	Clay modeling Wood carving	1	.....	227	160
	Wood turning, department of mechanical arts.	1	130	0	40
	Pattern making	1	110	0	40
	Carpentry	1	130	0	40
	Forging	1	145	0	40
	Machine-shop work Machine construction	1	12	0	40
	Work in physical laboratory	1	15	22	40
	Work in chemical laboratory	1	45	49	40
	Applied electricity	1	6	0	40
	Hand weaving	1	0	110	40
	Drawing, department of domestic science and art.	3	308	227	160
	Art needlework	1	0	227	160
	Sewing	.....	0	110	40
	Dressmaking	.....	0	80	80
	Millinery	.....	0	20	20
	Cooking	1	0	227	160
	Laundering	1	0	22	30
Waterbury Industrial School, Waterbury, Conn.	Sewing, department of domestic science and arts.	24	.....	198	36
	Cooking	1	.....	96	16
St. Joseph's Industrial School for Colored Boys, Clayton, Del.	House and sign painting, department of mechanical arts.	1	4	.....	.....
	Carving	1	6	.....	.....
	Wood turning	1	6	.....	.....
	Carpentry	1	6	.....	.....
	Applied electricity	1	1	.....	.....
	Sewing, department of domestic science and arts.	1	4	.....	.....
	Cooking	1	6	.....	.....
Ferris Industrial School, Marshallton, Del.	Sewing	1	3	.....	.....
	Cooking	1	6	.....	.....
	Carpentry	1	10	.....	.....
	Farm or garden work	1	30	.....	.....
	Painting	.....	3	.....	.....
Cooperative Draughting School, Wilmington, Del.	Mechanical drawing	1	30	.....	30
Industrial Home School, Washington, D. C.	Free-hand drawing	3	82	30	40
	Sewing	1	7	15	52
	Carpentry	1	14	.....	52
	Farm or garden work	1	16	.....	52
St. Rose's Industrial School, Washington, D. C.	Sewing	6	.....	59	40
	Cooking	1	.....	4	52
Fort Valley High and Industrial School, Fort Valley, Ga.	Free-hand drawing	1	97	45	36
	Mechanical drawing	1	35	15	36
	Clay modeling	1	30	45	26
	Paper cutting and folding	1	30	40	36

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Fort Valley High and Industrial School, Fort Valley, Ga.—Cont'd.	Sewing	1	.....	32	216
	Cooking	1	.....	.....	216
	Carpentry	1	70	.....	216
	Wood turning	1	18	.....	216
	Farm or garden work	1	90	.....	216
Chicago English High and Manual Training School, Chicago, Ill.	Free-hand drawing	1	644	0	24
	Mechanical drawing	3	605	0	96
	Carpentry	4	345	0	30
	Wood turning	.....	.....	.....	.....
	Pattern making	1	345	0	10
	Forging	1	180	0	20
	Molding	1	180	0	20
	Vise work, Machine-shop work	2	130	0	40
Chicago Manual Training School, Chicago, Ill.	Free-hand drawing, department of mechanical arts.	1	133	.....	26, 40
	Architectural drawing				
	Mechanical drawing	1	146	.....	100
	Wood turning, Pattern making, Carpentry	1	133	.....	40
	Molding	1	68	.....	10
	Forging				30
	Machine-shop work	1	60	.....	40
	Machine construction				
	Work in physical laboratory	1	68	.....	40
	Work in chemical laboratory	1	60	.....	40
Chicago Sloyd School, Chicago, Ill..	Wood carving	1	.....	11	32
	Mechanical drawing	1	.....	11	32
	Sloyd	1	.....	11	32
	Basket weaving	1	.....	25	10
	Art needlework	1	.....	.....	.....
	Sewing	1	.....	3	32
Jewish Training School, Chicago, Ill.	Free-hand drawing	1	.....	1	40
	Mechanical drawing	1	1	.....	40
	Clay modeling	1	.....	1	40
	Paper cutting and folding	1	.....	1	40
	Sewing	2	.....	2	40
	Carpentry	1	1	.....	40
	Wood turning	1	1	.....	40
	Carving	1	1	.....	40
	Vise work	1	1	.....	40
	Machine-shop work	1	1	.....	40
Lewis Institute, Chicago, Ill	Free-hand drawing, department of fine arts (day classes).	1	24	43	108
	Free-hand drawing, department of mechanical arts.	1	200	.....	24
	Mechanical drawing	1	150	.....	72
	Wood turning, Pattern making	1	175	.....	6, 24
	Molding	1	60	.....	24
	Forging	1	100	.....	24
	Machine-shop work	1	75	.....	48
	Work in physical laboratory	.....	100	20	72
	Work in chemical laboratory	.....	120	30	108
	Applied electricity	1	25	.....	12
	Mechanical engineering	.....	75	.....	72
	Electrical engineering	.....	25	.....	72
	Sewing, department of domestic science and arts (day classes).	1	.....	40	24
	Cooking	2	.....	75	36
St. Mary's Training School, Des Plaines, Ill.	Cooking—housework	2	25	.....	52
	Farm and garden work	10	175	.....	52
Illinois Manual Training School Farm, Glenwood, Ill.	Cooking	1	10	.....	.....
	Carpentry	1	50	.....	.....
	Wood turning	1	50	.....	.....
	Carving	1	10	.....	.....
	Forging	1	15	.....	.....
	Vise work	1	50	.....	.....

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Illinois Manual Training School Farm, Glenwood, Ill.—Continued.	Machine-shop work	1	15	.....	.....
	Farm or garden work	1	65	.....	.....
	Printing	1	10	.....	.....
	Painting	1	10	.....	.....
Bradley Polytechnic Institute; School of Arts and Sciences, Peoria, Ill.	Free-hand drawing, department of mechanical arts.	.....	103	95	.....
	Mechanical drawing	.....	27	18	.....
	Carving	.....	2	2	.....
	Wood turning	.....	55	0	.....
	Pattern making	.....	17	0	.....
	Steam fitting	.....	4	0	.....
	Machine-shop work	.....	9	0	.....
	Machine construction	.....	9	0	.....
	Work in physical laboratory	.....	35	18	.....
	Work in chemical laboratory	.....	25	9	.....
	Applied electricity	.....	9	.....	.....
	Drawing, department of domestic science and arts.	.....	.....	95	.....
	Sewing	.....	.....	122	.....
	Dressmaking	.....	.....	10	.....
	Cooking	.....	.....	52	.....
Manual Training School, Springfield, Ill.	Mechanical drawing, department of mechanical arts.	.....	38	.....	40
	Wood turning	.....	78	.....	10
	Carpentry	.....	78	.....	30
Manual Training School, Indianapolis, Ind.	Free-hand drawing	2	292	74	.....
	Mechanical drawing	1	367	0	144
	Sewing	2	.....	179	38
	Cooking	1	.....	72	38
	Carpentry	2	178	.....	38
	Wood turning	2	164	.....	19
	Pattern making	2	86	.....	38
	Forging	1	120	.....	38
	Molding (metal)	1	86	.....	38
	Machine-shop work	1	56	.....	38
Indiana Soldiers' and Sailors' Orphans' Home, Knightstown, Ind.	Free-hand drawing, department of mechanical arts.	.....	370	250	.....
	House and sign painting	1	4	.....	80
	Carpentry	1	16	.....	80
	Sewing, department of domestic science and arts.	4	.....	34	40
	Cooking	1	.....	16	40
	Laundry work	1	7	.....	40
West Des Moines High and Industrial School, Des Moines, Iowa.	Free-hand drawing	1	.....	.....	.....
	Mechanical drawing	2	29	1	.....
	Carpentry	2	46	.....	.....
	Wood turning	2	11	.....	.....
	Carving	2	9	.....	.....
Manual Training School, Frankfort, Ky.	Free-hand drawing	1	50	60	.....
	Mechanical drawing	1	50	60	.....
	Wood turning	1	29	29	.....
Manual Training High School, Louisville, Ky.	Free-hand drawing, department of mechanical arts.	1	127	0	17
	Mechanical drawing	3	268	0	132
	Carving	1	50	0	6
	Wood turning	2	105	0	8
	Pattern making	2	80	0	17
	Cabinet work	2	100	0	8
	Molding	1	80	0	17
	Forging	2	100	0	34
	Machine-shop work	1	54	0	34
	Work in physical laboratory	1	21	0	30
	Work in chemical laboratory	1	61	0	51
Gilbert Industrial College, Baldwin, La.	Free-hand drawing	1	37	47	32
	Mechanical drawing	1	3	.....	32
	Sewing	1	.....	47	32
	Cooking	1	.....	5	32
	Carpentry	1	11	.....	32
	Forging	1	3	.....	20

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Gilbert Industrial College, Baldwin, La.—Continued.	Garden work	.....	28	.....	32
	Printing	1	3	.....	32
Home Institute—free night school, New Orleans, La.	Free-hand drawing	1	100	.....	28
	Mechanical drawing				
Baltimore Manual Labor School, Arbutus, Md.	Farm or garden work	2	60	.....	.....
Baltimore Polytechnic Institute, Baltimore, Md.	Free-hand drawing, department of mechanical arts.	1	134	0	64
	Mechanical drawing	1	149	0	96
	Carpentry	1	134	0	64
	Wood turning	1	28	0	16
	Carving	1	30	0	16
	Pattern making	1	28	0	12
	Forging	1	60	0	16
	Sheet-metal work	1	90	0	16
	(Theoretical) molding (metal)	1	28	0	4
	Vise work	1	28	0	16
	Machine-shop work	1	57	0	48
	Machine construction	1	29	0	32
	Work in physical laboratory	1	149	0	96
	Work in chemical laboratory	1	29	0	32
	Mechanical engineering, department of science and technology.	1	12	0	64
	Electrical engineering	1	10	0	64
	Steam engineering	1	8	0	64
House of Refuge, Industrial Training Department, Baltimore, Md.	Wood turning, department of mechanical arts.				
	Carving	1	63	.....	48
	Pattern making				
	Carpentry				
	Molding				
	Forging				
	Steam fitting	1	60	.....	.....
	Plumbing				
	Machine-shop work				
	Machine construction				
	Electrical engineering, department of science and technology.	1	2	.....	52
	Steam engineering	1	4	.....	52
	Sewing, department of domestic science and arts.	1	22	.....	52
	Laundry work	1	12	.....	52
	Preparation of manuscript and proof reading, library department.	1	12	.....	48
St. Mary's Industrial School, Baltimore, Md.	Fresco painting, department of mechanical arts.	1	3	0	40
	House and sign painting	3	8	0	40
	Wood turning	2	8	0	40
	Carpentry	2	8	0	40
	Steam fitting	2	4	0	0
	Plumbing	1	3	0	0
	Machine-shop work	2	4	0	0
	Machine construction	2	3	0	0
	Steam engineering	2	4	0	40
	Drawing, department of domestic science and arts.	1	45	0	40
	Sewing	5	135	0	40
	Cooking	2	8	0	52
	Laundry work	2	10	0	40
	Preparation of manuscript, library department.	2	20	0	40
	Proof reading	1	3	0	40
The Samuel Ready School, Baltimore, Md.	Free-hand drawing, department of fine arts.	2	.....	60	.....
	Clay modeling	1	.....	16	.....
	Paper cutting and folding	1	.....	60	.....
	Sewing, department of domestic science and arts.	1	.....	16	.....
	Cooking	1	.....	22	.....

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
The Samuel Ready School, Baltimore, Md.—Continued.	Drawing	2	.....	60	.....
	Art needlework	1	.....	22	.....
	Dressmaking	1	.....	3	.....
	Typewriting	1	.....	20	.....
	Shorthand	1	.....	5	.....
McDonogh Educational Fund and Institute, McDonogh, Md.	Free-hand drawing, department of fine arts.	2	128	0	40
	Instrumental drawing	1	22	0	40
	Wood carving, department of mechanical arts.	1	30	0	0
	Free-hand drawing	2	108	0	40
	Mechanical drawing	1	42	0	40
	Carving	1	.....	.....	.....
	Wood turning	1	.....	.....	.....
	Pattern making	1	.....	.....	.....
	Carpentry	1	.....	.....	.....
	Machine-shop work	1	.....	.....	.....
	Machine construction	1	.....	.....	.....
	Work in physical laboratory	1	.....	.....	.....
	Work in chemical laboratory	1	.....	.....	.....
The Jacob Tome Institute, Port Deposit, Md.	Free-hand drawing	1	58	97	32
	Mechanical drawing	2	63	.....	32
	Paper cutting and folding	2	58	97	32
	Sewing, department of domestic science and arts.	1	.....	57	32
	Cooking	1	.....	46	32
	Sloyd, or knife work	1	58	97	32
	Wood turning	1	43	.....	32
	Pattern making	1	3	.....	32
	Forging	1	4	.....	16
	Sheet metal work	1	4	.....	16
	Molding (metal)	1	3	.....	16
	Vise work	1	4	.....	32
Friendford Industrial School, Boston, Mass.	Free-hand drawing, department of fine arts.	.....	10	.....	.....
	Free-hand drawing, department of mechanical arts.	.....	10	.....	.....
	Mechanical drawing	.....	5	.....	.....
	Carpentry	.....	15	.....	.....
	Sewing, department of domestic science and arts.	.....	.....	175	.....
	Dressmaking	.....	.....	6	.....
	Millinery	.....	.....	19	.....
	Cooking	.....	.....	6	.....
Hebrew Industrial School, Boston, Mass.	Sewing, department of domestic science and arts.	5	.....	300	10
	Dressmaking	2	.....	200	10
	Millinery	2	.....	75	10
	Cooking	1	.....	50	10
Mechanic Arts High School, Boston, Mass.	Free-hand drawing, department of mechanic arts.	3	508	.....	10
	Mechanical drawing	3	.....	.....	10
	Carving	3	221	.....	10
	Wood turning	2	151	.....	10
	Pattern making	2			
	Carpentry	3	221	.....	10
	Forging	1	151	.....	10
	Machine-shop work	2	23	.....	10
	Work in physical laboratory	1	.....	.....	.....
	Work in chemical laboratory	1	.....	.....	.....
The North Bennet Street Industrial School, Boston, Mass.	Clay modeling	.....	1	3	40
	Sewing	.....	.....	2	40
	Cooking	.....	.....	1	20
	Sloyd	.....	.....	1	40
	Leather work	.....	1	.....	40
	Dressmaking	.....	.....	1	28
	Laundering	.....	.....	1	24
	Printing	.....	1	.....	40
	Millinery	.....	.....	1	24
	Embroidery	.....	.....	2	24

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Rindge Manual Training School, Cambridge, Mass.	Free-hand drawing	1	179	0	20
	Mechanical drawing	1	179	0	20
	Carpentry	1	61	0	40
	Wood turning	1	55	0	20
	Pattern making	1	55	0	20
	Forging	1	55	0	20
	Molding (metal)	1	55	0	20
	Machine-shop work	1	63	0	20
Lowell Textile School, Lowell, Mass.	Free-hand drawing, department of fine arts.	2	38	8	90
	Instrumental drawing	.....	38	8	90
	Painting in oil	.....	.....	8	90
	Painting in water color	.....	.....	8	90
	Design and decoration	5	150	12	90
	Free-hand drawing, department of mechanical arts.	2	50	.....	90
	Mechanical drawing	2	50	.....	90
	Work in chemical laboratory	4	58	2	90
	Applied electricity	2	50	.....	90
	Hand weaving	2	70	.....	90
	Power weaving	2	100	.....	90
	Dyeing	5	100	.....	90
	Carding and spinning	4	200	.....	90
	Designing of fabrics	3	150	.....	90
	Mechanical engineering, department of science and technology.	2	35	.....	40
South End Industrial School, Roxbury, Mass.	Free-hand drawing	1	16	16	.....
	Mechanical drawing	1	12	.....	.....
	Sewing	10	.....	120	.....
	Cooking	1	8	16	.....
	Carpentry	1	12	.....	.....
	Dressmaking	2	.....	45	.....
	Housekeeping	1	.....	16	.....
	Printing	2	7	7	.....
Plummer Farm School, Salem, Mass.	Carpentry	1	15	.....	17
	Farm or garden work	2	30	.....	26
Mechanic Arts High School, Springfield, Mass.	Free-hand drawing, department of mechanical arts.	2	75	.....	.....
	Mechanical drawing	2	185	.....	21
	Wood turning	2	50	.....	38
	Pattern making	1	25	.....	18
	Carpentry	1	40	0	12
	Molding	1	25	0	2
	Forging	1	25	0	20
	Plumbing	1	20	0	21
	Machine-shop work	3	48	0	20
	Work in physical laboratory	1	40	0	0
	Work in chemical laboratory	1	7	0	0
Oread Institute, Worcester, Mass	Work in chemical laboratory, department of mechanical arts.	1	.....	39	40
	House economics, department of domestic science and arts.	1	.....	43	40
	Sanitation	1	.....	43	20
	Sewing	1	.....	43	40
	Marketing	1	.....	43	40
	Practical housework	1	.....	39	40
	Cooking	2	.....	43	40
	Laundry work	1	.....	43	40
	Work in chemical laboratory	1	.....	39	40
Lansing Industrial Aid Society, Lansing, Mich.	Sewing	12	.....	65	35
	Cooking	1	.....	12	18
Hackley Manual Training School, Muskegon, Mich.	Free-hand drawing, department of fine arts.	1	2	161	200
	Painting in water color	1	.....	161	100
	Clay modeling	1	.....	10	.....
	Free-hand drawing, department of mechanical arts.	1	2	170	.....
	Mechanical drawing	4	65	.....	200
	Wood turning	1	50	1	40
	Pattern making	1	12	.....	10

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Hackley Manual Training School, Muskegon, Mich.—Continued.	Carpentry	1	57	5	40
	Molding	1	12	.....	6
	Forging	1	30	.....	40
	Machine-shop work	1	17	.....	40
	Sewing, department of domestic science and arts.	2	.....	168	100
	Dressmaking	1	.....	7	100
	Cooking	2	.....	145	200
	Laundering	1	.....	59	20
Mechanic Arts High School, St. Paul, Minn.	Free-hand drawing, department of fine arts.	1	197	123	152
	Instrumental drawing	2	332	7	152
	Clay modeling	1	76	109	114
	Wood turning, department of mechanical arts.	1	152	.....	19
	Pattern making	1	52	.....	19
	Carpentry	1	153	.....	19
	Forging	1	83	.....	19
	Machine-shop work	1	58	.....	38
	Work in physical laboratory	.....	72	26	38
	Work in chemical laboratory	.....	38	4	38
Manual Training High School, Kansas City, Mo.	Free-hand drawing, department of fine arts.	3	50	654	108
	Instrumental drawing	3	528	26	108
	Painting in water color	1	10	45	36
	Design and decoration	2	45	205	72
	Architecture	1	20	3	36
	Free-hand drawing, department of mechanical arts.	3	654	654	108
	Mechanical drawing	3	528	26	108
	Wood turning	1	144	0	36
	Pattern making	1	144	0	36
	Carpentry	2	280	0	36
	Molding	1	144	0	12
	Forging	1	80	0	36
	Machine-shop work	1	45	0	36
	Machine construction	1	45	0	36
	Applied electricity	1	26	0	36
	Mechanical engineering, department of science and technology.	1	26	0	36
	Electrical engineering	1	26	0	36
	Steam engineering	1	26	0	36
	Sewing	2	0	290	36
	Dressmaking	2	0	168	36
	Millinery	2	0	64	36
	Cooking	2	6	154	36
Manual Training School of Washington University, St. Louis, Mo.	Free-hand drawing, department of mechanical arts.	2	264	0	20
	Mechanical drawing	2	264	0	100
	Carving	2	109	0	5
	Wood turning	2	109	0	10
	Pattern making	1	77	0	5
	Carpentry	2	109	0	25
	Molding	1	77	0	5
	Forging	1	77	0	30
	Machine-shop work	1	49	0	40
	Work in physical laboratory	1	49	0	40
	Work in chemical laboratory	1	.....	0	40
Manual Training and Industrial School, Bordentown, N. J.	Free-hand drawing, department of mechanical arts.	1	55	63	33
	Mechanical drawing	1	34	0	33
	Carpentry	1	34	.....	33
	Sewing, department of domestic science and arts.	1	0	40	33
	Dressmaking	1	0	13	33
	Cooking	1	0	20	33
	Laundering	1	0	6	0

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Newark Technical School, Newark, N. J.	Free-hand drawing, department of fine arts.	1	0	10	34
	Painting in oil	1	.....	.....	.....
	Painting in water color	1	.....	2	30
	Pastels	1	.....	12	30
	Free-hand drawing, department of mechanical arts.	1	60	3	28
	Mechanical drawing	1	40	.....	28
	Plumbing	1	2	.....	28
	Work in chemical laboratory	1	30	.....	28
	Applied electricity	1	12	.....	28
	Electroplating	1	5	.....	28
Baron de Hirsch Agricultural School, Woodbine, N. J.	Free-hand drawing	1	70	17	.....
	Mechanical drawing	1	23	.....	.....
	Machine-shop work	1	93	.....	.....
	Work in physical laboratory	1	93	.....	.....
	Work in chemical laboratory	1	93	.....	.....
Barlow School of Industrial Arts, Binghamton, N. Y.	Mechanical drawing, department of mechanical arts.	1	23	0	40
	Wood turning	1	97	0	20
	Carpentry	1	118	0	20
	Cooking, department of domestic science and arts.	1	0	242	40
Brooklyn Industrial School Association, Brooklyn, N. Y.	Free-hand drawing	5	.....	.....	46
	Clay modeling	5	.....	.....	46
	Paper cutting and folding	5	.....	.....	46
	Sewing	2	.....	50	40
	Cooking	1	.....	16	.....
	Sloyd, or knife work	1	.....	72	.....
	Chair caning and basketry	1	28	25	.....
	Shoemaking	1	62	.....	46
	Farm or garden work	1	.....	.....	.....
Industrial School Association of Brooklyn, E. D., Brooklyn, N. Y.	Free-hand drawing	2	60	40	.....
	Paper cutting and folding	1	30	24	.....
	Sewing	8	.....	140	.....
	Basket making	1	6	40	.....
	Chair caning	1	40	0	.....
Manual Training High School, Brooklyn, N. Y.	Free-hand drawing, department of fine arts.	3	521	617	140
	Mechanical drawing	3	523	632	160
	Instrumental drawing	3	523	632	160
	Painting in water color	3	521	617	140
	Clay modeling	1	.....	161	20
	Wood carving	1	62	126	20
	Design and decoration	3	521	617	140
	Architecture	2	16	54	40
	Repoussé work, department of mechanical arts.	1	.....	246	40
	Free-hand drawing	3	521	617	140
	Mechanical drawing	3	523	632	160
	Carving	1	62	126	20
	Wood turning	1	192	1	20
	Pattern making	1	112	.....	20
	Carpentry	2	238	.....	20
	Forging	1	243	.....	40
	Printing	1	46	0	60
	Sewing, department of domestic science and arts.	2	2	402	60
	Dressmaking	1	.....	42	20
	Millinery	1	.....	154	40
Pratt Institute High School, Brooklyn, N. Y.	Free-hand drawing	1	71	122	144
	Mechanical drawing	1	18	4	
	Sewing	2	0	59	72
	Cooking	1	0	25	36
	Wood turning	1	69	45	12
	Carving				36
	Bench work	1	45	45	24
	Forging	1	14	0	36
	Molding metal	1	24	0	36
	Machine-shop work	1	6	0	36

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Webb's Academy and Home for Shipbuilders, Fordham Heights, N. Y.	Mechanical drawing, department of mechanical arts.	3	42	.....	36
	Carpentry	1	42	.....	36
	Mechanical engineering, department of science and technology.	1	42	.....	36
Baron de Hirsch Trade School, New York, N. Y.	Mechanical drawing	4	78	0	20
	House and sign painting	1	31	0	24
	Carpentry	1	16	0	24
	Plumbing	1	34	0	24
	Machine-shop work	1	28	0	24
Boys' Club, McAlpin Trade School, New York, N. Y.	Free-hand drawing	1	16	.....	30
	Mechanical drawing, department of mechanical arts.	1	24	.....	30
	Iron turning	3	32	.....	30
	Paper cutting and folding	2	.....	.....	.....
	Vise work	3	.....	.....	.....
	Sewing, domestic science and arts	2	30	.....	30
	Cooking, domestic science and arts	2	30	.....	30
	Sloyd, or knife work	2	.....	.....	.....
	Carpentry	4	24	.....	30
	Carving	4	32	.....	30
	Chair caning	2	.....	.....	.....
	Basket making	4	.....	.....	.....
The Ethical Culture Schools, New York, N. Y.	Free-hand drawing	2	140	143	37
	Clay modeling	2	140	143	37
	Paper cutting and folding	8	80	62	37
	Sewing	1	80	143	37
	Carpentry	1	34	15	37
	Venetian ironwork	1	11	.....	37
	Basketry	1	37	77	37
	Weaving	1	37	77	.....
	Painting in water color, department of fine arts.	2	143	150	37
General Society of Mechanics and Tradesmen of New York City, N. Y.	Free-hand drawing, department of mechanical arts.	2	92	.....	27
	Mechanical drawing	3	97	.....	27
	Clay modeling, department of fine arts.	1	34	.....	27
	Architecture	3	102	.....	27
Hebrew Technical Institute, New York, N. Y.	Free-hand drawing, department of fine arts.	1	228	0	40
	Instrumental drawing	1	228	0	40
	Wood carving	1	51	0	40
	Design and decoration	1	90	0	40
	Architecture	1	8	0	40
	Free-hand drawing, department of mechanical arts.	1	228	0	40
	Mechanical drawing	1	228	0	40
	Carving	1	51	0	40
	Wood turning	1	91	0	40
	Pattern making	1	7	0	40
	Carpentry	1	228	0	40
	Machine-shop work	1	91	0	40
	Work in physical laboratory	1	228	0	40
	Applied electricity	1	18	0	40
	Mathematics	2	228	0	40
	English	2	228	0	40
The New York Catholic Protectory, New York, N. Y.	Free-hand drawing	1	350	.....	.....
	Mechanical drawing	1	300	.....	.....
	Clay modeling	1	75	100	52
	Paper cutting and folding	1	15	100	52
	Sewing	7	130	250	52
	Cooking	4	18	24	52
	Sloyd, or knife work	1	48	.....	52
	Carpentry	1	15	.....	52
	Sheet-metal work	1	18	.....	52
	Molding (metal)	1	5	.....	52
	Vise work	1	5	.....	52
	Machine-shop work	1	5	.....	52

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
The New York Catholic Protectory, New York, N. Y.—Continued.	Farm or garden work	1	23	.....	.....
	Bricklaying	1	5	.....	.....
	Printing	5	85	.....	.....
	Painting	2	12	.....	.....
	Glove making	.....	70	70	.....
	Dressmaking	.....	.....	125	.....
	Shirt making	.....	.....	100	.....
	Tie making	.....	.....	50	.....
	Lace making	.....	.....	100	.....
	Binding	.....	55	50	.....
	Brush making	.....	300	300	.....
	Blacksmithing	.....	8	.....	.....
New York Trade School, New York, N. Y.	Fresco painting, department of mechanical arts.	2	31	0	39
	House painting	2	20	0	39
	Carpentry	1	43	0	39
	Forging	1	19	0	39
	Steam fitting	1	32	0	39
	Plumbing	6	284	0	39
	Bricklaying	2	32	0	39
	Cornice and skylight work	2	42	0	39
	Electrical work	4	92	0	39
	Plastering	1	9	0	39
	Printing	1	16	0	39
	Sign painting	1	20	0	39
	Elementary plan drawing	2	14	0	39
Original School of Industrial Art for Women, New York, N. Y.	Free-hand drawing, department of fine arts.	4	.....	37	50
	Instrumental drawing	1	.....	37	50
	Painting in water color	4	.....	63	50
	Design and decoration, department of mechanical arts.	2	.....	63	48
	Free-hand drawing	4	.....	37	50
	Mechanical drawing	4	.....	37	50
	Designing of fabrics	2	.....	63	48
Public Evening School No. 13, New York, N. Y.	Sewing	2	.....	750	18
	Cooking	1	.....	250	18
St. George's Evening Trade School, New York, N. Y.	Free-hand drawing	1	20	.....	33
	Instrumental drawing	1	60	.....	33
	Free-hand drawing	1	20	.....	16½
	Mechanical drawing	1	60	.....	16½
	Carving	1	10	.....	16½
	Pattern making	1	20	.....	16½
	Carpentry	1	40	.....	33
	Plumbing	1	48	.....	33
	Printing	1	48	.....	33
	Manual training, woodwork	1	25	.....	33
	Manual training, cardboard	1	50	.....	33
Technical School for Carriage Draftsmen and Mechanics, New York, N. Y.	Free-hand drawing, department of fine arts.	1	25	0	28
	Instrumental drawing	1	25	0	28
	Free-hand drawing, department of mechanical arts.	1	25	0	28
	Mechanical drawing	1	25	0	28
Wilson Industrial School for Girls, New York, N. Y.	Sewing, department of domestic science and arts.	1	.....	.....	40
	Cooking	1	.....	.....	35
Industrial School, Rochester, N. Y.	Free-hand drawing	4	.....	.....	40
	Cooking	.....	.....	.....	40
	Sloyd, or knife work	.....	36	.....	40
	Carpentry	.....	36	.....	40
	Carving	.....	36	.....	40
Rochester Athenæum and Mechanics' Institute, Rochester, N. Y.	Free-hand drawing, department of fine arts.	5	135	95	198
	Painting in oil	2	7	40	72
	Painting in water color				
	Clay modeling	1	8	7	30
	Design and decoration	2	17	29	190

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Rochester Athenæum and Mechanics' Institute, Rochester, N. Y.—Continued.	Architecture	2	12	0	90
	Free-hand drawing, department of mechanical arts.	1	38	0	36
	Mechanical drawing	6	317	14	228
	Carpentry	3	223	0	84
	Forging	1	52	0	60
	Work in physical laboratory	1	34	2	.....
	Work in chemical laboratory	2	26	8	.....
	Drawing, department of domestic science and arts.	1	0	20	36
	Sewing	3	0	253	36
	Dressmaking	6	0	260	36
	Millinery	1	0	52	36
	Cooking	4	0	824	36
	Laundering	1	0	6	12
	Work in chemical laboratory	2	0	20	36
Herbart Preparatory School, Suffern, N. Y.	Free-hand drawing, department of fine arts.	1	4	3	34
	Instrumental drawing	1	4	0	4
	Clay modeling	.....	4	0	4
	Wood carving	.....	4	0	4
Skyland Institute, Blowing Rock, N. C.	Clay modeling	1	.....	.....	.....
	Paper cutting and folding	1	.....	.....	.....
	Sewing	3	.....	.....	.....
	Cooking	1	.....	.....	.....
The Laura Sunderland Memorial School, Concord, N. C.	Free-hand drawing	.....	.....	60	32
	Sewing	.....	.....	65	.....
	Cooking	.....	.....	60	6
The Asheville Farm School, Denmark, N. C.	Cooking	2	20	.....	100
	Carpentry	1	50	.....	100
	Farm or garden work	2	80	.....	150
Dorland Institute, Hot Springs, N. C.	Free-hand drawing	.....	25	50	75
	Hand weaving	1	.....	2	.....
	Carding and spinning	1	.....	2	.....
	Drawing	.....	.....	.....	32
	Sewing	.....	.....	60	32
	Dressmaking	.....	.....	6	32
	Cooking	.....	.....	60	32
	Laundry work	.....	.....	60	32
Academical and Industrial Institute, Wilkesboro, N. C.	Sewing	1	.....	13	.....
	Cooking	1	.....	13	.....
	Carpentry	1	7	.....	.....
	Farm or garden work	1	7	13	.....
State Industrial and Manual Training School, Ellendale, N. Dak.	Free-hand drawing	1	.....	.....	.....
	Mechanical drawing	1	.....	.....	.....
	Sewing	1	.....	.....	.....
	Cooking	1	.....	.....	.....
	Carpentry	1	.....	.....	.....
	Wood turning	1	.....	.....	.....
	Carving	1	.....	.....	.....
	Painting	1	.....	.....	.....
Ohio Mechanics' Institute, Cincinnati, Ohio.	Free-hand drawing, department of fine arts.	4	126	17	30
	Painting in oil	1	.....	2	30
	Painting in water color	2	5	15	.....
	Clay modeling	1	7	2	30
	Wood carving	1	1	.....	30
	Design and decoration	1	1	.....	30
	Architecture	4	88	3	30
	Mechanical drawing, department of mechanical arts.	6	316	4	.....
	Carving	1	1	.....	.....
	Work in chemical laboratory	1	1	.....	.....
	Applied electricity	1	1	.....	30
	Mechanical engineering, department of science and technology.	1	10	.....	.....
	Electrical engineering	1	33	2	.....

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Technical School of Cincinnati, Cincinnati, Ohio.	Free-hand drawing	1	134	0	120
	Mechanical drawing				
	Paper cutting and folding	1	2	23	10
	Sloyd, or knife work	1	2	23	40
	Carpentry	1	60	0	30
	Wood turning	1	60	0	10
	Forging	1	48	0	40
	Machine-shop work	1	27	0	40
Jewish Orphan Asylum, Cleveland, Ohio.	Free-hand drawing, department of mechanical arts.	2	29	31	40
	Mechanical drawing	2	29	.....	40
	Carving	1	7	.....	20
	Wood turning	1	7	.....	30
	Carpentry	1	22	.....	40
	Art needlework, department of domestic science and art.	1	.....	58	30
	Sewing, darning, and mending	2	.....	160	40
The Polytechnic School of the Toledo University, Toledo, Ohio.	Free-hand drawing	2	200	191	.....
	Mechanical drawing	1	227	.....	.....
	Clay modeling	1	100	90	.....
	Sewing and millinery	1	.....	157	.....
	Cooking	1	.....	44	.....
	Wood turning	1	140	.....	.....
	Dressmaking	1	.....	105	.....
	Pattern making	1	10	.....	.....
	Forging		30	.....	.....
	Sheet-metal work		.....	.....	.....
	Molding (metal)		.....	.....	.....
	Vise work		.....	.....	.....
	Machine-shop work		13	.....	.....
Avery College Trade School, Allegheny, Pa.	Free-hand drawing	1	8	.....	40
	Mechanical drawing	1	10	.....	40
	Clay modeling	2	14	.....	40
	Paper cutting and folding	.....	.....	.....	40
	Sewing	2	.....	45	40
	Cooking	1	.....	.....	40
	Sloyd, or knife work	.....	.....	.....	40
	Carpentry	1	56	.....	40
	Wood turning	.....	.....	.....	40
	Millinery	.....	.....	.....	40
	Carving	3	.....	54	40
	Music	2	.....	63	40
	Bricklaying	1	14	.....	40
	Printing	1	9	.....	40
	Painting	1	14	.....	40
	Tailoring	1	12	.....	40
Central Manual Training School, Philadelphia, Pa.	Free-hand drawing, department of fine arts.	1	450	.....	120
	Instrumental drawing	1	450	.....	120
	Painting in water color	1	450	.....	40
	Clay modeling	1	450	.....	13
	Wood carving	1	450	.....	13
	Design and decoration	1	450	.....	13
	Architecture	1	450	.....	26
	Free-hand drawing, department of mechanical arts.	1	450	.....	120
	Mechanical drawing	1	450	.....	120
	Carving	1	450	.....	13
	Wood turning	1	450	.....	26
	Pattern making	1	450	.....	26
	Carpentry	1	450	.....	40
	Molding	1	450	.....	13
	Forging	1	450	.....	40
	Machine-shop work	1	450	.....	40
	Machine construction	1	450	.....	40
	Work in physical laboratory	1	450	.....	40
	Work in chemical laboratory	1	450	.....	40
	Applied electricity	1	450	.....	13

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Central Manual Training School, Philadelphia, Pa.—Continued.	Electrical engineering, department of science and technology.	2	450	.....	26
	Steam engineering	2	450	.....	40
Drexel Institute of Art, Science, and Industry, Philadelphia, Pa.	Wood carving, department of fine arts.	.....	131	120	30
	Design and decoration	.....	7	23	34
	Architecture	.....	149	6	30
	Free-hand drawing, department of mechanical arts.	1	83	0	.....
	Mechanical drawing	6	249	0	.....
	Wood turning	1	142	.....	.....
	Pattern making	1	142	.....	.....
	Molding	1	97	.....	.....
	Forging	1	97	.....	.....
	Machine-shop work	2	156	.....	.....
	Machine construction	2	39	.....	.....
	Work in physical laboratory	2	30	.....	.....
	Work in chemical laboratory	7	155	.....	.....
	Applied electricity	5	62	.....	.....
	Mechanical engineering, department of science and technology.	4	21	.....	.....
	Electrical engineering	4	21	.....	.....
	Drawing (design), department of domestic science and arts.	.....	.....	245	.....
	Sewing	.....	.....	86	.....
	Dressmaking	.....	.....	158	.....
	Millinery	.....	.....	108	.....
	Cooking	.....	.....	268	.....
	Laundry work	.....	.....	43	.....
	Accession work, library department	4	0	19	.....
	Cataloguing	1	0	19	.....
	Library history	1	.....	19	.....
	Preparation of manuscript	1	.....	19	.....
	Proof reading	1	.....	19	.....
Friends' Select School, Philadelphia, Pa.	Free-hand drawing	1	125	200	396
	Mechanical drawing	1	15	20	36
	Sloyd or knife work	1	60	90	144
Girard College, Philadelphia, Pa.	Mechanical drawing	1	597	.....	210
	Sloyd or knife work	1	311	.....	161
	Carpentry Wood turning	1	597	.....	210
	Pattern making	1	597	.....	210
	Forging	1	597	.....	210
	Molding	1	597	.....	210
	Vise work Machine-shop work	1	597	.....	210
	Electricity	1	597	.....	210
	Plumbing	1	597	.....	210
Northeast Manual Training School, Philadelphia, Pa.	Free-hand drawing, department of fine arts.	1	409	0	120
	Instrumental drawing	1	409	0	120
	Painting in water color	1	130	0	28
	Clay modeling	1	130	0	14
	Wood carving	1	130	0	14
	Design and decoration	1	409	0	28
	Architecture	1	101	0	28
The Pennsylvania Museum and School of Industrial Art, Philadelphia, Pa.	Free-hand drawing	7	633	264	.....
	Mechanical drawing	1	100	40	.....
	Carving	1	10	0	.....
	Carpentry	1	12	.....	.....
	Work in chemical laboratory	2	200	.....	.....
	Hand weaving	2	150	.....	.....
	Power weaving	2	25	.....	.....
	Dyeing	1	150	.....	.....
	Carding and spinning	5	100	.....	.....
	Designing of fabrics	4	200	100	.....
	Bookbinding	1	.....	10	.....
	Modeling	1	50	50	.....

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Spring Garden Institute, Philadelphia, Pa.	Free-hand drawing	7	.....	390	26
	Mechanical and architectural drawing.				
	Pattern making	1	35	.....	26
	Vise work and machine-shop work	1	81	.....	26
	Electricity	3	162	.....	26
	Mathematics	1	92	.....	26
School of Design for Women, Pittsburg, Pa.	Free-hand drawing	4	.....	75	31
	Designing	4	.....	75	31
	Painting	2	.....	15	30
Williamson Free School of Mechanical Trades, Williamson School, Pa.	Mechanical drawing, department of mechanical arts.	2	156	.....	147
	Wood turning	1	36	.....	46
	Pattern making	1	36	.....	147
	Carpentry	1	28	.....	147
	Forging	1	58	.....	60
	Steam fitting	1	8	.....	98
	Machine-shop work	1	58	.....	147
	Machine construction	1	58	.....	32
	Work in chemical laboratory	1	90	.....	60
	Applied electricity	1	8	.....	100
	Mechanical engineering, department of science and technology.	2	8	.....	147
	Electrical engineering	1	8	.....	131
	Steam engineering	1	8	.....	131
Miss Sayer's School, Newport, R. I.	Free-hand drawing, department of fine arts.	1	10	30	36
	Painting in water color	1	0	3	
	Clay modeling	1	10	30	
Townsend Industrial School, Newport, R. I.	Free-hand drawing, department of mechanical arts.	1	42	35	160
	Mechanical drawing	1	29	0	160
	Wood turning	1	7	.....	30
	Pattern making				
	Carpentry	.....	15	.....	10
	Molding and pattern making	1	6	.....	10
	Forging		7	.....	50
	Steam fitting		6	.....	80
	Machine-shop work		6	.....	
	Machine construction		6	.....	
	Sloyd	1	421	.....	160
	Sewing, department of domestic science and arts.	2	.....	456	120
	Dressmaking				40
	Cooking	2	.....	475	160
Friends' School, Providence, R. I.	Free-hand drawing	3	10	30	40
	Mechanical drawing	1	10	.....	40
	Clay modeling	2	5	6	40
	Sewing	.....	.....	.....	40
	Cooking	.....	.....	20	40
	Sloyd or knife work	.....	.....	.....	40
	Carpentry	.....	7	.....	40
	Wood turning	.....	.....	.....	40
	Carving	.....	20	25	40
Providence Manual Training High School, Providence, R. I.	Free-hand drawing, department of fine arts.	3	.....	.....	.....
	Instrumental drawing	2	.....	.....	.....
	Painting in water color	3	.....	.....	.....
	Clay modeling	1	44	24	.....
	Wood carving	1	47	24	.....
	Design and decoration	3	.....	.....	.....
	Architecture, department of mechanical arts.	2	.....	.....	.....
	Free-hand drawing	3	.....	.....	.....
	Mechanical drawing	2	.....	.....	.....
	Carving	1	.....	.....	.....
	Wood turning	1	36	.....	.....
	Pattern making	1	36	.....	.....

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Providence Manual Training High School, Providence, R. I.—Cont'd.	Carpentry	1	.....	.....	.....
	Molding	1	.....	.....	.....
	Forging	1	.....	.....	.....
	Machine-shop work	1	.....	.....	.....
	Machine construction	1	50	.....	.....
	Work in physical laboratory	3	.....	.....	.....
	Work in chemical laboratory	2	.....	.....	.....
	Applied electricity	1	.....	.....	.....
	Designing of fabrics	3	.....	.....	.....
	Smithing	1	119	.....	.....
	Photography	2	20	.....	.....
	Civil engineering, department of science and technology.	1	.....	.....	.....
	Mechanical engineering				
	Mining engineering	1	.....	.....	.....
	Electrical engineering				
	Steam engineering	1	.....	.....	.....
	Drawing, department of domestic science and arts.	3	.....	.....	.....
	Sewing	2	.....	45	.....
	Dressmaking	2	.....	11	.....
	Millinery	1	.....	13	.....
	Cooking	2	.....	.....	.....
	Work in chemical laboratory	1	.....	.....	.....
Rhode Island School of Design, Providence, R. I.	Free-hand drawing, department of fine arts.	9	325	.....	32
	Architecture	1	1	11	.....
	Mechanical drawing, department of mechanical arts.	4	162	.....	.....
St. Xavier's Academy, Providence, R. I.	Free-hand drawing	.....	.....	2	.....
	Instrumental drawing	.....	.....	2	.....
	Painting in oil	.....	.....	1	.....
	Painting in water color	.....	.....	1	.....
	Clay modeling	.....	.....	1	.....
	Free-hand drawing, department of mechanical arts.	.....	.....	1	.....
	Mechanical drawing	.....	.....	1	.....
	Drawing, department of domestic science and arts.	.....	.....	1	.....
	Art needlework	.....	.....	1	.....
	Sewing	.....	.....	1	.....
	Work in chemical laboratory	.....	.....	1	1 year.
Schofield Normal and Industrial School, Aiken, S. C.	Carpentry	1	11	.....	32
	Truck gardening	1	2	.....	32
	Farming	1	24	.....	52
	Shoemaking	1	1	12	32
	Harness making	1	11	.....	32
	Cane seating	1	.....	5	32
	Laundering	1	.....	45	32
	Sewing	1	.....	142	.....
	Cooking	1	.....	45	32
Southern Industrial School, Graysville, Tenn.	Sewing	1	.....	10	24
	Cooking	1	3	10	36
	Carpentry	1	7	.....	12
	Farm or garden work	1	8	.....	36
	Painting	1	4	.....	12
	Canning	2	10	10	24
Industrial School for Little Girls, Castroville, Tex.	Design and decoration, department of fine arts.	1	.....	25	40
	Drawing, department of domestic science and arts.	1	.....	40	40
	Art needlework	1	.....	40	40
	Sewing	1	.....	12	40
	Dressmaking	1	.....	12	40
	Millinery	1	.....	5	40
	Cooking	1	.....	5	40
	Laundering	1	.....	25	40

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Miller Manual Training School, Miller School, Va.	Free-hand drawing	1	.....	.....	.....
	Mechanical drawing	1	.....	.....	.....
	Sewing	4	.....	.....	.....
	Cooking	1	.....	.....	.....
	Carpentry, Wood turning, Carving	2	40	0	.....
	Cabinet and pattern making	2	40	0	18
	Forging	1	24	0	18
	Molding (metal)	1	24	0	18
	Vise work, Machine-shop work	3	24	0	36
	Printing	1	5	0	36
The Stout Manual Training School, Menominee, Wis.	Free-hand drawing	2	.....	71	.....
	Mechanical drawing	2	55	1	.....
	Sewing	1	.....	23	.....
	Cooking	2	.....	43	.....
Milwaukee Cooking School, Milwaukee, Wis.	do	2	.....	52	43
St. Rose's Orphan Society, Milwaukee, Wis.	Work in chemical laboratory	1	.....	3	16
	Free-hand drawing	3	.....	80	25
	Clay modeling	1	.....	40	25
	Paper cutting and folding	2	.....	40	25
	Sewing	2	.....	100	25
	Cooking	2	.....	60	25
Navaho Indian Boarding School, Fort Defiance, Ariz.	Clay modeling	1	26	18	40
	Paper cutting and folding	1	26	18	40
	Sewing	1	.....	53	40
	Cooking	2	65	53	40
	Carpentry	1	100	.....	120
	Forging	1	2	.....	120
	Vise work	1	2	.....	120
	Farm or garden work	1	25	.....	120
Moqui Training School, Keams Canyon, Ariz.	Sewing	1	17	.....	.....
	Cooking	1	30	20	40
	Farm or garden work	1	30	.....	.....
Fort Mohave Indian Training School, Mohave City, Ariz.	Free-hand drawing	4	103	64	320
	Clay modeling	1	21	16	80
	Paper cutting and folding	1	21	16	80
	Sewing	1	.....	25	162
	Cooking	2	4	20	162
	Sloyd, or knife work	1	16	.....	40
	Carpentry	1	14	.....	162
	Laundry work	1	4	10	162
	Housekeeping	1	.....	24	162
	Forging	1	6	.....	40
	Vise work	1	6	.....	40
	Machine-shop work	1	6	.....	120
	Farm or garden work	1	17	.....	162
	Painting	1	4	.....	.....
United States Indian Industrial School, Phoeniz, Ariz.	Free-hand drawing	1	74	0	20
	Mechanical drawing	1	74	0	60
	Sewing	2	0	55	160
	Cooking	2	0	62	160
	Sloyd, or knife work	1	48	0	40
	Carpentry	2	14	0	90
	Carving	1	12	0	60
	Tailoring	1	13	5	100
	Engineering	1	30	0	120
	Laundering	1	0	34	.....
	Forging	1	16	0	80
	Vise work	1	16	0	40
	Horseshoeing	1	16	0	35
	Baking	1	4	0	40
	Farm or garden work	4	50	0	60
	Printing	1	11	0	150
	Painting	1	4	0	70
	Wagon making	1	15	0	150
	Harness making	1	10	0	80
	Shoemaking	.....	10	0	70

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Fort Yuma School, Yuma, Ariz	Free-hand drawing	.....	20	20	40
	Paper cutting and folding	.....	30	30	40
	Sewing	.....	.....	30	40
	Cooking	.....	.....	30	40
	Carpentry	.....	10	.....	120
	Shoemaking	.....	12	.....	120
	Farm or garden work	.....	20	.....	.....
	Bricklaying	.....	4	.....	.....
	Plastering	.....	6	.....	.....
	Painting	.....	6	.....	.....
Greenville Indian Industrial School, Greenville, Cal.	Sewing	1	.....	30	.....
	Housekeeping	1	.....	30	.....
	Farm or garden work	1	20	.....	.....
Indian School, Perris, Cal	Free-hand drawing	1			
	Clay modeling	1			
	Paper cutting and folding	1			
	Sewing	1			
	Cooking	1	129	114	52
	Sloyd, or knife work	1			
	Carpentry	1			
	Wood turning	1			
	Carving	1			
	Machine-shop work	.....			
	Farm or garden work	1	129	0	52
	Bricklaying	1			
	Painting	1			
Teller Institute, Grand Junction, Colo.	Sewing	2	0	40	.....
	Cooking	2	12	40	.....
	Carpentry	1	24	0	.....
	Farm or garden work	2	80	0	.....
	Painting	1	8	0	.....
Fort Lapwai Industrial School, Lapwai, Idaho.	Sewing	1	.....	25	.....
	Cooking	1	.....	25	.....
	Laundering	1	.....	25	.....
	Housekeeping	1	.....	25	.....
	Farm or garden work	2	40	.....	.....
Haskell Institute, Lawrence, Kans.	Free-hand drawing	10	278	225	450
	Mechanical drawing	1	220	0	150
	Sewing	2	.....	232	250
	Cooking	2	.....	181	150
	Carpentry	1	16	0	150
	Tailoring	1	27	0	150
	Shoemaking	1	28	0	150
	Harness making	1	21	0	150
	Forging	1	18	0	150
	Machine-shop work	2	22	0	150
	Farm and garden work	2	48	0	150
	Bricklaying	1	15	0	150
	Printing	1	10	0	150
	Painting	1	11	0	150
	Wagon making	1	18	0	150
	Baking	1	7	0	150
Mount Pleasant Indian Industrial School, Mount Pleasant, Mich.	Free-hand drawing	5	135	117	40
	Clay modeling	1	26	20	20
	Paper cutting and folding	2	60	69	40
	Sewing	3	5	30	40
	Cooking	2	3	35	52
	Carpentry	1	8	0	52
	Forging	1	.....	.....	.....
	Farm or garden work	2	50	0	52
Pipestone Indian Training School, Pipestone, Minn.	Sewing	4	6	65	.....
	Cooking	2	.....	36	.....
	Farm or garden work	2	48	.....	.....
Fort Shaw Industrial School, Fort Shaw, Mont.	Free-hand drawing	6	184	130	20
	Paper cutting and folding	1	35	37	8
	Sewing	1	0	130	4
	Cooking	2	0	75	8
	Sloyd, or knife work	.....	80	0	0

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Fort Shaw Industrial School, Fort Shaw, Mont.—Continued.	Carpentry	2	10	0	40
	Carving	.....	10	0	20
	Shoe and harness making	1	12	0	20
	Tailoring	1	20	4	30
	Housekeeping and mending	4	0	100	40
	Sheet-metal work, Vise work	1	8	0	40
	Dining-room work	1	0	100	8
	Farm and garden work	2	36	0	40
	Laundry work	2	125	100	8
Genoa Indian School, Genoa, Nebr..	Free-hand drawing	.....	200	125	.....
	Sewing	2	.....	125	.....
	Cooking	2	.....	60	.....
	Carpentry, Wood turning, Carving	1	79	.....	.....
	Harness making	1	20	.....	.....
	Tailoring	1	29	.....	.....
	Engineering	1	12	.....	.....
	Forging, Sheet-metal work, Molding (metal), Vise work	1	17	.....	.....
	Dressmaking	2	5	50	.....
	Farm or garden work	1	45	.....	.....
Santee Normal Training School, Santee, Nebr.	Free-hand drawing	4	54	48	.....
	Clay modeling	3	54	48	.....
	Paper cutting and folding	2	21	20	.....
	Sewing	2	.....	39	.....
	Cooking	1	.....	20	.....
	Sloyd, or knife work	2	21	20	.....
	Carpentry	1	27	.....	.....
	Wood turning	1	27	.....	.....
	Forging	1	10	.....	.....
	Farm or garden work	1	44	.....	.....
	Printing	1	22	.....	.....
Carson Indian Industrial School, Carson City, Nev.	Free-hand drawing	4	147	96	320
	Mechanical drawing	.....	.....	.....	.....
	Clay modeling	1	46	31	40
	Paper cutting and folding	1	46	31	40
	Sewing	1	0	12	.....
	Cooking	1	0	10	.....
	Carpentry	1	8	0	.....
	Shoemaking	1	12	0	.....
	Tailoring	1	10	0	.....
	Forging	1	8	0	.....
	Vise work	1	8	0	.....
	Farm or garden work	1	12	0	.....
	Printing	.....	5	0	.....
	Painting	1	8	0	.....
United States Indian Industrial School, Albuquerque, N. Mex.	Sewing	3	20	75	100
	Cooking	2	8	12	120
	Sloyd, or knife work	1	60	40	80
	Carpentry, Wood turning	2	12	0	200
	Forging, Vise work	1	4	0	160
	Farm or garden work	1	15	0	160
United States Indian Industrial School, Santa Fe, N. Mex.	Sewing	1	.....	102	52
	Cooking	1	16	.....	52
	Carpentry	1	18	.....	52
	Engineering	1	5	.....	52
	Blacksmithing	1	10	.....	52
	Laundering	2	72	96	52
	Farm and garden work	1	26	.....	52
	Shoemaking	1	14	.....	52
Browning Boarding School, Elbowoods, N. Dak.	Free-hand drawing	2	53	57	.....
	Mechanical drawing	1	24	.....	.....
	Sewing	1	.....	30	.....
	Cooking	1	.....	40	.....

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Browning Boarding School, Elbowoods, N. Dak.—Continued.	Sloyd, or knife work	1	14	.....	.....
	Carpentry	.....	24	.....	.....
	Carving	.....	10	.....	.....
	Farm or garden work	1	53	.....	.....
Fort Berthold Home Industrial School, Fort Berthold, N. Dak.	Sewing	1	6	12	200
	Cooking	1	0	9	200
	Farm or garden work	1	5	0	200
Fort Totten Indian Industrial School, Fort Totten, N. Dak.	Sewing	3	20	40	.....
	Cooking	3	20	40	.....
	Carpentry	1	10	.....	.....
	Farm or garden work	1	50	.....	.....
Chilocco Indian School, Chilocco, Okla.	Sewing	2	.....	32	.....
	Cooking	2	.....	24	.....
	Carpentry	1	16	.....	.....
	Tailoring	1	10	.....	.....
	Laundering	.....	8	20	.....
	Baking	.....	8	.....	.....
	Housework	.....	.....	24	.....
	Dining-room work	.....	.....	32	.....
	Vise work	1	.....	.....	.....
	Machine-shop work	1	20	.....	.....
	Nursery	1	16	.....	.....
	Farm or garden work	2	80	.....	.....
	Stone work, Bricklaying	1	12	.....	.....
	Printing	1	4	6	.....
	Painting	1	12	.....	.....
	Shoemaking	1	16	.....	.....
	Stock raising	1	20	.....	.....
	Miscellaneous	.....	60	45	.....
Seger Colony School, Colony, Okla.	Paper cutting and folding	1	10	10	40
	Sewing	1	.....	20	40
	Cooking	1	.....	30	.....
	Carpentry	1	3	.....	4
	Laundering	1	2	18	40
	Stock raising	1	10	.....	40
	Sheep-shearing	1	6	.....	2
	Farm or garden work	1	25	15	10
	Bricklaying	1	4	.....	2
	Painting	1	2	.....	4
Arapahoe Indian School, Darlington, Okla.	Paper cutting and folding	1	6	18	.....
	Sewing	1	0	45	.....
	Cooking	2	20	45	.....
	Carpentry	1	4	.....	.....
	Farm or garden work	2	57	0	.....
	Painting	.....	4	0	.....
Red Moon Boarding School, Hammon, Okla.	Paper cutting and folding	1	10	12	30
	Sewing	1	.....	31	30
	Cooking	1	.....	15	30
	Farm or garden work	2	12	.....	30
Carlisle Indian Industrial School, Carlisle, Pa.	Free-hand drawing, Mechanical drawing, Clay modeling	1	.....	.....	.....
	Sewing	7	.....	510	.....
	Cooking	3	25	.....	.....
	Sloyd	1	80	25	48
	Carpentry	1	50	.....	52
	Nursing	1	.....	6	52
	Laundering	6	20	.....	.....
	Shoemaking	1	30	.....	.....
	Carriage making	3	8	.....	.....
	Baking	1	6	.....	.....
	Tailoring	1	40	.....	.....
	Forging	*1	30	.....	.....
	Sheet-metal work	1	20	.....	.....
	Farm or dairy work	4	.....	.....	.....
	Printing	2	30	2	.....
	Painting	1	10	.....	.....
	Harness making	1	50	.....	.....
	Steam heating and plumbing	1	.....	.....	.....

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Indian Training School, Chamberlain, S. Dak.	Free-hand drawing	2	20	20	.....
	Sewing	1	.....	30	.....
	Cooking	1	.....	20	.....
	Carpentry	1	5	.....	.....
	Farm or garden work	1	35	.....	.....
	Painting	1	10	.....	.....
Oahe Industrial School, Oahe, S. Dak.	Free-hand drawing	.....	12	20	40
	Clay modeling	1	12	20	40
	Paper cutting and folding	.....	12	20	40
	Sewing	1	12	20	40
	Cooking	1	.....	15	40
	Farm or garden work	1	8	15	12
Oglala Boarding School, Pineridge, S. Dak.	Free-hand drawing	5	100	100	120
	Paper cutting and folding	1	18	18	40
	Sewing	2	.....	50	120
	Cooking	2	.....	50	120
	Farm or garden work	2	50	.....	120
	Printing	1	4	.....	120
Pierre Indian Industrial School, Pierre, S. Dak.	Sewing	1	.....	40	.....
	Cooking	1	.....	40	.....
	Carpentry	1	15	.....	.....
	Laundry work	1	20	40	.....
	Farm or garden work	1	75	.....	.....
	Engineering	1	10	.....	.....
Ouray Indian Boarding School, Leland, Utah.	Sewing	1	.....	14	40
	Cooking	1	.....	14	40
	Farm or garden work	1	.....	20	40
Tomah Indian Industrial School, Tomah, Wis.	Clay modeling	.....	10	10	.....
	Paper cutting and folding	.....	10	10	.....
	Sewing	2	.....	90	.....
	Carpentry	.....	40	.....	.....
	Wood turning	.....	10	.....	.....
	Farm or garden work	2	50	.....	.....
United States Industrial School, Wittenberg, Wis.	Free-hand drawing	1	26	28	32
	Paper cutting and folding	1	30	40	32
	Sewing	1	.....	49	32
	Cooking and baking	2	.....	49	48
	Carpentry	1	40	.....	44
	Farm or garden work	1	54	.....	52

CHAPTER XLI.

COMMERCIAL AND BUSINESS SCHOOLS.

Commercial and business branches were taught in 5,040 schools of various grades in the United States in the scholastic year 1900–1901. In these institutions there were 226,433 students pursuing such studies, 129,866 males and 96,567 females. There was an increase over the preceding year of 647 schools offering instruction in business branches, and an increase of 35,745 students in these studies. Those studying bookkeeping were classed as business students.

The following table is an exhibit of the number of students reported in business studies for each year from 1889–90 to 1900–1901:

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	25,539	44,228	96,135	140,363
1895–96	5,678	5,375	9,889	30,330	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	70,186	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

Table 1 gives the number of institutions of all grades in each State and Territory in which business studies were taught in 1900–1901, and the number of students in such branches.

Table 2 shows the number of normal schools and the number of universities and colleges teaching business branches, and the number of students in such studies in each State and Territory. Table 3 gives like information concerning public and private high schools and academies.

Tables 4, 5, and 6 summarize the statistics of the 407 business and commercial schools reporting to this office for the year 1900–1901. These schools had 2,434 teachers and an enrollment of 110,031 students. The number of students in the day schools was 81,694, and in evening classes alone 20,470, while apparently 7,867 had studies in both day and evening classes. The 407 schools had 12,415 graduates from commercial courses and 12,354 from amanuensis courses. There were 68,280 students in commercial courses, 39,070 in amanuensis courses, 17,151 in English

courses, and 1,974 in telegraphy. Several thousand pursued two courses at the same time.

Table 7 gives in detail the statistics of the 407 commercial and business schools.

Chapter XXV of the present Report gives synopses of commercial courses of higher grade offered by a number of institutions. See pages 1137–82.

TABLE 1.—*Number of institutions of all grades in which commercial and business studies were taught and number of students in such studies in 1900–1901.*

State or Territory.	Schools.	Students.		
		Male.	Female.	Total.
United States	5,040	129,866	96,567	226,433
North Atlantic Division	1,546	42,307	36,211	78,518
South Atlantic Division	442	9,873	6,617	16,490
South Central Division	537	13,981	6,860	20,841
North Central Division	2,190	54,637	39,478	94,115
Western Division	325	9,068	7,401	16,469
North Atlantic Division:				
Maine	145	1,281	1,260	2,541
New Hampshire	61	748	478	1,226
Vermont	65	583	586	1,169
Massachussets	238	6,653	7,560	14,213
Rhode Island	26	764	701	1,465
Connecticut	87	2,006	1,903	3,909
New York	465	15,301	11,232	26,533
New Jersey	112	3,837	3,052	6,889
Pennsylvania	347	11,134	9,439	20,573
South Atlantic Division:				
Delaware	13	483	298	781
Maryland	81	2,574	1,705	4,279
District of Columbia	20	1,301	1,483	2,784
Virginia	76	1,492	909	2,401
West Virginia	45	866	726	1,592
North Carolina	71	631	241	872
South Carolina	27	174	188	362
Georgia	80	1,870	788	2,658
Florida	29	482	279	761
South Central Division:				
Kentucky	97	1,949	991	2,940
Tennessee	129	2,804	1,820	4,624
Alabama	37	1,003	476	1,479
Mississippi	42	1,706	627	2,333
Louisiana	39	1,266	339	1,605
Texas	141	4,201	1,896	6,097
Arkansas	37	742	416	1,158
Oklahoma	11	281	280	561
Indian Territory	4	29	15	44
North Central Division:				
Ohio	297	7,128	5,063	12,191
Indiana	115	6,668	4,333	11,001
Illinois	306	10,008	7,076	17,084
Michigan	249	4,676	3,882	8,558
Wisconsin	157	3,404	2,298	5,702
Minnesota	86	3,160	1,621	4,781
Iowa	311	6,347	4,820	11,167
Missouri	146	4,639	2,938	7,577
North Dakota	18	295	169	464
South Dakota	64	859	696	1,555
Nebraska	232	4,570	3,792	8,362
Kansas	209	2,883	2,790	5,673
Western Division:				
Montana	18	532	504	1,036
Wyoming	8	71	126	197
Colorado	41	705	568	1,273
New Mexico	9	84	63	147
Arizona	6	85	74	159
Utah	18	1,106	514	1,620
Nevada	15	176	278	454
Idaho	8	91	78	169
Washington	50	1,505	1,040	2,545
Oregon	36	926	717	1,643
California	116	3,787	3,439	7,226

TABLE 2.—*Students in commercial and business courses in universities and colleges and public and private normal schools in 1900–1901.*

State or Territory.	Public and private normal schools.				Universities and colleges.			
	Institutions.	Students.			Institutions.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	67	4,859	2,240	7,099	200	6,722	1,888	8,610
North Atlantic Division	9	193	145	338	23	1,067	116	1,183
South Atlantic Division	13	222	239	461	20	480	108	588
South Central Division	15	363	203	566	36	1,392	388	1,780
North Central Division	27	4,065	1,609	5,674	98	3,187	1,009	4,196
Western Division	1	16	44	60	23	596	267	863
North Atlantic Division:								
Maine	1	4	3	7	.....	0	0	0
New Hampshire	.....	0	0	0	3	53	0	53
Vermont	.....	0	0	0	1	1	0	1
Massachusetts	.....	0	0	0	0	0	0	0
Rhode Island	.....	0	0	0	0	0	0	0
Connecticut	.....	0	0	0	0	0	0	0
New York	2	79	55	134	6	325	2	327
New Jersey	.....	0	0	0	0	0	0	0
Pennsylvania	6	110	87	197	13	688	114	802
South Atlantic Division:								
Delaware	.....	0	0	0	0	0	0	0
Maryland	.....	10	0	10	2	37	0	37
District of Columbia	.....	0	0	0	3	69	19	88
Virginia	1	28	6	34	2	25	5	30
West Virginia	4	93	68	161	1	32	20	52
North Carolina	2	6	8	14	3	96	3	99
South Carolina	2	15	87	102	1	15	0	15
Georgia	3	58	66	124	4	134	33	167
Florida	1	12	4	16	4	72	28	100
South Central Division:								
Kentucky	5	171	92	263	4	395	87	482
Tennessee	2	106	83	189	10	430	145	575
Alabama	2	1	3	4	3	107	0	107
Mississippi	1	13	3	16	1	10	8	18
Louisiana	.....	0	0	0	5	206	63	269
Texas	3	38	8	46	9	220	60	280
Arkansas	2	34	14	48	3	15	16	31
Oklahoma	.....	0	0	0	.....	0	0	0
Indian Territory	.....	0	0	0	1	9	9	18
North Central Division:								
Ohio	3	265	45	310	14	483	265	748
Indiana	5	1,489	663	2,152	4	128	8	136
Illinois	2	870	260	1,130	13	492	161	653
Michigan	1	91	128	219	2	78	26	104
Wisconsin	.....	40	0	40	6	201	52	253
Minnesota	1	22	0	22	4	182	24	206
Iowa	9	230	161	391	14	383	127	510
Missouri	3	243	93	336	14	401	59	460
North Dakota	.....	60	0	60	3	29	21	50
South Dakota	.....	0	0	0	6	178	53	231
Nebraska	1	634	192	826	6	130	35	165
Kansas	2	121	67	188	12	502	178	680
Western Division:								
Montana	.....	0	0	0	2	39	29	68
Wyoming	.....	0	0	0	1	17	28	45
Colorado	1	14	43	57	2	92	30	122
New Mexico	.....	0	0	0	1	12	20	32
Arizona	.....	0	0	0	1	16	12	28
Utah	.....	0	0	0	2	97	29	126
Nevada	.....	0	0	0	1	3	43	46
Idaho	.....	0	0	0	.....	0	0	0
Washington	.....	0	0	0	4	109	20	129
Oregon	.....	0	0	0	4	67	26	93
California	.....	2	1	3	5	144	30	174

TABLE 3.—*Students in commercial and business courses in public high schools and private high schools and academies in 1900–1901.*

State or Territory.	Public high schools.				Private high schools and academies.			
	Schools.	Students.			Schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	3,261	39,787	44,625	84,412	1,103	9,979	6,302	16,281
North Atlantic Division	1,032	16,659	19,214	35,873	362	3,439	2,146	5,585
South Atlantic Division	173	2,342	2,545	4,887	205	1,353	679	2,032
South Central Division	232	1,791	1,654	3,445	208	1,835	924	2,759
North Central Division	1,651	16,837	18,925	35,762	241	2,419	1,669	4,088
Western Division	173	2,158	2,287	4,445	87	933	884	1,817
North Atlantic Division:								
Maine	113	637	689	1,326	27	181	221	402
New Hampshire	32	217	278	495	21	273	77	350
Vermont	47	319	326	645	15	108	136	244
Massachusetts	179	4,157	5,240	9,397	44	156	261	417
Rhode Island	18	323	433	756	6	180	39	219
Connecticut	49	658	785	1,443	28	161	172	333
New York	303	6,102	5,309	11,411	116	998	573	1,571
New Jersey	76	1,451	1,534	2,985	28	159	131	290
Pennsylvania	215	2,795	4,620	7,415	77	1,223	536	1,759
South Atlantic Division:								
Delaware	11	130	198	328	1	1	0	1
Maryland	47	961	864	1,825	28	290	96	386
District of Columbia	2	360	497	857	12	49	90	139
Virginia	20	256	394	650	47	270	98	368
West Virginia	23	193	275	468	13	123	69	192
North Carolina	5	31	39	70	60	447	151	598
South Carolina	12	78	28	106	11	46	58	104
Georgia	38	261	190	451	27	120	89	209
Florida	15	72	60	132	6	7	28	35
South Central Division:								
Kentucky	30	198	127	325	53	412	198	610
Tennessee	63	412	505	917	46	238	189	427
Alabama	15	164	181	345	13	128	55	183
Mississippi	14	110	156	266	19	257	29	286
Louisiana	11	183	61	244	19	245	67	312
Texas	77	550	478	1,028	40	394	325	719
Arkansas	15	101	58	159	13	111	39	150
Oklahoma	7	73	88	161	2	30	16	46
Indian Territory	.....	.....	.....	.....	3	20	6	26
North Central Division:								
Ohio	233	2,831	2,508	5,339	19	185	125	310
Indiana	69	906	936	1,842	20	166	142	308
Illinois	226	2,280	2,738	5,018	37	394	372	766
Michigan	218	2,307	2,315	4,622	13	137	119	256
Wisconsin	116	1,041	1,265	2,306	17	145	65	210
Minnesota	45	502	432	934	21	320	127	447
Iowa	239	2,266	2,652	4,918	33	442	244	686
Missouri	63	910	952	1,862	51	342	245	587
North Dakota	12	68	69	137	1	15	0	15
South Dakota	49	349	435	784	6	67	68	135
Nebraska	206	1,951	2,608	4,559	11	88	77	165
Kansas	175	1,426	2,015	3,441	12	118	85	203
Western Division:								
Montana	10	68	108	176	4	20	23	43
Wyoming	5	42	69	111	1	0	20	20
Colorado	30	301	323	624	5	28	40	68
New Mexico	4	33	40	73	4	39	3	42
Arizona	2	13	20	33	2	0	18	18
Utah	6	197	147	344	8	343	65	408
Nevada	12	123	199	322	.....	.....	.....	.....
Idaho	4	17	24	41	2	5	10	15
Washington	29	236	226	462	11	83	52	135
Oregon	18	181	164	345	11	143	147	290
California	53	947	967	1,914	39	272	506	778

TABLE 4.—*Instructors and students in commercial and business schools in the United State reporting in 1900–1901.*

State or Territory.	Number of schools.	Instructors.			Students enrolled.			Students in day schools.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	407	1,596	838	2,434	68,519	41,512	110,031	50,171	31,523	81,694
North Atlantic Division	120	513	292	805	20,949	14,590	35,539	14,009	10,431	24,440
South Atlantic Division	30	124	75	199	5,476	3,046	8,522	4,035	2,406	6,441
South Central Division	46	191	76	267	8,600	3,691	12,291	6,585	2,938	9,523
North Central Division	171	627	301	928	28,129	16,266	44,395	21,434	12,734	34,168
Western Division	40	141	94	235	5,365	3,919	9,284	4,108	3,014	7,122
North Atlantic Division:										
Maine	4	7	11	18	459	347	806	446	337	783
New Hampshire	5	9	4	13	205	123	328	85	71	156
Vermont	2	4	4	8	155	124	279	105	85	190
Massachusetts	15	67	55	122	2,340	2,059	4,399	1,787	1,599	3,386
Rhode Island	2	11	3	14	261	229	490	230	213	443
Connecticut	10	32	21	53	1,187	946	2,133	779	584	1,363
New York	38	189	112	301	7,797	5,293	13,090	5,589	3,840	9,429
New Jersey	8	42	22	64	2,227	1,387	3,614	1,409	854	2,263
Pennsylvania	36	152	60	212	6,318	4,082	10,400	3,579	2,848	6,427
South Atlantic Division:										
Delaware	1	11	2	13	352	100	452	.....	.....	.....
Maryland	3	22	13	35	1,276	745	2,021	667	471	1,138
District of Columbia	3	14	22	36	823	877	1,700	638	760	1,398
Virginia	6	25	17	42	913	406	1,319	696	353	1,049
West Virginia	4	17	5	22	425	294	719	441	237	678
North Carolina	1	2	2	4	51	40	91	51	40	91
South Carolina	1	.....	2	2	20	15	35	20	15	35
Georgia	8	27	7	34	1,297	410	1,707	1,276	402	1,678
Florida	3	6	5	11	319	159	478	246	128	374
South Central Division:										
Kentucky	5	21	8	29	773	487	1,260	655	435	1,090
Tennessee	8	30	19	49	1,618	898	2,516	786	749	1,535
Alabama	4	12	4	16	603	237	840	559	215	774
Mississippi	7	47	8	55	1,316	431	1,747	1,306	426	1,732
Louisiana	4	11	5	16	632	148	780	429	136	565
Texas	12	50	20	70	2,999	1,025	4,024	2,403	718	3,121
Arkansas	4	14	8	22	481	289	770	407	239	646
Oklahoma	2	6	4	10	178	176	354	40	20	60
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:										
Ohio	28	86	47	133	3,364	2,120	5,484	2,468	1,695	4,163
Indiana	17	74	32	106	3,979	2,584	6,563	2,863	1,927	4,790
Illinois	28	137	55	192	5,972	3,545	9,517	4,827	2,724	7,551
Michigan	15	48	32	80	2,063	1,294	3,357	1,558	926	2,484
Wisconsin	17	44	26	70	1,977	916	2,893	1,223	846	2,069
Minnesota	15	48	22	70	2,134	1,038	3,172	1,381	624	2,005
Iowa	16	58	33	91	3,026	1,636	4,662	2,558	1,426	3,984
Missouri	15	68	19	87	2,743	1,589	4,332	1,844	1,107	2,951
North Dakota	1	3	2	5	123	79	202	111	74	185
South Dakota	3	8	6	14	265	140	405	240	135	375
Nebraska	8	29	14	43	1,767	880	2,647	1,693	852	2,545
Kansas	8	24	13	37	716	445	1,161	668	398	1,066
Western Division:										
Montana	2	10	7	17	405	344	749	228	212	440
Wyoming	1	1	1	2	12	9	21	7	9	16
Colorado	3	5	6	11	270	132	402	197	113	310
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	1	1	2	3	56	24	80	31	21	52
Utah	2	8	4	12	469	273	742	321	212	533
Nevada	2	3	3	6	50	36	86	40	31	71
Idaho	2	4	2	6	69	44	113	53	44	97
Washington	6	26	10	36	1,077	742	1,819	790	586	1,376
Oregon	3	10	9	19	535	380	915	535	380	915
California	18	73	50	123	2,422	1,935	4,357	1,906	1,406	3,312

TABLE 5.—*Students in evening courses and graduates in commercial and business schools reporting in 1900–1901.*

State or Territory.	Students in evening schools not in any day schools.			Graduates in commercial course.			Graduates in amanuensis course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	13,532	6,938	20,470	9,094	3,321	12,415	4,542	7,812	12,354
North Atlantic Division	5,875	3,280	9,155	2,350	1,011	3,361	1,455	3,066	4,521
South Atlantic Division	1,038	451	1,489	576	191	767	335	503	838
South Central Division	897	324	1,221	1,502	367	1,869	583	587	1,170
North Central Division	4,426	2,008	6,434	3,783	1,251	5,034	1,843	2,983	4,826
Western Division	1,296	875	2,171	883	501	1,384	326	673	999
North Atlantic Division:									
Maine	13	7	20	75	37	112	11	66	77
New Hampshire	81	31	112	27	10	37	3	24	27
Vermont	45	44	89	19	.....	19	1	8	9
Massachusetts	505	301	806	231	159	390	85	337	422
Rhode Island	31	16	47	89	43	132	5	61	66
Connecticut	248	110	358	143	50	193	155	235	390
New York	1,923	1,329	3,252	858	408	1,266	550	1,273	1,823
New Jersey	888	463	1,351	319	73	392	156	383	539
Pennsylvania	2,141	979	3,120	589	231	820	489	679	1,168
South Atlantic Division:									
Delaware	.....	.....	.....	48	2	50	20	32	52
Maryland	609	274	883	116	15	131	92	107	199
District of Columbia	185	117	302	52	87	139	45	95	140
Virginia	117	13	130	75	12	87	76	93	169
West Virginia	30	11	41	108	29	137	56	116	172
North Carolina	.....	.....	.....	5	2	7	2	3	5
South Carolina	.....	.....	.....	3	2	5	.....	.....	.....
Georgia	21	8	29	109	31	140	19	25	44
Florida	76	28	104	60	11	71	25	32	57
South Central Division:									
Kentucky	118	52	170	285	102	387	114	255	369
Tennessee	232	49	281	150	78	228	207	144	351
Alabama	44	22	66	51	16	67	16	16	32
Mississippi	10	10	20	44	9	53	.....	.....	.....
Louisiana	208	17	225	65	3	68	14	25	39
Texas	201	114	315	798	122	920	177	80	257
Arkansas	74	50	124	78	21	99	28	19	47
Oklahoma	10	10	20	31	16	47	27	48	75
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:									
Ohio	780	344	1,124	758	293	1,051	447	584	1,031
Indiana	907	491	1,398	576	316	892	360	392	752
Illinois	979	472	1,451	749	119	868	252	639	891
Michigan	267	206	473	175	39	214	23	58	81
Wisconsin	388	76	464	271	60	331	103	143	246
Minnesota	329	108	437	342	119	461	140	239	379
Iowa	213	73	286	273	105	378	111	242	353
Missouri	387	169	556	391	140	531	284	479	763
North Dakota	12	5	17	.....	.....	.....	.....	.....	.....
South Dakota	25	5	30	5	2	7	6	3	9
Nebraska	74	28	102	137	31	168	77	122	199
Kansas	65	31	96	106	27	133	40	82	122
Western Division:									
Montana	190	132	322	14	9	23	10	17	27
Wyoming	5	.....	5	.....	.....	.....	.....	.....	.....
Colorado	68	24	92	10	12	22	10	12	22
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	25	3	28	1	1	2	.....	.....	.....
Utah	147	62	209	31	19	50	24	48	72
Nevada	10	5	15	11	4	15	.....	6	6
Idaho	16	.....	16	6	2	8	2	4	6
Washington	303	140	443	92	31	123	32	101	133
Oregon	.....	.....	.....	160	72	232	25	132	157
California	532	509	1,041	558	351	909	223	353	576

TABLE 6.—*Students in certain courses of study in commercial and business schools reporting in 1900–1901.*

State or Territory.	Commercial course.			Amanuensis course.			English course.			Telegraphy.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	48,743	19,537	68,280	16,649	22,421	39,070	10,960	6,191	17,151	1,733	241	1,974
North Atlantic Division	15,026	6,832	21,858	4,591	7,427	12,018	2,448	1,613	4,061	320	58	378
South Atlantic Division	4,037	1,560	5,597	1,794	2,160	3,954	920	761	1,681	255	29	284
South Central Division	6,616	1,638	8,254	2,082	1,828	3,910	2,335	1,056	3,391	126	13	139
North Central Division	19,451	7,875	27,026	7,153	9,187	16,340	4,632	2,289	6,921	959	104	1,063
Western Division	3,613	1,932	5,545	1,029	1,819	2,848	625	472	1,097	73	37	110
North Atlantic Division:												
Maine	416	227	643	31	117	148	2	3	5			
New Hampshire	158	65	223	46	69	115	104	67	171			
Vermont	99	17	116	47	85	132	10	2	12	32	6	38
Massachusetts	2,133	1,324	3,457	339	806	1,145	599	522	1,121	4	1	5
Rhode Island	227	110	337	17	121	138	20	10	30			
Connecticut	907	567	1,474	272	396	668	293	102	395			
New York	4,879	1,626	6,505	1,595	3,050	4,645	520	314	834	246	42	288
New Jersey	1,677	511	2,188	488	927	1,415	254	121	375	35	9	44
Pennsylvania	4,530	2,385	6,915	1,756	1,856	3,612	646	472	1,118	3		3
South Atlantic Division:												
Delaware	352	100	452	100	150	250						
Maryland	947	167	1,114	520	644	1,164	65	50	115			
District of Columbia	587	706	1,293	431	527	958	425	518	943			
Virginia	648	187	835	207	221	428	123	52	175	22		22
West Virginia	267	105	372	185	256	441	60	42	102	43	11	54
North Carolina	38	10	48	23	40	63	51	40	91	14	1	15
South Carolina	7	5	12				20	15	35			
Georgia	967	257	1,224	229	197	426	166	42	208	172	15	187
Florida	224	23	247	99	125	224	10	2	12	4	2	6
South Central Division:												
Kentucky	582	167	749	225	358	583	96	26	122	52	4	56
Tennessee	1,208	259	1,467	518	487	1,005	526	530	1,056	13	7	20
Alabama	491	131	622	385	202	587	190	72	262	6	2	8
Mississippi	1,008	209	1,217	320	207	527	912	276	1,188	18		18
Louisiana	321	24	345	97	93	190	259	5	264			
Texas	2,427	553	2,980	436	339	775	256	74	330			
Arkansas	456	241	697	41	32	73	96	73	169	12		12
Oklahoma	123	54	177	60	110	170				25		25
Indian Territory												
North Central Division:												
Ohio	2,253	943	3,196	1,141	1,244	2,385	421	153	574			
Indiana	2,894	1,541	4,435	1,683	1,939	3,622	1,502	1,101	2,603	105	26	131
Illinois	3,558	1,250	4,808	1,273	1,995	3,268	942	197	1,139	71	8	79
Michigan	1,615	554	2,169	244	587	831	129	55	184	38	21	59
Wisconsin	1,435	420	1,855	255	459	714	596	175	771	358	2	360
Minnesota	1,693	625	2,318	312	568	880	84	25	109	17	3	20
Iowa	2,084	840	2,924	659	652	1,311	540	248	788	132	4	136
Missouri	1,837	818	2,655	907	916	1,823	179	97	276	84	35	119
North Dakota	123	79	202									
South Dakota	194	52	246	45	60	105	30	34	64			
Nebraska	1,278	305	1,583	489	507	996	177	186	363	59	3	62
Kansas	487	148	635	145	260	405	32	18	50	95	2	97
Western Division:												
Montana	190	180	370	58	106	164	190	160	350	12	8	20
Wyoming	6	1	7	6	8	14						
Colorado	199	63	262	15	53	68	47	37	84			
New Mexico												
Arizona	28	5	33	3	14	17	25	5	30			
Utah	210	75	285	101	155	256	30	9	39			
Nevada	47	23	70	2	13	15						
Idaho	44	11	55	4	36	40	15	4	19			
Washington	607	213	820	242	379	621	179	162	341	10	7	17
Oregon	384	145	529	54	221	275	120	90	210			
California	1,898	1,216	3,114	544	834	1,378	19	5	24	51	22	73

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	ALABAMA.							
1	Birmingham	Birmingham Business College.	V. W. Root	3	1	107	67	174
2	.....do	Massey Business College	Richard W. Massey	4	1	299	114	413
3	Montgomery	Draughon's Practical Business College.	L. Le May, A. M.	2	1	82	20	102
4	.....do	Massey Business College	W. N. Philips	3	1	115	36	151
	ARKANSAS.							
5	Fort Smith	Fort Smith Commercial College.	G. M. Neale	3	1	96	73	169
6	Little Rock	Draughon's Practical Business College.	H. H. Ford, manager.	3	1	150	100	250
7	.....do	The Institute Levikeys	Levikeys	6	6	200	100	300
8	Pine Bluff	James Practical Business College.	J. W. James	2	0	35	16	51
	ARIZONA.							
9	Phoenix	Lamson Business College	E. M. Lamson	1	2	56	24	80
	CALIFORNIA.							
10	Eureka	Eureka Business College	C. J. Craddock	3	1	30	15	45
11	Fresno	Fresno Business College	J. N. Sprouse	1	3	58	76	134
12	Los Angeles	Woodbury Business College.	N. G. Felker	4	4	200	150	350
13	Oakland	Polytechnic Business College	W. E. Gibson	8	7	220	284	504
14	Sacramento	Atkinson's Business College*	E. C. Atkinson	6	1	119	87	206
15	San Diego	San Diego Commercial College.	C. I. Jenney	2	0	51	39	90
16	San Francisco	Ayer's Business College	J. L. Williams	3	4	187	202	389
17	.....do	Heald's Business College	E. P. Heald	17	9	533	285	818
18	.....do	Munson School of Shorthand	E. M. Carpenter	0	2	8	28	36
19	.....do	San Francisco Business College.	C. E. Howard	7	4	242	207	449
20	San Jose	Pacific Coast Business College	J. A. Chesnutwood	2	2	100	32	132
21	.....do	San Jose Business College	C. E. Howard	3	2	114	83	197
22	Santa Ana	Orange County Business College.	H. O. Sisson	1	2	50	40	90
23	Santa Barbara	Santa Barbara Business College.	E. B. Hoover	1	2	28	15	43
24	Santa Cruz	Chesnutwood Business College.	H. E. Cox and J. H. Janson.	3	2	84	43	127
25	Santa Rosa	Santa Rosa Business College.	J. S. Sweet	3	2	80	45	125
26	Stockton	Stockton Business College	W. C. Ramsey	7	3	300	300	600
27	Ventura	Ventura Business College	W. J. Kennard	2	0	18	4	22
	COLORADO.							
28	Denver	Wallace Business College	R. J. Wallace	2	2	155	55	210
29	Pueblo	Pueblo Business College	C. H. Donaldson	1	2	55	37	92
30	Trinidad	Trinidad Business College, Normal School, and Shorthand Institute.	W. E. Anderson	2	2	60	40	100
	CONNECTICUT.							
31	Bridgeport	Union Business College	Fred. Enos	3	2	140	160	300
32	Hartford	Huntsinger's Business College.	E. M. Huntsinger	9	0	307	213	520
33	.....do	Morse Business College	E. H. Morse	7	2	332	164	496
34	Middletown	Connecticut Business College	E. J. Wilcox	2	2	34	24	58
35	New Haven	The Childs Business College*	Sidney P. Butler	3	1	56	56	112
36	.....do	Gaffey's Shorthand school	J. F. Gaffey	1	3	75	125	200
37	.....do	Yale Business College	R. C. Loveridge	2	3	23	18	41
38	Norwich	Norwich Business College	W. E. Canfield	2	2	107	63	170
39	Stamford	Merrill College	Mrs. A. M. Merrill	2	4	73	58	131
40	Waterbury	Waterbury Business College.	H. C. Post	1	2	40	65	105

*Statistics of 1899-1900.

schools in the United States in 1900–1901.

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.	Day school.	Evening school.	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	
107	67	....	....	54	....	72	13	52	59	75	36	.....	....	4	.....	3	0	1	0	1
285	113	14	1	146	8	299	114	299	114	.....	.....	.....	.....	.....	.....	28	16	13	10	2
82	20	....	....	30	....	60	2	20	20	.....	.....	6	2	9	18	10	....	2	6	3
85	15	30	21	80	12	60	2	14	9	115	36	.....	....	4	6	10	....	....	....	4
96	73	....	....	68	....	71	25	41	32	96	73	12	....	6	.....	53	11	28	19	5
150	100	....	....	80	....	150	100	.....	.....	.....	.....	.....	.....	4	8	25	10	....	....	6
150	50	50	50	100	75	200	100	.....	.....	.....	.....	.....	.....	6	9	....	....	....	....	7
11	16	24	0	.....	....	35	16	.....	.....	.....	.....	.....	.....	6	12	....	....	....	....	8
31	21	25	3	32	8	28	5	3	14	25	5	.....	....	10	20	1	1	....	....	9
21	10	9	5	.....	....	30	15	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	10
52	63	6	13	62	10	46	25	1	47	2	1	.....	....	6	10	1	2	0	4	11
200	115	20	15	125	25	200	150	.....	.....	.....	.....	9	6	6	12	40	25	35	20	12
180	236	40	48	212	26	220	284	.....	.....	.....	.....	.....	.....	6	12	54	42	16	60	13
101	81	18	6	.....	....	85	41	48	59	.....	.....	.....	.....	.....	.....	12	3	7	18	14
29	28	22	11	35	8	27	21	14	16	9	2	.....	.....	.....	.....	4	4	1	3	15
156	170	31	32	115	18	170	196	170	196	.....	.....	17	6	9	15	110	122	110	122	16
410	200	123	85	350	28	325	100	150	200	.....	.....	20	10	6	10	140	60	35	73	17
1	16	7	22	.....	....	8	28	8	28	.....	.....	.....	....	9	18	....	....	....	....	18
198	177	40	30	120	40	161	86	81	121	.....	.....	.....	....	12	12	....	....	....	....	19
100	32	....	....	120	....	100	32	6	26	.....	.....	.....	....	8	.....	....	....	1	1	20
114	83	....	....	75	....	90	33	24	50	.....	.....	.....	....	6	12	....	....	....	....	21
40	39	10	1	45	8	40	30	10	10	.....	.....	.....	....	8	16	9	4	2	4	22
28	15	....	....	.....	....	26	13	2	3	1	1	.....	....	10–15	.....	....	....	4	2	23
84	43	....	....	.....	....	81	28	3	15	.....	.....	.....	....	6–10	.....	39	22	....	14	24
80	45	....	....	85	....	78	31	2	13	.....	.....	.....	....	6	.....	40	16	2	7	25
100	50	200	250	300	....	200	100	25	50	.....	.....	5	0	12	.....	100	50	10	25	26
12	3	6	1	12	4	11	3	.....	.....	7	1	.....	....	8	16	9	1	....	....	27
103	35	52	20	.....	....	128	38	.....	.....	27	17	.....	....	.....	.....	....	....	....	....	28
34	38	16	4	30	7	31	5	3	33	2	0	.....	....	6–8	12	....	....	....	....	29
60	40	....	....	50	20	40	20	12	20	18	20	.....	....	6	12	10	12	10	12	30
....	....	....	....	.....	....	100	60	40	100	.....	.....	.....	....	5–10	.....	10	10	....	....	31
307	213	....	....	.....	....	307	213	.....	.....	.....	.....	.....	....	7–10	.....	....	....	....	....	32
198	78	180	40	.....	....	212	20	120	144	212	20	.....	....	10–15	.....	71	7	40	48	33
24	21	10	3	30	8	24	9	10	15	34	24	.....	....	6–7	10	5	1	5	4	34
....	....	....	....	56	15	56	56	.....	.....	.....	.....	.....	....	10	12	....	....	....	....	35
75	125	....	....	50	40	75	125	20	30	.....	.....	.....	....	3	6	....	....	75	125	36
21	11	2	7	32	9	23	18	23	18	.....	.....	.....	....	6	10	....	....	....	....	37
83	46	24	17	90	30	49	17	34	29	.....	.....	.....	....	10	10	36	15	27	26	38
56	50	17	8	75	12	27	18	19	26	17	8	.....	....	6	.....	17	10	5	14	39
15	40	15	35	35	35	34	31	6	34	30	50	.....	....	9	15	4	7	3	18	40

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	DELAWARE.							
41	Wilmington	Goldey College	H. S. Goldey	11	2	352	100	452
	WASHINGTON, D. C.							
42	Washington, D. C.	Business High School	Allan Davis	6	16	310	437	747
43	do	Tanner's Business College	H. C. Tanner	1	3	210	236	446
44	do	Wood's Commercial College.	Court F. Wood	7	3	303	204	507
	FLORIDA.							
45	Fernandina	King's Business College	J. H. King	1	2	30	12	42
46	Jacksonville	The Massey Business College*	J. H. King	3	1	202	108	310
47	Tampa	Tampa Business College	L. M. Hatton	2	2	87	39	126
	GEORGIA.							
48	Atlanta	Draughon's Practical Business College.	J. T. Brantley	2	1	60	40	100
49	do	Southern Shorthand and Business University.	A. C. Briscoe	6	2	284	116	400
50	Augusta	St. Patrick's Commercial Institute.	Bro. Theodorus	4	....	130	....	130
51	Columbus	Massey Business College*	W. A. Ross	5	2	302	128	430
52	Rome	North Georgia Business College.	Moss and Hamriek	3	....	65	35	100
53	Savannah	The Richmond Business College.	C. S. Richmond	3	2	137	90	227
54	do	Draughon's Practical Business College.*	J. T. Brantley	2	1	225	40	265
55	Senoia	Georgia Telegraph and Railroad Business College.	Eugene Row and H. H. Hopple.	4	....	154	1	155
	IDAHO.							
56	Boise	Boise Business and Shorthand College.	W. H. Rhoads	2	....	38	35	73
57	Moseow	Moseow Business College	Wm. Perkins	2	2	31	9	40
	ILLINOIS.							
58	Aurora	Aurora College, Business Department.	F. K. Allen	3	2	89	43	132
59	Belleville	Belleville Commercial and Shorthand College.	Jas. P. Foeller	2	1	84	24	108
60	Bloomington	Brown's Business College	I. N. Wright	3	4	135	91	226
61	Champaign	Brown's Business College	J. B. Owen and G. W. Brown.	2	1	50	30	80
62	Centralia	Brown's Business College	D. C. Brown	2	1	45	38	83
63	Chicago	Chicago Business College	Gordening and Virden.	13	4	1062	648	1,710
64	do	De La Salle Institute	Brother Peter	14	....	279	....	279
65	do	Jones Business College	Chas. E. Jones	3	5	171	344	515
66	do	Kimballs' Training School	D. Kimballs	2	1	20	53	73
67	do	Metropolitan Business College.	O. M. Powers	16	4	1023	704	1,727
68	do	North Chicago Business College.	C. C. Cochran	3	4	206	195	401
69	do	St. Patrick's Commercial Academy.	Brother Joseph	10	....	348	....	348
70	Danville	Danville Business College	J. C. Walker	3	1	75	30	105
71	Decatur	Brown's Business College*	G. W. Brown	4	2	107	50	157
72	Elgin	Elgin Business College	W. H. Callow	1	2	92	42	134
73	Freeport	Freeport College of Commerce.	J. J. Nagle	3	1	45	20	65
74	Galesburg	Brown's Business College	W. F. Cadwell	4	3	168	82	250
75	Jacksonville	Brown's Business College	F. C. Keaeh	3	2	120	56	176

*Statistics of 1899–1900.

schools in the United States in 1900–1901—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.	Day school.	Evening school.	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	
....	....	....	....	....	....	352	100	100	150	....	....	....	....	6–10	.....	48	2	20	32	41
310	437	....	....	564	....	310	437	310	437	310	437	....	....	18	.....	35	73	35	73	42
138	169	72	67	.....	....	210	236	....	....	....	....	....	....	.....	.....	....	....	....	....	43
190	154	113	50	.....	....	67	33	121	90	115	81	....	....	10	20	17	14	10	22	44
30	12	....	....	40	....	38	0	10	4	....	....	....	....	.....	.....	....	....	....	....	45
160	80	45	25	115	15	130	10	50	90	....	....	....	....	5	10	50	4	5	10	46
56	36	31	3	49	21	56	13	39	31	10	2	4	2	5	8	10	7	20	22	47
50	35	10	5	30	20	40	5	10	35	10	4	....	....	4–6	8–10	30	8	....	18	48
284	116	....	....	....	....	284	116	....	....	....	....	9	4	.....	.....	....	....	....	....	49
130	....	....	....	100	....	25	....	....	....	130	....	....	....	.....	.....	3	0	....	....	50
281	120	21	8	130	18	100	28	102	100	....	....	....	....	6	8	51	8	14	22	51
65	35	....	....	60	....	65	35	10	30	....	....	....	....	6	.....	5	3	5	3	52
137	90	....	....	87	....	114	37	117	67	36	42	9	10	9	.....	50	20	....	....	53
225	40	....	....	80	....	225	40	....	....	....	....	....	....	.....	.....	....	....	....	....	54
154	1	....	....	....	....	154	1	....	....	....	....	154	1	4	.....	....	....	....	....	55
28	35	10	0	40	12	28	5	0	30	6	2	....	....	9	.....	....	....	....	....	56
25	9	6	0	.....	....	16	6	4	6	9	2	....	....	8	8	6	2	2	4	57
89	43	....	....	41	....	89	43	....	....	....	....	....	....	8	.....	....	....	....	....	58
49	23	35	1	58	32	82	14	18	21	80	30	....	....	6–9	12–18	3	1	....	3	59
135	91	....	....	....	....	82	37	43	72	....	....	....	....	.....	.....	18	9	0	6	60
43	21	7	9	.....	....	50	30	....	....	....	....	....	....	.....	.....	....	....	....	....	61
35	34	10	4	36	10	29	10	20	30	5	0	....	....	6	6	5	0	2	7	62
837	571	225	77	700	166	456	96	62	393	226	72	....	....	12–15	.....	69	9	19	79	63
279	....	....	....	260	....	140	....	140	....	260	....	....	....	36	.....	42	....	42	....	64
....	....	....	....	....	....	171	344	....	....	....	....	....	....	9	24	....	....	....	....	65
8	40	12	13	10	8	....	....	20	53	....	....	....	....	3–4	5–6	....	....	13	39	66
758	597	265	107	517	158	575	136	249	510	199	58	....	....	12	.....	20	3	2	35	67
145	133	61	57	76	52	70	35	209	31	57	8	....	....	6	10	50	6	25	150	68
348	....	....	....	261	....	112	....	16	....	....	....	....	....	10	.....	16	....	16	....	69
54	22	23	6	41	20	64	11	8	22	....	....	....	....	6–8	.....	22	6	6	18	70
85	38	22	12	.....	....	57	9	28	29	....	....	....	....	8	15	4	....	5	6	71
48	22	44	20	.....	....	92	42	....	....	....	....	....	....	9	15	4	....	4	4	72
28	16	17	4	.....	....	36	4	5	13	4	3	....	....	9	.....	6	1	6	9	73
149	70	19	12	125	25	125	41	68	73	....	....	....	....	.....	.....	4	1	5	7	74
120	56	....	....	.....	....	97	20	17	36	....	....	....	....	12	.....	14	4	2	10	75

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	ILLINOIS—cont'd.							
76	Kankakee	Kankakee Business College and Shorthand School.	N. L. Richmond	2	2	60	36	96
77	Lincoln	The Lincoln Business College.	W. R. Whetsler	2	....	53	17	70
78	Naperville	Northwestern Business College.	H. J. Kiekhoefer	1	....	31	8	39
79	Ottawa	Brown's Ottawa Business College.	W. G. Rosebery	2	2	75	70	145
80	Peoria	Brown's Business College	W. H. H. Garver	5	2	221	154	375
81	Quincy	Gem City Business College	D. L. Musselman	12	3	695	330	1,025
82	.....do	Union Business College	L. B. McKenna	9	3	233	160	393
83	Rockford	Brown's Rockford Business College.	G. W. Brown	5	1	160	150	310
84	Rock Island	Augustana Business College.	C. W. Foss	3	2	95	83	178
85	Springfield	Springfield Business College*	Henry B. Henkel	5	2	230	87	317
	INDIANA.							
86	Anderson	Anderson Business College	L. J. Weichmann	1	....	49	55	104
87	Evansville	Columbian Commercial College.*	W. E. Wilson	3	0	125	75	200
88	Elkhart	Elkhart Institute	W. K. Jacobs	5	1	34	13	47
89	Fort Wayne	International Business College.*	T. L. Staples	4	3	231	125	356
90	Huntington	Huntington Business University.	O. E. Hawkins	3	....	122	100	222
91	Indianapolis	Indianapolis Business University.	E. J. Heeb	5	2	398	152	550
92	.....do	Vories Business College	H. D. Vories	11	8	897	768	1,665
93	Lafayette	Union Business College	S. A. Drake	5	1	148	81	229
94	Logansport	Logansport Commercial High School.*	G. F. Ramer	3	1	80	60	140
95	Marion	Marion Business College	J. D. Brunner	3	2	90	60	150
96	Muncie	The Muncie Business College.	J. W. Howard	3	2	680	356	1,036
97	New Albany	New Albany Business College.*	D. M. Hammond	2	2	68	76	144
98	Richmond	Richmond Business College	O. E. Fulghum	4	2	129	29	158
99	South Bend	South Bend Commercial College.	C. C. Cring	7	....	192	183	375
100	Terre Haute	Brown's Business College	M. P. Akers	2	2	65	40	105
101	.....do	Terre Haute Commercial College.	A. E. Hortenstein	3	2	85	90	175
102	Valparaiso	Northern Indiana Commercial College.	H. B. Brown	10	4	586	321	907
	IOWA.							
103	Burlington	Elliott's Business College*	G. W. Elliott	9	2	255	137	392
104	Cedar Rapids	Cedar Rapids Business College.	A. N. Palmer	8	1	355	107	462
105	Clinton	Clinton Business College	B. J. Heflin	3	2	104	58	162
106	Council Bluffs	Western Iowa College	R. E. Wiatt	2	2	186	149	335
107	Des Moines	Capital City Commercial College.	W. H. McCauley	7	6	721	108	829
108	.....do	Iowa Business College	J. R. Hutchinson	5	3	280	263	543
109	Dubuque	Bayless Business College	C. Bayless	4	1	199	81	280
110	Fort Dodge	Tobin College	C. V. Findlay	3	3	228	205	433
111	Iowa City	Iowa City Commercial College and School of Shorthand.	J. H. Williams	4	1	70	36	106
112	Marshalltown	Marshalltown Business College.*	J. R. Starr	1	....	55	45	100
113	Mason City	Iowa Normal and Business College.	H. J. Knapp	2	1	22	39	61
114	Muscatine	Muscatine Commercial College.*	F. H. Shinn	2	2	120	44	164
115	Oskaloosa	Oskaloosa Business College	B. A. Wright	1	1	14	13	27

*Statistics of 1899–1900.

schools in the United States in 1900–1901—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.	Day school.	Evening school.	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	
53	25	10	8	48	15	36	6	14	18	12	10	.....	.....	7	10	8	2	6	15	76
41	17	12	....	30	10	41	8	8	15	3	....	.....	.....	7–10	20	10	3	2	2	77
31	8	....	....	37	....	27	1	8	3	.....	.....	.....	.....	9	.....	24	1	1	3	78
65	60	10	10	85	15	50	25	30	40	.....	.....	.....	.....	8–12	.....	12	2	2	5	79
162	127	59	27	150	50	175	60	50	94	.....	.....	.....	.....	6–12	.....	4	2	3	6	80
695	330	....	....	650	....	522	42	139	284	.....	.....	.....	.....	6	.....	295	17	75	176	81
193	79	40	81	297	81	101	90	27	93	.....	.....	71	8	7	14	51	23	2	7	82
160	150	....	....	100	....	100	90	60	60	.....	.....	.....	.....	6	.....	30	20	5	30	83
95	83	....	....	125	....	80	30	15	53	.....	.....	.....	.....	10	.....	22	8	7	13	84
122	63	138	24	.....	.....	99	26	28	52	96	16	.....	.....	.....	.....	16	1	2	9	85
24	42	25	13	40	15	47	40	49	55	.....	.....	.....	.....	8	10	....	....	....	....	86
100	60	25	15	.....	.....	100	15	15	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	87
30	12	4	1	.....	.....	28	2	8	12	8	5	.....	.....	.....	.....	11	1	3	6	88
112	98	95	51	135	115	149	48	48	100	8	1	.....	.....	10	20	21	11	2	18	89
100	100	12	10	65	19	75	75	50	130	.....	.....	.....	.....	6	12	65	60	140	125	90
275	85	140	50	.....	.....	219	43	99	119	13	23	34	....	6	.....	25	15	17	35	91
626	450	271	318	993	672	829	431	593	621	859	742	38	26	7	12	....	....	....	....	92
133	77	15	4	89	8	122	30	16	51	5	4	10	....	6	14	88	15	8	32	93
60	50	20	10	70	20	60	35	30	45	8	3	.....	.....	9	12	5	3	2	6	94
80	57	10	3	125	12	85	30	5	60	.....	.....	.....	.....	12	20	50	45	20	55	95
424	356	256	....	418	35	424	356	420	354	8	....	3	....	10	18	85	56	84	52	96
68	76	....	....	95	....	55	40	21	58	.....	.....	.....	.....	6	.....	19	2	7	20	97
115	28	14	1	100	10	87	17	21	14	7	2	.....	.....	6–9	12–15	34	5	5	5	98
....	....	....	....	....	....	192	183	.....	.....	.....	.....	.....	.....	6–8	12–15	....	....	....	....	99
65	40	....	....	80	....	40	20	9	35	.....	.....	.....	.....	7	.....	2	1	....	3	100
65	75	20	15	90	30	55	30	40	50	.....	.....	20	....	8	.....	....	....	....	....	101
586	321	....	....	601	....	327	146	259	175	586	321	.....	.....	9	.....	221	102	72	35	102
....	....	....	....	....	....	255	137	.....	.....	.....	.....	.....	.....	10	.....	....	....	....	....	103
329	98	26	9	140	25	238	26	66	132	.....	.....	.....	.....	7	.....	8	4	2	2	104
104	58	....	....	.....	....	83	30	32	42	.....	.....	.....	.....	10	.....	32	14	21	22	105
186	149	....	....	.....	....	186	149	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	106
721	108	....	....	300	....	371	43	275	44	75	21	.....	.....	6	.....	35	8	13	32	107
280	263	....	....	310	....	200	97	40	70	371	171	132	4	6	.....	61	31	13	62	108
155	75	44	6	80	35	156	27	43	54	.....	.....	.....	.....	6	12	63	12	20	23	109
205	193	23	12	.....	.....	113	103	.....	.....	.....	.....	.....	.....	.....	.....	2	1	6	2	110
70	36	....	....	45	....	70	36	70	36	.....	.....	.....	.....	6	.....	18	9	....	7	111
45	35	10	10	.....	.....	25	15	20	30	.....	.....	.....	.....	7	14	5	3	10	14	112
20	37	2	2	.....	.....	15	12	6	17	5	3	.....	.....	6	3	2	1	5	8	113
47	31	73	13	.....	.....	120	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	114
14	13	....	....	.....	....	6	8	7	8	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	115

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	IOWA—continued.							
116	Ottumwa	Ottumwa Commercial College.	J. W. O'Bryan	3	2	225	136	361
117	Sioux City	Brown's Business College	G. W. Brown	2	2	130	123	253
118	Waterloo	The Waterloo Business College.	A. T. Harvey	2	4	62	92	154
	KANSAS.							
119	Atchison	The Atchison Business College.	A. F. Heck	2	1	95	55	150
120	Lawrence	Lawrence Business College	J. C. Stevenson	2	2	86	49	135
121	Leavenworth	Leavenworth Business College.	N. B. Leach	2	1	58	37	95
122	Ottawa	Ottawa University Business College.	G. H. Crain	3	2	70	65	135
123	Parsons	Parsons Business College	J. C. Olson	4	3	132	107	239
124	Salina	Skelton's School of Telegraphy and Railway Business.	Prof. W. H. Skelton	5	....	75	....	75
125	Wichita	Wichita Business College		3	4	150	102	252
126	Winfield	Winfield Business and Academic College	Dr. H. F. W. Kuehune.	3	....	50	30	80
	KENTUCKY.							
127	Covington	Covington Commercial College.	W. D. Clark	2	3	30	79	109
128	Lexington	Lexington Business College*	B. B. Jones	5	1	158	61	219
129	Louisville	Bryant and Stratton Business College.	E. J. Wright	6	1	408	222	630
130	.....do	Spencerian Business College.	Enos Spencer	7	2	167	115	282
131	Owensboro	Owensboro Business School.	Mrs. Annie Carter Boucher.	1	1	10	10	20
	LOUISIANA.							
132	New Orleans	Carillon's Shorthand School.	A. C. Carillon	1	1	20	28	48
133	.....do	Soulé Commercial College and Literary Institute.	George Soulé	8	3	540	77	617
134	.....do	E. G. Durel's Commercial School.	E. G. Durel	1	....	29	....	29
135	Shreveport	Draughon's Practical Business College.	J. F. Draughon	1	1	53	43	96
	MAINE.							
136	Bangor	Bangor Business College	Mary B. Edgecomb	....	6	97	86	183
137	Lewiston	Gray's Lewiston Business College.	N. E. Rankin	1	1	31	21	52
138	Portland	Gray's Portland Business College.	Frank S. Gray	4	2	185	135	320
139	Rockland	Rockland Commercial College.	H. A. Howard	2	2	146	105	251
	MARYLAND.							
140	Baltimore	Eaton Burnett Business College.	A. H. Eaton	6	0	210	195	405
141	.....do	Sadler's Bryant and Stratton Business College.	W. H. Sadler	10	5	683	180	863
142	.....do	Strayer's Business College, incorporated.	S. Irving Strayer	6	8	383	370	753
	MASSACHUSETTS.							
143	Boston	Burdett College	F. B. Richardson	15	10	522	421	943
144	.....do	Bryant and Stratton Commercial School.	H. E. Hibbard	13	13	500	300	800
145	.....do	Comer's Commercial College.	Charles E. Comer	7	5	402	306	708
146	.....do	Hickox Shorthand School	W. E. Hickox	2	5	105	90	195
147	Fitchburg	Fitchburg Business College	D. Fullmer	2	1	76	88	164
148	Holyoke	The Holyoke Business Institute.	A. Tjarnell	3	2	77	57	134

*Statistics for 1899–1900.

schools in the United States in 1900–1901—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.	Day school.	Evening school.	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	
225	136	....	....	.....	....	128	46	25	51	72	39	.....	.....	6	.....	35	19	14	45	116
98	107	32	16	60	20	93	38	53	123	.....	.....	.....	.....	7	.....	9	....	4	13	117
59	87	3	5	75	....	25	29	22	45	17	14	.....	.....	6–10	.....	3	3	3	12	118
85	35	24	6	50	25	52	25	11	30	.....	.....	.....	.....	9	.....	5	....	1	8	119
83	47	3	2	60	....	70	10	16	39	1	1	.....	.....	6–9	12	26	5	2	8	120
34	27	27	8	30	23	58	37	.....	.....	.....	.....	.....	.....	6	12	7	3	5	7	121
70	65	....	....	.....	....	42	6	28	59	.....	.....	4	....	9	.....	8	3	13	16	122
132	107	....	....	100	....	64	34	30	52	18	8	.....	.....	6	.....	9	3	4	8	123
75	....	....	....	40	....	75	....	.....	....	.....	.....	75	....	5–6	.....	.....	....	.....	....	124
139	87	11	15	118	9	86	11	60	80	3	4	.....	.....	4–10	.....	16	3	15	35	125
50	30	....	....	.....	....	40	25	.....	....	10	5	16	2	7–9	.....	35	10	....	....	126
18	50	12	29	64	20	10	15	21	56	.....	.....	.....	.....	5	10	10	20	20	57	127
158	61	....	....	140	8	130	12	59	49	96	26	25	2	3	6	18	2	4	7	128
309	202	99	20	262	85	308	94	59	140	.....	.....	27	2	6	12	182	49	45	120	129
167	115	....	....	160	....	133	45	85	103	.....	.....	.....	.....	12	.....	75	31	45	71	130
3	7	7	3	15	5	1	1	1	10	.....	.....	.....	.....	.....	.....	.....	....	.....	....	131
15	33	....	....	.....	30	.....	.....	15	15	.....	.....	.....	.....	3	3	.....	....	10	12	132
346	61	194	16	300	95	242	21	66	51	230	5	.....	.....	5–12	9–18	57	3	4	13	133
21	....	8	....	16	....	29	....	.....	....	29	....	.....	.....	.....	.....	.....	....	.....	....	134
47	42	6	1	38	16	50	3	16	27	.....	.....	.....	.....	.....	.....	8	0	....	....	135
97	83	....	....	.....	....	97	86	.....	.....	.....	.....	.....	.....	6	.....	.....	....	.....	....	136
18	14	13	7	18	11	26	11	5	10	.....	.....	.....	.....	6	12	6	5	1	5	137
185	135	....	....	.....	....	170	70	15	65	.....	.....	.....	.....	.....	.....	39	14	5	35	138
146	105	....	....	60	....	123	60	11	42	2	3	.....	.....	6–8	.....	30	18	5	26	139
125	128	85	67	125	130	150	25	140	125	40	25	.....	.....	6–8	12	100	15	90	95	140
375	120	308	60	.....	....	547	17	105	194	.....	.....	.....	.....	6–9	36	16	....	2	12	141
167	223	216	147	175	150	250	125	275	325	25	25	.....	.....	3–15	3–36	....	....	.....	....	142
522	421	....	....	510	....	427	112	95	309	522	421	.....	.....	10	.....	101	26	31	102	143
500	300	....	....	.....	....	500	300	.....	.....	.....	.....	.....	.....	10	.....	.....	....	.....	....	144
229	175	217	87	.....	....	402	306	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	....	145
67	66	32	30	.....	....	105	90	105	90	.....	.....	.....	.....	.....	.....	.....	....	.....	9	146
45	73	31	15	65	20	67	25	17	55	.....	.....	.....	.....	8–10	.....	4	2	....	8	147
20	21	57	36	20	30	77	57	.....	....	.....	.....	.....	.....	10	20	6	2	1	7	148

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	MASSACHUSETTS—cont'd.							
149	Lawrence	Cannon's Commercial College.	G. C. Cannon	1	2	63	70	133
150	Pittsfield	Berkshire Business College	L. M. Holmes	2	1	36	43	79
151	Salem	Salem Commercial School	Geo. P. Lord	5	3	201	192	393
152	Springfield	Bay Path Institute	J. D. Bates	4	2	20	30	50
153	.....do	Hinman's Business College	B. M. Bancroft	1	2	34	60	94
154	.....do	The Springfield Business School.*	B. J. Griffin	4	3	115	92	207
155	Worcester	Becker's Business College	E. C. A. Becker	3	4	82	169	251
156	.....do	Hinman's Business College	A. H. Hinman	2	2	50	80	130
157	.....do	Worcester Business Institute.	C. B. Post	3	....	57	61	118
	MICHIGAN.							
158	Adrian	Brown's Business University.	L. S. Brown	1	1	66	40	106
159	Alpena	Alpena Business College	Mrs. M. L. Veenfliet	2	4	66	64	130
160	Battle Creek	Michigan Business and Normal College.	C. J. Argubright	2	....	173	108	281
161	Bay City	Bay City Business College*	R. R. Lane	2	2	102	79	181
162	Detroit	Detroit Business University*.	W. F. Jewell	14	1	630	320	950
163	.....do	Miles College	C. C. Miles	4	5	250	150	400
164	.....do	St. Joseph's Commercial College.	Bro. Juman Peter	4	....	107	....	107
165	Grand Rapids	Grand Rapids Business University.	A. S. Parish	3	....	123	177	300
166	Jackson	Devlin's Jackson Business College and Shorthand Institute.	H. C. Devlin	1	2	65	39	104
167	Kalamazoo	Parson's Business College and Shorthand Institute.	W. F. Parson	2	2	129	50	179
168	Lansing	Lansing Business University.	H. J. Beck	2	1	56	37	93
169	Pontiac	Pontiac Business College*	C. A. Passell	1	2	20	17	37
170	St. Louis	Yerington's College	C. W. Yerington	3	9	100	64	164
171	Saginaw	International Business College.	F. H. Harper	5	1	127	121	248
172	Three Rivers	Three Rivers Business Academy and Normal School.	Charles H. Sage	2	2	49	28	77
	MINNESOTA.							
173	Brainerd	Brainerd Business College	Lewis H. Vath	1	....	32	10	42
174	Duluth	Parsons's Business College*	A. C. Parsons	1	1	31	7	38
175	Faribault	Brown's Business and Correspondence College.	A. E. Brown	2	1	100	50	150
176	Mankato	Mankato Commercial College.	Brandrup and Nettleton.	8	2	282	76	358
177	Minneapolis	The Archibald Business College.	A. R. Archibald	4	1	178	71	249
178	.....do	Caton College	T. J. Caton	7	2	257	193	450
179	.....do	Minnesota School of Business.	Rickard and Gruman	5	2	350	200	550
180	.....do	The Munson Shorthand Institute.	R. J. Smith	2	1	72	108	180
181	Owatonna	The Canfield School	W. P. Canfield	1	2	44	18	62
182	Red Wing	Red Wing Normal College and School of Business.	H. J. Meyer	3	1	60	15	75
183	St. Paul	Boenisch's Commercial College.	B. W. Boenisch	1	2	63	20	83
184	.....do	Globe Business College	W. C. Stephens and F. L. Haeberle.	5	2	275	150	425
185	.....do	St. Paul Business College, Shorthand and Telegraphic Institute.	Maguire Bros	5	4	235	65	300
186	Sauk Center	Sauk Center Academy and Business College.	Lewis H. Vath	2	....	90	25	115
187	Winona	Toland's Business University.	J. W. Hooke and F. J. Toland.	1	1	65	30	95

* Statistics of 1899-1900.

schools in the United States in 1900–1901—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.	Day school.	Evening school.	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	
20	41	34	38	28	40	50	75	4	14	.....	.....	.....	.....	6	9	.....	.....	.....	.....	149
36	43	.....	.....	30	12	27	35	10	20	.....	.....	4	1	6	15	13	16	7	15	150
178	124	71	25	153	38	201	65	43	85	.....	.....	.....	.....	10–20	.....	23	12	9	53	151
20	30	.....	.....	30	.....	20	30	.....	.....	.....	.....	.....	.....	.....	.....	15	20	.....	.....	152
18	40	16	20	44	23	16	14	9	31	.....	.....	.....	.....	6	.....	13	9	7	28	153
.....	.....	.....	.....	.....	.....	115	92	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	154
67	151	15	18	150	20	52	61	15	90	20	40	.....	.....	10	.....	16	12	10	55	155
30	60	15	25	75	30	45	50	30	70	.....	.....	.....	.....	6	8	40	60	20	60	156
40	54	17	7	52	12	29	12	11	42	57	61	.....	.....	8–12	.....	.....	.....	.....	.....	157
66	40	.....	.....	65	.....	62	7	22	37	.....	.....	.....	.....	10–15	.....	10	1	3	14	158
49	49	17	15	75	24	50	30	16	34	.....	.....	7	4	9	18	8	8	4	18	159
173	108	.....	.....	100	.....	173	108	.....	.....	.....	.....	.....	.....	12	.....	12	5	7	3	160
86	54	31	10	64	38	55	16	15	49	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	161
475	250	155	70	.....	.....	480	70	65	215	85	35	.....	.....	12	24	65	7	.....	.....	162
.....	.....	.....	.....	125	125	250	150	.....	.....	.....	.....	25	15	5–7	9–12	.....	.....	.....	.....	163
107	.....	.....	.....	98	.....	107	.....	.....	.....	.....	.....	.....	.....	30	.....	24	.....	.....	.....	164
119	106	4	71	.....	.....	80	57	4	46	10	4	.....	.....	6–10	.....	5	2	2	6	165
51	26	14	13	60	30	56	11	13	28	5	2	.....	.....	6–9	12	.....	.....	.....	.....	166
109	40	20	10	100	15	90	16	30	40	.....	.....	.....	.....	12	12	.....	.....	.....	.....	167
41	32	12	8	.....	.....	38	3	11	33	6	2	.....	.....	6	.....	2	.....	.....	.....	168
15	8	3	9	20	10	13	6	8	14	3	4	.....	.....	6	12	8	4	5	9	169
100	64	.....	.....	114	.....	51	24	12	8	3	1	6	2	6	.....	41	12	2	8	170
127	121	.....	.....	150	40	89	49	38	72	.....	.....	.....	.....	12	.....	.....	.....	.....	.....	171
40	28	9	0	58	9	21	7	10	11	17	7	.....	.....	6–12	.....	.....	.....	.....	.....	172
20	6	12	4	.....	.....	15	4	17	8	.....	.....	.....	.....	6	10	4	3	12	6	173
14	6	18	.....	12	8	16	3	1	4	17	1	.....	.....	12	24	7	2	3	3	174
100	50	.....	.....	90	.....	100	50	.....	.....	.....	.....	.....	.....	6	.....	25	15	15	10	175
282	76	.....	.....	312	.....	242	24	17	75	.....	.....	.....	.....	6	.....	18	6	12	46	176
153	64	25	7	90	10	109	11	39	48	25	7	.....	.....	6	12	26	4	14	24	177
210	161	47	32	.....	.....	215	67	42	117	.....	.....	.....	.....	6–12	12–24	.....	.....	.....	.....	178
.....	.....	.....	.....	.....	.....	350	200	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	179
.....	.....	.....	.....	.....	.....	72	108	72	108	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	180
40	18	4	0	50	3	37	5	3	13	.....	.....	.....	.....	9–12	.....	.....	.....	.....	.....	181
60	15	.....	.....	62	.....	40	3	6	7	.....	.....	.....	.....	8	.....	.....	.....	.....	.....	182
36	13	24	10	40	30	55	15	5	8	.....	.....	.....	.....	9	12	13	10	.....	.....	183
205	100	70	50	175	50	225	75	50	75	.....	.....	.....	.....	6	6	150	38	40	60	184
106	60	129	5	102	37	103	44	40	70	20	14	17	3	6	8	70	36	34	73	185
90	25	.....	.....	100	.....	60	10	8	12	22	3	.....	.....	9	.....	20	5	8	10	186
65	30	.....	.....	77	.....	54	6	12	23	.....	.....	.....	.....	7–9	.....	9	0	2	7	187

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	MISSISSIPPI.							
188	Bay St. Louis	St. Stanislaus College	Bro. Isidore	15	....	174	....	174
189	Corinth	Normal Business College*	H. J. Williamson	1	....	30	10	40
190	Jackson	Harris Business College	N. J. Harris	3	1	....	125	125
191	Natchez	Cathedral School	Bro. Charles	6	....	195	....	195
192	Vicksburg	St. Aloysius Commercial College.	Bro. Gabriel	8	1	251	....	251
193	.....do	Vicksburg Commercial School.	G. K. McDonald	2	2	26	20	46
194	West Point	Macon and Andrews Colleges.	Macon and Andrews	12	4	640	276	916
	MISSOURI.							
195	Canton	Business College of Christian University.	J. J. Weber	3	1	17	14	31
196	Carthage	Model City Business College.	E. E. Trower	2	1	62	38	100
197	Hannibal	Hannibal Commercial College.	F. L. Kelly	3	2	162	140	302
198	Joplin	Joplin Business College*	W. B. Joiner	2	2	50	75	125
199	Kansas City	Cathedral Commercial School.	Brother Charles	4	0	162	....	162
200	.....do	National Business College	Henry Coon	5	0	125	95	220
201	.....do	Spalding's Commercial College.	J. F. Spalding	5	2	504	321	825
202	St. Joseph	St. Joseph Business University.	E. E. Gard	2	2	120	45	165
203	.....do	St. Joseph Commercial College.	Brother Elzear	11	....	230	....	230
204	St. Louis	Barnes Business College	J. R. Anderson	3	3	72	93	165
205	.....do	Draughon's Practical Business College	R. R. Luman	3	2	92	51	143
206	.....do	Hayward's Business College.	L. F. Hayward	4	1	150	250	400
207	.....do	Jones Commercial College	J. G. Bohmer	6	1	297	159	456
208	.....do	Perkins & Herpel Mercantile College	Perkins & Herpel	5	0	222	78	300
209	Sedalia	Central Business College*	C. W. Robbins	10	2	478	230	708
	MONTANA.							
210	Butte	Butte Business College	Rice, Fulton & Gold	7	3	320	250	570
211	Helena	Engelhorn Helena Business College.	H. T. Engelhorn	3	4	85	94	179
	NEBRASKA.							
212	Beatrice	Northwestern Business College and Normal School.	P. G. Simon	4	1	112	139	251
213	Falls City	Falls City Business College	G. M. Barrett	2	2	68	12	80
214	Grand Island	Grand Island Business and Normal College.*	A. M. Hargis	4	3	205	122	327
215	Hastings	Queen City Business College.	H. S. Miller	3	2	98	40	138
216	Kearney	Kearney Normal School, Business College and Conservatory of Music.	C. A. Murch	3	2	130	70	200
217	Lincoln	Lincoln Business College	J. L. Stephens	5	2	300	150	450
218	McCook	McCook Phonographic Institute.	L. W. Strayner	1	....	7	8	15
219	Omaha	Omaha Commercial College.	M. G. Rohrbough	7	2	847	339	1,186
	NEVADA.							
220	Carson City	Nevada Business College	Warfel & Blanchet	2	1	22	18	40
221	Elko	Nevada Business College	C. F. Nesse	1	2	28	18	46
	NEW HAMPSHIRE.							
222	Dover	Dover Business College	D. W. Ferrier	2	1	39	26	65
223	Laconia	Laconia Business College	J. E. Aitken	1	1	42	14	56
224	Nashua	National School of Business.	W. D. Euler	1	1	35	22	57
225	New Hampton	Commercial College	F. W. Preston	3	....	39	21	60
226	Portsmouth	Bliss Business College	W. J. Lewis	2	1	50	40	90

*Statistics of 1899-1900.

schools in the United States in 1900–1901—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.	Day school.	Evening school.	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	
174	....	....	....	169	....	174	....	....	....	108	....	18	....	10	.....	4	....	....	....	188
20	5	10	10	22	15	30	10	....	....	....	....	....	....	3	4	25	7	....	....	189
....	125	....	....	50	....	....	125	....	....	....	....	....	....	5	.....	....	....	....	....	190
195	....	....	....	....	....	60	....	....	....	120	....	....	....	.....	.....	5	....	....	....	191
251	....	....	....	237	....	79	....	....	....	44	....	....	....	40	.....	6	....	....	....	192
26	20	....	....	....	....	25	5	....	....	....	....	....	....	.....	.....	4	2	....	....	193
640	276	....	....	....	....	640	69	320	207	640	276	....	....	6	8	....	....	....	....	194
17	14	....	....	30	1	16	13	15	12	....	....	....	....	6–8	.....	7	4	4	6	195
62	38	....	....	48	4	34	16	28	32	14	9	....	....	6	10	15	4	9	16	196
162	140	....	....	....	....	138	52	42	70	....	....	....	....	.....	.....	....	....	....	....	197
40	60	10	15	50	20	30	20	25	50	....	....	....	....	6	6	15	5	5	30	198
162	....	....	....	128	4	30	....	....	....	....	....	....	....	20	20	5	....	....	....	199
77	70	48	25	35	29	60	55	80	84	....	....	31	8	6	12	24	15	30	22	200
....	....	....	....	350	150	504	321	....	....	....	....	....	....	6	12	....	....	....	....	201
94	51	18	2	52	12	80	10	20	50	4	1	....	....	9	.....	6	2	4	12	202
230	....	....	....	200	....	110	....	....	....	....	....	....	....	30	.....	10	....	....	....	203
72	93	....	....	100	....	38	2	91	34	....	....	....	....	5–8	.....	3	1	2	17	204
79	46	13	5	91	....	92	51	....	....	5	2	....	....	5	12	19	5	....	....	205
100	200	50	50	250	80	80	50	70	200	50	50	....	....	4–6	8–9	70	40	65	175	206
243	145	54	14	....	....	297	159	231	159	63	27	29	21	6	12	116	46	97	123	207
121	58	101	20	100	90	118	11	61	59	43	8	....	....	6	12	55	6	37	48	208
385	192	93	38	....	....	210	58	244	166	....	....	24	6	.....	.....	46	12	31	30	209
160	160	160	90	300	100	150	145	20	50	150	125	....	....	12	30	4	2	2	6	210
68	52	30	42	70	34	40	35	38	56	40	35	12	8	10	15	10	7	8	11	211
95	139	17	....	....	....	65	12	30	42	17	85	....	....	5	9	24	7	22	30	212
68	12	....	....	....	....	62	6	6	6	....	....	....	....	8	.....	8	3	4	2	213
205	122	....	....	....	....	175	60	163	85	70	35	....	....	.....	.....	15	6	12	14	214
93	40	5	....	70	5	76	19	7	30	....	6	....	....	9	.....	5	....	2	7	215
130	70	....	....	75	....	50	20	4	10	90	60	....	....	36	.....	....	....	....	....	216
300	150	....	....	210	....	225	65	50	110	....	....	....	....	6–12	.....	85	15	34	65	217
....	....	7	8	....	12	....	....	7	8	....	....	....	....	.....	7	....	....	3	4	218
802	319	45	20	321	37	625	123	222	216	....	....	59	3	9	18	....	....	....	....	219
22	18	....	....	30	....	21	8	1	10	....	....	....	....	10	.....	8	3	....	6	220
18	13	10	5	....	....	26	15	1	3	....	....	....	....	6	.....	3	1	....	....	221
16	19	23	7	27	13	34	15	5	17	39	26	....	....	9	14	4	3	....	9	222
42	14	....	....	....	....	42	14	25	10	25	11	....	....	.....	.....	4	1	....	....	223
7	13	28	9	12	18	28	8	7	14	....	....	....	....	.....	.....	....	....	....	....	224
....	....	....	....	....	....	35	13	4	8	....	....	....	....	9	.....	14	2	....	....	225
20	25	30	15	23	16	19	15	5	20	40	30	....	....	6–10	.....	5	4	3	15	226

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	NEW JERSEY.							
227	Camden	Abrahamson Business College	Chas. M. Abrahamson.	3	....	57	31	88
228	Elizabeth	Lansley Business College	James H. Lansley	2	2	28	39	67
229	Jersey City	Drake Business College	Albert J. Gleasen	4	3	238	159	397
230	Newark	Coleman National Business College.	H. Coleman	6	3	402	219	621
231	.....do	New Jersey Business College.	C. T. Miller	5	1	160	80	240
232	.....do	Wood's College	Stephen I. Wood	10	6	547	493	1,040
233	Paterson	Columbia Shorthand and Business College.	Geo. Oakley	4	5	95	66	161
234	Trenton	Rider, Moore & Stewart School of Business.	J. B. Moore	8	2	700	300	1,000
	NEW YORK.							
235	Albany	Albany Business College	John R. Carnell	15	6	493	336	829
236	Binghamton	Binghamton School of Business.	J. F. Riley	6	4	60	70	130
237	.....do	Lowell School of Business*	J. E. Bloomed	4	2	95	62	157
238	Brooklyn	Charles Commercial School	W. P. Charles	5	6	56	184	240
239	.....do	Claghorn's Bryant & Stratton Business College.	C. Claghorn	6	3	163	72	235
240	.....do	Heffley School	Norman P. Heffley	9	8	488	516	1,004
241	.....do	Long Island Business College	Henry C. Wright	8	7	392	330	722
242	.....do	St. James Commercial Academy.	Brother Castoris	15	....	680	....	680
243	Buffalo	Bryant & Stratton Business College.	J. C. Bryant	10	4	372	263	635
244	.....do	Caton's School of Business	Martin J. Caton	8	4	525	370	895
245	Chatham	Whiteman's Telegraph School.	Frank Whiteman	2	2	87	9	96
246	Elmira	Elmira School of Commerce.	B. C. Meeker	5	2	137	93	230
247	Fort Edwards	Haley Business Institute and School of Shorthand.	J. W. Haley	1	1	25	23	48
248	Geneva	Geneva Business Training Institute.	Ansel Elliott Mackey.	1	1	15	5	20
249	.....do	Barclay's Business Institute.	B. C. Barclay	1	....	35	30	65
250	.....do	Geneva Shorthand and Commercial School.*	Floyd E. Decker	1	....	30	20	50
251	Gloversville	Gloversville Business School	Patterson & Burr	3	2	68	52	120
252	Hornellsville	Hornellsville Business and Shorthand School.	C. E. Willard	1	1	29	25	54
253	Ithaca	Wyckoff Phonographic Institute.	M. A. Adsitt	....	3	22	10	32
254	Jamestown	The Jamestown Business College Association, Limited.	H. E. Porter	4	2	89	90	179
255	Kingston	Spencer's Business School	B. H. Spencer	4	2	218	132	350
256	Lockport	Lockport Business Institute*	J. Franklin Ryan	3	....	75	33	108
257	Newburg	Spencerian Institute of Business and Shorthand.	.....	3	2	120	90	210
258	New York City	The Henley Business School	Susan M. Henley	1	2	30	70	100
259	.....do	Metropolitan Shorthand School.*	W. L. Mason	1	4	25	125	150
260	.....do	A. O. Hall Business College*	A. O. Hall	5	5	300	25	325
261	.....do	New York Commercial and Stenographic School.*	Philip B. Gibson	7	0	93	215	308
262	.....do	The Packard Commercial School.	L. H. Packard	12	6	695	307	1,002
263	.....do	The Paine Uptown Business College.	H. W. Remington	3	6	315	156	471
264	.....do	The Thompson Business School.	Andrew W. Madison	1	4	110	78	188
265	.....do	Walworth Business and Stenographic Institute.	G. S. Walworth and J. C. Walworth.	3	4	215	107	322
266	.....do	Wood's New York School	F. E. Wood	13	4	508	716	1,224
267	Oswego	Chaffee's Phonographic Institute.	E. M. Wolf	1	3	40	45	85
268	Rochester	Rochester Business Institute.	A. S. Osborn and S. C. Williams.	13	6	571	232	803

* Statistics of 1899-1900.

schools in the United States in 1900–1901—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.	Day school.	Evening school.	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	
....	....	57	31	....	....	57	31	....	....	....	....	....	....	....	....	....	....	....	....	227
26	16	19	6	....	....	28	39	....	....	....	....	....	....	8–12	10–16	....	....	....	....	228
94	102	144	57	160	125	150	48	82	130	82	3	....	....	8–12	10–15	15	1	1	18	229
226	162	176	57	395	226	289	50	78	160	....	....	35	9	4–6	6–9	60	5	12	50	230
95	55	65	25	....	....	120	25	30	65	160	80	....	....	12	12	21	7	9	22	231
324	278	223	215	270	180	381	104	215	376	33	20	....	....	10	15	178	35	115	250	232
44	41	54	22	50	40	52	14	33	46	9	13	....	....	9	18	....	....	9	18	233
600	200	150	50	350	125	600	200	50	150	20	5	....	....	10	20	50	25	10	25	234
435	317	58	19	....	....	331	69	150	256	20	5	22	7	6	12	....	....	....	....	235
16	14	44	56	70	25	25	25	20	40	15	5	....	....	6	8	20	18	10	23	236
95	62	....	....	60	....	82	52	7	10	....	....	6	....	....	....	45	6	5	35	237
26	114	30	70	60	55	40	45	56	49	6	9	....	....	5	8	42	40	55	48	238
152	59	11	13	200	20	103	72	12	72	....	....	....	....	10–12	20–24	....	....	....	....	239
260	282	246	316	300	300	110	80	60	340	80	60	....	....	5–10	8–10	160	144	34	264	240
204	192	188	138	....	....	234	49	115	204	107	23	....	....	10	15	74	12	32	85	241
680	....	....	....	540	....	65	....	20	....	20	....	....	....	20	....	5	....	14	....	242
208	139	164	24	....	....	....	....	....	....	....	....	....	....	6	16	62	15	14	24	243
405	296	120	74	....	....	525	370	....	....	....	....	....	....	....	....	....	....	....	....	244
87	9	....	....	87	....	87	9	....	....	....	....	87	9	....	....	....	....	....	....	245
125	91	12	2	....	....	85	32	34	61	....	....	18	....	6	....	....	....	....	....	246
20	21	6	1	20	4	20	11	5	21	2	0	....	....	....	....	5	0	....	4	247
12	3	3	2	10	5	10	2	3	2	2	1	....	....	4–6	5–10	5	2	2	1	248
20	24	15	6	20	8	35	30	....	....	....	....	....	....	....	....	10	5	....	....	249
25	15	5	5	25	7	30	20	....	....	....	....	....	....	8	18	....	....	12	10	250
39	28	29	24	45	38	50	30	15	25	....	....	....	....	6	12	20	10	6	15	251
....	....	....	....	....	....	16	4	12	19	1	1	....	....	6–10	12–20	....	....	....	....	252
10	22	....	....	15	....	10	22	10	22	....	....	....	....	8–12	....	....	....	....	....	253
89	90	....	....	117	....	82	35	7	68	71	28	....	....	7	....	21	6	1	5	254
218	182	....	....	....	....	....	....	....	....	....	....	25	4	....	....	....	....	....	....	255
12	22	30	11	28	20	27	14	20	30	12	3	....	....	....	....	15	12	12	23	256
80	70	40	20	110	50	70	50	50	40	....	....	....	....	8	14	12	4	13	29	257
30	70	....	....	60	12	4	2	20	60	20	60	....	....	9	12	....	....	....	....	258
10	75	15	50	....	....	....	....	25	125	....	....	....	....	....	....	....	....	20	115	259
200	....	100	25	75	20	300	25	....	....	....	....	....	....	....	....	....	....	....	....	260
93	215	....	....	102	....	....	....	93	215	....	....	....	....	....	....	....	....	61	171	261
550	250	145	57	360	100	595	56	100	251	....	....	....	....	10	....	65	3	13	79	262
220	93	112	46	53	28	165	30	36	100	45	32	45	18	8	12	17	8	8	21	263
46	49	64	29	50	45	42	20	22	61	71	62	32	4	4–7	5–9	16	8	12	45	264
....	....	....	....	....	....	215	107	215	107	....	....	....	....	6	10	60	47	60	47	265
258	516	250	200	520	312	380	54	263	526	....	....	....	....	10	12	112	42	124	160	266
20	25	20	20	40	23	40	45	....	....	....	....	....	....	6–12	....	....	....	....	....	267
501	209	70	32	....	....	471	120	100	112	....	....	....	....	....	....	....	....	....	....	268

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	NEW YORK—c't'd.							
269	Syracuse	Dakin's Business Institute	Dakin Bros	3	1	80	74	154
270	do	Syracuse Commercial School.	J. J. Martyn	3	....	54	71	125
271	Troy	Troy Commercial College	Thos. H. Shields	5	2	382	159	541
272	Utica	Utica Business Institute	G. F. Hendrick	3	3	105	98	203
	NORTH CAROLINA.							
273	Charlotte	Charlotte Commercial College.	J. C. Mintz	2	2	51	40	91
	NORTH DAKOTA.							
274	Grand Forks	Northwestern Normal and Commercial Institute.	J. J. Swengel	3	2	123	79	202
	OKLAHOMA.							
275	Guthrie	Capital City Business College.	R. A. Gaffney	4	3	128	146	274
276	Oklahoma City	Oklahoma City Business College.*	A. L. van Buskirk	2	1	50	30	80
	OHIO.							
277	Akron	Hammel Business College	P. Hammel	3	1	92	66	158
278	do	Miller's Actual Business College.	E. E. Workman	2	1	218	143	361
279	Canton	Canton Actual Business College.	W. W. Patterson	4	2	125	115	240
280	Cincinnati	The Nelson Business College.	Ella Nelson	3	5	158	107	265
281	do	St. Joseph's College	Rev. J. M. Scherer	7	....	92	....	92
282	do	The Bartlett Commercial College.*	C. M. Bartlett	4	4	200	200	400
283	Cleveland	Spencerian Commercial School.	H. T. Loomis	8	4	450	239	689
284	do	The Central Institute*	James G. Hobbie	5	2	176	108	284
285	Columbus	Parson's Business College	H. B. Parsons	3	....	75	50	125
286	East Liverpool	Ohio Valley Business College.	J. H. Weaver and F. T. Weaver.	3	4	140	147	287
287	Lancaster	Columbia Commercial University.*	Thomas E. Warren	2	2	41	31	72
288	Lima	Lima Business College	Howard W. Pears	3	1	84	76	160
289	Mansfield	Ohio Business College	J. W. Sharp	2	1	55	50	105
290	Massillon	The Massillon Actual Business College.	H. G. Yocum	2	2	50	50	100
291	Newark	Newark Business College	S. L. Beeney	1	....	120	30	150
292	New Philadelphia	New Philadelphia Business College.	W. C. Shott	1	2	21	26	47
293	Oberlin	Oberlin Business College	J. T. Henderson	4	2	185	67	252
294	Piqua	Piqua Commercial College or Beck's Academy.	C. E. Beck	2	1	30	20	50
295	Portsmouth	Graham's Business College	W. R. Graham	2	2	68	29	97
296	Springfield	Nelson's Business College	R. J. Nelson	2	1	144	8	152
297	do	Williss Business University	F. W. Williss	3	1	41	29	70
298	Tiffin	Heidelberg College of Commerce.*	C. C. Kennison	2	1	29	32	61
299	Toledo	Davis Business College	M. H. Davis	4	1	350	150	500
300	Warren	Bryant, Stratton & Smith Business College.		3	1	69	59	128
301	Wooster	The Bixler Business College	Gideon Bixler	2	2	101	42	143
302	Youngstown	Brown's Business College*	J. C. Brown	3	....	40	50	90
303	do	Hall's Business University	E. A. Hall	3	2	62	92	154
304	Zanesville	The Meredith Business College.	R. L. Meredith	2	2	148	104	252
	OREGON.							
305	Portland	Hohmes English and Business School.	Mrs. G. Hohmes Laurence.	3	4	220	192	412
306	do	Portland Business College	A. P. Armstrong	5	3	250	150	400
307	Salem	Capital Business College	W. I. Staley	2	2	65	38	103

*Statistics of 1899-1900.

schools in the United States in 1900–1901—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.	Day school.	Evening school.	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	
57	62	23	12	85	25	40	15	17	47	.....	.....	3	0	6	18	14	8	6	17	269
42	61	12	10	60	15	54	71	.....	.....	.....	.....	.....	.....	6	10	.....	.....	.....	.....	270
239	124	111	67	124	102	420	35	95	125	18	15	8	0	.....	.....	74	15	36	42	271
105	98	....	....	.....	....	56	25	13	62	30	10	.....	....	4–12	.....	4	3	....	....	272
51	49	....	....	.....	....	38	10	23	40	51	40	14	1	8	.....	5	2	2	3	273
111	74	12	5	120	15	123	79	.....	....	.....	....	.....	....	9	12	....	....	....	....	274
....	....	....	....	97	....	80	24	60	110	.....	....	18	....	8	.....	31	16	27	48	275
40	20	19	10	.....	....	43	30	.....	.....	.....	....	7	....	8	.....	.....	.....	.....	....	276
65	55	27	11	.....	....	60	29	15	37	12	5	.....	....	4–8	10–12	....	....	....	....	277
177	117	41	26	30	10	155	16	127	63	.....	....	.....	....	6	10	140	10	120	60	278
70	90	55	25	100	75	100	15	20	97	5	3	.....	....	.....	.....	31	3	10	33	279
151	97	7	10	175	12	128	44	93	102	.....	....	.....	....	15	8	....	....	....	....	280
92	....	....	....	75	....	45	....	12	....	92	....	.....	....	30	.....	9	....	2	....	281
150	150	50	50	250	60	200	200	150	150	.....	....	.....	....	12	24	.....	.....	.....	....	282
300	209	150	30	300	125	200	100	75	125	25	10	.....	....	9	18	125	50	50	100	283
86	89	99	19	100	55	76	30	50	64	50	14	.....	....	.....	.....	35	15	30	44	284
....	....	....	....	.....	....	75	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	285
73	86	67	61	35	40	62	8	19	56	79	23	.....	....	6–8	12	18	1	4	18	286
....	....	....	....	.....	....	41	25	35	30	41	31	.....	....	.....	.....	18	10	15	15	287
70	66	14	10	75	12	60	30	30	40	.....	....	.....	....	6	12	45	23	24	30	288
55	50	....	....	37	....	25	23	24	26	6	1	.....	....	5	.....	8	6	2	12	289
28	32	22	18	50	30	21	7	13	42	5	....	.....	....	5–9	12–18	18	6	6	20	290
80	25	40	5	60	20	115	25	30	15	.....	....	.....	....	4	6	66	15	.....	....	291
21	26	....	....	32	....	14	10	8	26	.....	....	.....	....	6	.....	10	10	5	16	292
167	62	18	5	150	40	125	35	65	50	.....	....	.....	....	6	.....	50	20	60	46	293
25	16	5	4	.....	....	20	18	10	2	.....	....	.....	....	6	12	10	....	4	10	294
33	21	35	8	43	36	37	8	9	19	13	11	.....	....	10	15	12	4	4	8	295
128	6	16	2	.....	....	144	8	.....	.....	.....	.....	.....	....	8	18	....	....	.....	....	296
41	29	....	....	60	....	13	12	41	29	41	29	.....	....	18	.....	.....	1	.....	....	297
29	32	....	....	30	....	25	4	3	15	.....	.....	.....	....	6	.....	10	2	15	1	298
250	125	100	25	200	75	200	50	100	75	50	25	.....	....	12	24	40	20	20	75	299
51	47	18	12	88	22	34	21	36	40	2	1	.....	....	11	24	18	13	7	10	300
101	42	....	....	60	....	78	33	51	31	.....	....	.....	....	8	.....	21	10	20	15	301
40	50	....	....	75	....	25	25	20	20	.....	....	.....	....	.....	.....	20	20	17	15	302
52	80	10	12	75	18	50	65	30	40	.....	....	.....	....	12	9	30	40	20	30	303
133	93	15	11	150	15	125	52	75	50	.....	....	.....	....	6–8	12–24	24	14	12	26	304
220	192	....	....	250	....	100	25	20	75	120	90	.....	....	6	.....	50	20	15	55	305
250	150	....	....	200	....	225	100	25	125	.....	....	.....	....	6–9	.....	100	50	10	75	306
65	38	....	....	.....	....	59	20	9	21	.....	....	.....	....	9	.....	10	2	0	2	307

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	PENNSYLVANIA.							
308	Allegheny	Actual Business College	T. M. Williams	2	1	100	100	200
309	Allentown	Allentown Business College.	W. L. Blackman	2	....	113	28	141
310	.....do	The American Business College.	O. C. Dorney	6	....	145	86	231
311	Altoona	Mountain City Business College.	G. G. Zeth	2	2	321	144	465
312	Beaver Falls	Butcher's Business College*.	J. W. Butcher	2	1	60	50	110
313	Charleroi	The Tubbs Business College	Delavan C. Tubbs	2	1	42	39	81
314	Corry	Corry Business College*	Geo. M. Nicol	2	....	26	8	34
315	Dubois	Dubois College of Business	G. W. Thorn	1	2	95	75	170
316	Easton	Easton College of Business	C. Lincoln Free	2	....	33	35	68
317	Erie	Erie Business University*	J. M. Glazier	4	2	100	40	140
318	Harrisburg	Harrisburg Business College.	J. E. Garner	1	2	61	51	112
319	.....do	School of Commerce	J. C. Shumberger and G. S. McClure.	3	1	70	78	148
320	Johnstown	Rowe College	D. I. Rowe	7	3	165	98	263
321	Lebanon	Lebanon Business College*	J. G. Gerberich	3	2	217	103	320
322	Lochhaven	Lochhaven Business Institute.	B. F. Pletcher	1	1	25	15	40
323	Norristown	The Schissler College of Business.	A. J. Schissler	17	5	314	294	608
324	Philadelphia	College of Commerce	T. H. McCool	5	2	164	164	328
325	.....do	Palmer s College	O. R. Palmer	5	3	97	241	338
326	.....do	Peirce School	L. B. Moffett	30	3	1023	505	1528
327	.....do	Palms' Business College*	Theo. W. Palms	7	....	210	90	300
328	.....do	The Union Business College.	James M. Lingle	8	3	300	300	600
329	Pittsburg	Duff Mercantile College	William H. Duff	7	....	495	165	660
330	.....do	Commercial Department of Central High School.	S. D. Everhart	4	11	209	291	500
331	.....do	The Martin Shorthand School.	H. L. Andrews and J. P. McConahey.	4	6	274	315	589
332	Pottsville	The Commercial School	G. A. Transue	1	....	53	26	79
333	.....do	Pottsville Business College*.	Frank Taylor	1	1	41	7	48
334	Reading	Inter-State Commercial College.	H. Y. Stoner	5	....	178	62	240
335	.....do	Reading Business College	G. L. Kleinginna	3	1	67	17	84
336	South Bethlehem.	South Bethlehem Business College.	W. F. Magee	6	....	189	87	276
337	Scranton	Scranton Business College	H. D. Buck and A. R. Whitmore.	4	1	427	146	573
338	Towanda	Towanda Business College	M. S. Cronk	1	....	20	11	31
339	Union City	Keystone School of Shorthand and Bookkeeping.	W. E. Ackerman	1	1	12	30	42
340	Washington	Washington Business College.	Louis Van Orden	1	4	85	65	150
341	Williamsport	Williamsport Commercial College.	W. A. Tomb	5	....	282	104	386
342	.....do	Potts Shorthand College	John G. Henderson	3	....	230	187	417
343	Wilkesbarre	Wilkesbarre Business College and School of Shorthand.*	F. M. Allen	4	1	75	25	100
	RHODE ISLAND.							
344	Providence	Bryant & Stratton Business College.	Theodore B. Stowell	8	2	156	186	342
345	.....do	Scholfield's Commercial College. *	Albert G. Scholfield	3	1	105	43	148
	SOUTH CAROLINA.							
346	Charleston	Charleston Mercantile School. *	.....	....	2	20	15	35
	SOUTH DAKOTA.							
347	Aberdeen	Aberdeen Business College	H. A. Way	2	....	44	30	74
348	Sioux Falls	Sioux Falls Business College.	G. C. Christopherson	5	4	181	35	216
349	Watertown	Watertown Commercial College.	D. T. Walker	1	2	40	75	115

*Statistics of 1899-1900.

schools in the United States in 1900–1901—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.	Day school.	Evening school.	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	
						100	100									25	25	25	25	308
63	22	50	6	45	25	46	1	42	27	25				10	20					309
94	51	65	21	90	50	87	28	53	38	11	8			10	20	13	4	4	3	310
201	90	120	54	79	38	94	23	144	71	90	32			6	9	70	14	93	63	311
60	50					60	50							6	12					312
30	35	12	4	68	10	29	18	6	24	42	39			10	20	18	10	20	8	313
26	8			18		26	4	2	7	20	4			6		4	2	2	1	314
70	73	25	2	50	20	80		80		10										315
33	35			40		33	25	20	35											316
40	85	7	8	100	15	70	30	15	25	10	4									317
61	51	10	10	50	20	55	40	61	51	61	51			10	14					318
32	47	38	31	47	44	55	40	51	65					8	12	5	3	4	8	319
						165	98									6	12	2	8	320
102	57	100	161	142	28	197	83	57	23					6	14	41	2	28	20	321
19	10	6	5	17	10	12	2	12	8	5	1			7	12	5	1	4	4	322
260	272	54	22	325	60	125	40	189	254					8–12	14	42	25	48	45	323
						164	164							7	13					324
47	187	50	54			97	241	47	187					6	8					325
482	327	541	178	475	457	796	186	238	329					10	18	81	27	15	81	326
150	70	60	20			195	30	15	60					6–8	24					327
150	150	150	150			300	300							11	18					328
390	145	105	20			225	40	165	105					6	12	145	32	118	78	329
209	291			455		209	291							20		51	48			330
78	314	158	39	145	85			274	315	274	315			6–7	8–10			74	298	331
53	26			59		53	26	21	15					10		16	11	10	8	332
38	6	3	1			23	3	25	5							8	1	9	2	333
102	42	76	20	55	65	113	32	35	25	30	5			8	12	39	8	17	13	334
50	12	17	5	40	12	18	8			49	9	3		10	20					335
80	53	109	34	65	70	95	30	79	53	15	4			6–12	8–15	17	4	13	9	336
218	94	209	52			427	146													337
13	11	7				8	6	16	10	2	0			10	20	3	2	3	5	338
						4	38													339
						84	35	31	67											340
213	57	79	47	125	45	180	15	78	57	2	0			6	14					341
185	162	45	25	73	41	230	187							5	7–8					342
30	15	45	10	25	30	75	25													343
156	186			200		146	94	13	104					10		38	28	1	44	344
74	27	31	16			81	16	4	17	20	10					51	15	4	17	345
20	15			30		7	5			20	15			3	6	3	2			346
44	30			56		24	15	4	12	20	9			12						347
156	30	25	5	50	15	150	5	31	30					6						348
40	75					20	32	10	18	10	25			6		5	2	6	3	349

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	TENNESSEE.							
350	Chattanooga	Mountain City Business College.	E. L. & J. A. Wiley	3	2	159	76	235
351	Henderson	G. R. C. College	A. G. Freed	7	7	223	264	487
352	Knoxville	Knoxville Business College.	J. C. Woodward	3	....	90	35	125
353	.....do	McAllen's Business and Shorthand College.	J. A. McAllen	2	2	38	25	63
354	.....do	Young's College of Shorthand.	L. B. Smith	2	1	31	34	65
355	Memphis	Watson's Business College	W. T. Watson & J. D. Choate.	2	2	140	65	205
356	Nashville	Draughon's Practical Business College.*		7	1	600	100	700
357	.....do	Fall's Business College	Alexander Fall	4	4	337	299	636
	TEXAS.							
358	Austin	Griffitts College of Commerce.	D. A. Griffitts	4	3	180	90	270
359	Dallas	Metropolitan Business College.	W. W. Darley and A. Ragland.	7	2	400	200	600
360	Fort Worth	Draughon's Practical Business College.	J. W. Draughon	3	2	400	100	500
361	.....do	Fort Worth Business College.	F. P. Preuitt	6	2	320	126	446
362	Galveston	Draughon's Practical Business College.		2	1	175	50	225
363	Houston	The Massey Business College.	C. F. Beutel	3	2	400	100	500
364	Omen	Summer Hill Business College.	A. W. Orr	4	1	65	28	93
365	Paris	Southwestern Business College.	E. M. Chartier	3	....	210	71	281
366	San Antonio	Alamo City Commercial College.	Shafer & Downey	6	....	150	75	225
367	San Marcos	Lone Star Business College	M. C. McGee	1	2	79	12	91
368	Tyler	Tyler College	C. L. & N. Adair, Glenn & Byrne.	6	4	200	100	300
369	Waco	Toby's Practical Business College.	Edward Toby	5	1	420	73	493
	UTAH.							
370	Ogden	Inter-Mountain Business College.	James A. Smith	2	2	88	60	148
371	Salt Lake City	Salt Lake Business College	Jos. Nelson	6	2	381	213	594
	VERMONT.							
372	Burlington	Burlington Business College.	E. G. Evans	2	1	79	59	138
373	Rutland	Rutland Business College	L. J. Egelston	2	3	76	65	141
	VIRGINIA.							
374	Lynchburg	Piedmont College*	J. W. Giles	3	2	66	40	106
375	Norfolk	Southern Shorthand and Business University.	J. M. Ressler	7	3	200	200	400
376	Richmond	Smithdeal Business College.	G. M. Smithdeal	6	4	193	55	248
377	.....do	Virginia Business College	W. M. Wagner	2	2	100	40	140
378	Roanoke	National Business College	E. M. Caulter	3	5	188	30	218
379	Staunton	The Dunsmore Business College.	J. G. Dunsmore	4	1	166	41	207
	WASHINGTON.							
380	Seattle	Acme Business College*	F. R. McLaren	6	1	250	150	400
381	.....do	Wilson's Modern Business College.	Judson P. Wilson	5	2	219	165	384

* Statistics of 1899-1900.

schools in the United States in 1900–1901—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.	Day school.	Evening school.	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	
79	66	80	10	.....	.....	159	76	.....	.....	.....	.....	.....	.....	6	9	.....	.....	.....	.....	350
223	264	.....	.....	400	.....	70	30	16	14	164	215	.....	.....	4	6	19	20	4	6	351
90	35	.....	.....	60	.....	80	6	10	30	.....	.....	.....	.....	5	15	40	5	5	15	352
26	23	12	2	16	5	26	9	21	21	25	16	.....	.....	6	12	.....	.....	.....	.....	353
26	33	5	1	.....	.....	.....	.....	29	24	.....	.....	2	.....	4	6	.....	.....	3	4	354
125	55	15	10	.....	.....	108	15	20	62	.....	.....	.....	.....	6	7	18	6	.....	8	355
.....	.....	.....	.....	.....	.....	600	100	250	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	356
217	273	120	26	185	109	165	23	172	276	337	299	11	7	6–9	12	73	47	195	111	357
.....	.....	.....	.....	.....	.....	180	90	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	358
400	200	.....	.....	200	.....	300	100	.....	.....	.....	.....	.....	.....	4	.....	250	20	.....	.....	359
400	100	.....	.....	115	.....	300	150	150	50	.....	.....	.....	.....	4–6	.....	165	50	50	20	360
226	34	94	92	104	26	316	14	35	45	10	5	.....	.....	10	18	23	2	18	16	361
175	50	.....	.....	.....	.....	175	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	362
350	95	50	5	140	25	290	12	18	80	90	10	.....	.....	.....	.....	14	1	.....	2	363
.....	.....	.....	.....	.....	.....	28	16	20	5	17	7	.....	.....	5	.....	30	24	.....	.....	364
210	71	.....	.....	75	.....	221	11	21	71	.....	.....	.....	.....	15	.....	1	.....	.....	.....	365
.....	.....	.....	.....	125	45	150	75	.....	.....	.....	.....	.....	.....	.....	.....	35	.....	25	.....	366
79	12	.....	.....	32	.....	79	10	.....	.....	79	12	.....	.....	8	.....	3	2	.....	.....	367
200	100	.....	.....	175	.....	90	10	70	30	60	40	.....	.....	5	.....	20	15	25	10	368
363	56	57	17	260	60	298	15	122	58	.....	.....	.....	.....	6–8	12–24	257	8	59	32	369
37	54	50	7	58	30	35	20	6	38	30	9	.....	.....	6–9	9–18	11	14	4	18	370
284	158	97	55	150	75	175	55	95	117	.....	.....	.....	.....	9	18	20	5	20	30	371
64	50	15	9	60	15	44	11	7	39	10	2	.....	.....	5–10	.....	13	.....	1	8	372
41	35	30	35	39	30	55	6	40	46	.....	.....	32	6	6–10	24	6	.....	.....	.....	373
66	40	.....	.....	.....	.....	40	10	20	36	66	40	.....	.....	5–7	10	10	2	7	20	374
150	190	50	10	125	40	100	100	100	100	25	10	15	.....	6	12	25	10	50	50	375
174	52	19	3	.....	.....	95	4	46	47	32	2	7	0	.....	.....	.....	.....	.....	.....	376
.....	.....	.....	.....	30	20	100	40	.....	.....	.....	.....	.....	.....	5	12	.....	.....	.....	.....	377
140	30	48	.....	.....	.....	188	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	378
166	41	.....	.....	133	.....	125	3	41	38	.....	.....	.....	.....	8	.....	40	.....	19	23	379
200	125	50	25	75	10	175	50	75	100	.....	.....	.....	.....	6	.....	10	5	5	15	380
120	82	115	67	160	30	121	50	41	75	55	42	.....	.....	.....	.....	17	4	5	14	381

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	WASHINGTON—continued.							
382	Spokane	Engelhorn Spokane Business College.	Herman T. Engelhorn	5	3	180	95	275
383	....do	The Blair Business College..	H. C. Blair	5	2	300	250	550
384	Tacoma	Tacoma Business College....	W. R. Shoemake and W. H. Stapleton.	2	2	68	62	130
385	Walla Walla	Empire Business College	Reed Bros	3	....	60	20	80
	WEST VIRGINIA.							
386	Charleston	Capital City Commercial College.	W. B. Elliott	2	....	70	53	123
387	Fairmont	The Elliott Commercial School.	W. B. Elliott	2	....	36	31	67
388	Huntington	Marshall Business College...	Geo. A. Proffitt	2	2	76	59	135
389	Wheeling	Wheeling Business College..	J. M. Frasher	11	3	243	151	394
	WISCONSIN.							
390	Appleton	DeLand's Business College..	O. P. DeLand	2	1	23	14	37
391	Ashland	Gordon's Business College...	E. D. Gordon	1	1	50	45	95
392	Chippewa Falls	Chippewa Falls Business College.	O. H. Howeison	1	1	26	24	50
393	Eau Claire	School of Shorthand and Business.	Louise McCarthy	....	4	175	125	300
394	Green Bay	Green Bay Business College.	E. F. Quintal and C. B. Potter.	2	3	104	41	145
395	Janesville	Valentine's School of Telegraphy.	R. Valentine	4	....	358	2	360
396	Kenosha	Kenosha College of Commerce.	Otis L. Trenary	2	2	86	29	115
397	La Crosse	Wisconsin Business University.*	F. J. Toland	4	2	246	68	314
398	Madison	Northwestern Business College.*	R. G. Deming	4	1	108	77	185
399	Marinette	Marinette Business College..	A. S. Hutchison	4	1	60	70	130
400	Milwaukee	Rheude's Business College and Drafting School.	Anton Rheude	5	....	215	15	230
401	....do	Spencerian Business College.	Albert C. Spencer	4	6	248	200	448
402	Portage	Story's College of Commerce and Normal Training School.	H. A. Story	2	2	108	93	201
403	Platteville	Platteville Business College.	J. Alcock	1	....	16	4	20
404	Sheboygan	Sheboygan Business College*	M. C. Patten	3	1	90	25	115
405	Waukesha	Waukesha Business College.	William A. Pierce	2	0	1	13	14
406	Wausau	Wausau Business College and Academy.	C. M. Boyles	3	1	63	71	134
	WYOMING.							
407	Cheyenne	Cheyenne Business College..	D. C. Royer	1	1	12	9	21

*Statistics of 1899-1900.

schools in the United States in 1900–1901—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.	Day school.	Evening school.	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	
80	70	100	25	120	45	80	50	50	45	30	40	10	7	9	15	9	7	7	10	382
280	230	20	20	200	15	150	50	50	100	75	75	.....	.....	6	9	25	10	10	25	383
50	59	18	3	48	14	41	10	18	48	9	....	.....	.....	6	9	27	5	5	34	384
60	20	....	....	.....	....	40	3	8	11	10	5	.....	.....	5–8	.....	4	....	....	3	385
61	49	9	4	32	10	39	4	33	47	.....	....	.....	.....	5	12	11	2	20	17	386
24	27	12	4	35	7	10	....	25	31	1	....	.....	.....	7	12	....	....	....	....	387
67	56	9	3	38	9	45	18	56	52	.....	.....	.....	.....	5	8	4	....	2	....	388
289	105	....	....	195	75	173	83	71	126	59	42	43	11	6	12	93	27	34	99	389
23	14	....	....	20	....	18	6	9	12	.....	.....	.....	.....	12	.....	....	....	....	....	390
40	39	10	6	40	8	45	40	50	40	6	4	.....	.....	12	24	17	13	20	18	391
20	30	....	....	.....	....	26	24	.....	.....	.....	.....	.....	.....	6	12	....	....	....	....	392
175	125	....	....	.....	....	175	125	.....	.....	.....	.....	.....	.....	6	.....	....	....	....	....	393
93	39	11	2	95	10	75	13	9	26	9	....	.....	.....	.....	.....	5	3	2	3	394
....	....	....	....	150	....	358	2	.....	.....	.....	....	358	2	.....	.....	....	....	....	....	395
60	26	24	5	.....	....	42	4	9	15	33	14	.....	.....	6–9	.....	6	1	1	5	396
246	68	....	....	290	....	200	14	46	54	246	68	.....	.....	6-7	.....	104	6	30	50	397
79	66	29	11	75	16	53	26	24	56	28	7	.....	.....	6	6	16	9	16	2	398
50	67	10	3	50	10	50	20	10	50	20	1	.....	.....	6	12	.....	.....	.....	.....	399
42	8	173	7	40	60	50	10	20	5	180	8	.....	.....	12	15	5	1	10	4	400
178	169	70	31	.....	....	135	44	43	125	.....	.....	.....	.....	10	.....	15	....	10	25	401
108	93	....	....	.....	....	49	20	21	40	12	3	.....	.....	6	.....	....	....	....	....	402
16	4	....	....	.....	....	16	4	3	3	.....	.....	.....	.....	6–8	.....	5	....	3	3	403
42	15	48	10	55	56	80	5	10	20	.....	.....	.....	.....	6	12	89	5	10	20	404
1	13	....	....	6	....	1	13	1	13	.....	.....	.....	.....	6	8	1	....	1	13	405
50	70	13	1	62	10	62	50	.....	....	62	70	.....	.....	12	24	18	22	....	....	406
7	9	5	0	12	4	6	1	6	8	.....	.....	.....	.....	6	12	....	....	....	....	407

CHAPTER XLII.

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. xlviii–lvi, 85; 1883–84, p. liv; 1884–85, p. lxvii; 1885–86, pp. 596, 650–656; 1886–87, pp. 780, 874–881; 1887–88, pp. 20, 21, 167, 169, 988–998; 1888–89, pp. 768, 1412–1439; 1889–90, pp. 620, 621, 624, 634, 1073–1102, 1388–1392, 1395–1485; 1890–91, pp. 620, 624, 792, 808, 915, 961–980, 1469; 1891–92, pp. 8, 686, 688, 713, 861–867, 1002, 1234–1237; 1892–93, pp. 15, 442, 1551–1572, 1976; 1893–94, pp. 1019–1061; 1894–95, pp. 1331–1424; 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. 2501–2531; Circulars of Information—No. 3, 1883, p. 63; No. 2, 1886, pp. 123–133; No. 3, 1888, p. 122; No. 5, 1888, pp. 53, 54, 59, 60, 80–86; No. 1, 1892, p. 71; Special report on District of Columbia for 1869, pp. 193, 300, 351–400. Special report, New Orleans Exposition, 1884–85, pp. 468–470, 775–781.

The total expenditure for the public schools of the South (the 16 former slave States and the District of Columbia) for the scholastic year 1900–1901 was $35,405,561. It is estimated that about 17 per cent of this sum, or about $6,000,000, was expended in support of the negro public schools. Table 1 below shows the expenditure for both races for each year since 1870–71, the aggregate for the thirty-one years being $650,026,877. During the first part of the period the colored schools did not receive as large a share as 17 per cent of the whole, but it is estimated that the South has expended for the education of the colored race in the public schools about $121,000,000. It is impossible to obtain an accurate statement as to the amounts separately expended for the education of the negroes, for the reason that in 11 of the Southern States separate accounts are not kept. In Maryland the expenditure for negro schools is known for each of the thirty-one years. In North Carolina separate accounts have been kept since 1873, in the District of Columbia since 1875, in Kentucky from 1880 to 1897, in Texas since 1892, in Florida since 1893, and in South Carolina since 1895. These statistics are given in the introduction to Vol. 1 of this Report.

TABLE 1.—*Sixteen former slave States and the District of Columbia.*

Year.	Common school enrollment.		Expenditures (both races).	Year.	Common school enrollment.		Expenditures (both races).
	White.	Colored.			White.	Colored.	
1870–71	.....	.....	$10,385,464	1887–88	3,110,606	1,140,405	$21,810,158
1871–72	.....	.....	11,623,238	1888–89	3,197,830	1,213,692	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	28,535,738
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	1,423,593	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 *a*	4,238,506	1,544,833	34,708,668
1883–84	2,546,448	1,002,313	17,884,558	1900–1901 *a*	4,268,877	1,564,526	35,405,561
1884–85	2,676,911	1,030,463	19,253,874				
1885–86	2,773,145	1,048,659	20,208,113	Total	.....	.....	650,026,877
1886–87	2,975,773	1,118,556	20,821,969				

a Subject to correction.

The estimated number of children in the South between 5 and 18 years of age for the scholastic year 1900–1901 was 8,698,888. Of this number 5,964,665, or 68.57 per cent, were white and 2,734,223, or 31.43 per cent, were colored, as shown in the first part of Table 2. The same table shows that the enrollment in the white public schools was 4,268,877, or 71.57 per cent of the white school population, while the enrollment in the colored public schools was 1,564,526, or 57.22 per cent of the colored school population. The average daily attendance in the white schools was 2,812,758, or 65.89 per cent of the white enrollment, and the average daily attendance in the negro schools was 977,192, or 62.46 per cent of the colored enrollment.

PUBLIC HIGH SCHOOLS.

Public high schools for negroes now number 100, an increase of 8 over the preceding year, 94 of these schools being in the South. Tables 3 to 6 summarize the statistics of the 100 schools mentioned. The statistics of the 94 schools in the South are also included in Table 2, which gives the enrollment and attendance in the common schools. For the 100 public high schools for negroes there were 326 teachers in 1900–1901, an increase of 54 over the preceding year. These schools had a total enrollment of 12,202, an increase of 3,754. The enrollment in the elementary grades connected with these high schools was 6,633, or more than half the total enrollment. The total number of secondary students was 5,569, an increase of only 337. In the high school grades there were 1,151 students in the classical course, an increase of 68; in the scientific courses 1,608, an increase of 305; in the English course 2,107, a decrease of 681; in the business course 249, an increase of 149; in the normal course 286, an increase of 80. The number receiving manual or industrial training was 1,259, an increase of 659. The number of graduates from the high school departments was 678, an increase of 32 over the preceding year.

An incomplete financial summary of the public high schools for negroes is given in Table 6. In most cases separate accounts for high schools are not kept. Of the 100 schools, 65 had libraries aggregating 14,780 volumes, valued at $13,740. The value of buildings, grounds, and equipment of 70 schools was $738,141. Only 16 schools reported the amount of State or municipal aid, aggregating $31,604. The sum of $739 was received by 8 schools from tuition fees, and 4 schools received $2,650 from other sources. The aggregate income of 18 schools reporting this item was $34,993. The statistics of the 100 high schools are given in Table 13.

SCHOOLS SUPPORTED FROM PRIVATE SOURCES.

The number of schools of secondary and higher grade for the education of colored students and supported almost entirely from private sources was 138, as reported to this office for the year 1900–1901. This was a decrease of 7 in the number of schools reporting. Of the 138 schools 5 are not in the South. Tables 7 to 12 summarize the statistics of these schools.

The 138 schools had an aggregate enrollment of 39,419, an increase of 1,723. The elementary grades had 22,893 pupils, an increase of 850; the secondary grades 13,547 students, an increase of 280, and the collegiate grades 2,979 students, an increase of 593.

These schools had 1,781 teachers for all the grades, a decrease of 45 from the preceding year.

In the secondary and higher grades, as shown in Table 8, these schools had 1,600 students in the classical course, an increase of 82; in the scientific courses 842, an increase of 185; in English course 9,972, a decrease of 1,434; in business course 402, an increase of 58, and in the normal course 3,776, a decrease of 1,105. The apparent decrease in the number of students in the English and normal courses may be due to the fact that many pupils in the elementary grades were reported the pre-

ceding year as belonging in these courses. They should not be so included until they have passed from the elementary grades.

Table 9 shows that there were 744 graduates from the high-school course, a decrease of 63, and 793 graduates from the normal course, a decrease of 10. The number of graduates from collegiate courses was 247, an increase of 91.

Table 10 shows that there were 1,673 students and graduates in professional courses, a decrease of 78. There were 768 students and 71 graduates in theology, 121 students and 24 graduates in law, 493 students and 39 graduates in medicine, 70 students and 10 graduates in dentistry, 68 students and 7 graduates in pharmacy, 143 students and 27 graduates in nurse training.

In the 138 schools there were 17,138 pupils and students, in all the grades, receiving industrial training, an increase of 1,455 over the preceding year. There were 2,294 in farm and garden work, 2,279 in carpentry, 236 in blacksmithing, 34 in plastering, 131 in painting, 109 in tin or sheet-metal work, 355 in forging, 257 in machine-shop work, 108 in shoemaking, 597 in printing, 9,349 in sewing, 2,930 in cooking, and 4,429 in other trades.

Table 12 is a financial summary. The aggregate income of 114 of the 138 schools was $1,193,384. The amount of State or municipal aid received by 41 schools was $293,129; received from tuition fees by 85 schools, $137,356; received from productive funds by 35 schools, $163,297; received from other sources by 98 schools, $599,602. The value of benefactions or bequests received by 43 schools for the year 1900–1901 was $505,244. The number of volumes in the libraries of 110 schools was 250,524, valued at $238,798. The value of grounds, buildings, furniture, and scientific apparatus of 111 schools was $7,624,520.

Tables 14 and 15 give in detail the statistics of the 138 schools.

TABLE 2.—*Common-school statistics of the South, 1900–1901.*

State.	Estimated number of persons 5 to 18 years of age.		Percentage of the whole.		Pupils enrolled in the public schools.		Per cent of persons 5 to 18 years enrolled.	
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.
Alabama	a 329,003	a 281,348	53.90	46.10	a 234,000	a 142,423	71.12	50.62
Arkansas	324,470	125,066	72.18	27.82	239,378	84,481	73.78	67.55
Delaware	a 40,094	a 8,888	81.85	18.15	a 30,754	a 6,141	76.70	69.09
Dist. Columbia	41,685	20,041	67.53	32.47	31,851	15,580	76.41	77.74
Florida	95,592	72,933	56.72	43.28	68,029	43,578	71.17	59.75
Georgia	389,470	363,050	51.76	48.24	291,000	209,848	74.72	55.32
Kentucky	587,870	86,399	87.19	12.81	434,925	62,934	73.98	72.84
Louisiana	236,570	222,730	51.51	48.49	125,272	73,624	52.95	33.06
Maryland	266,110	70,120	79.15	20.85	175,747	48,257	66.04	68.82
Mississippi	b 209,400	b 312,400	40.13	59.87	b 167,684	b 192,493	80.08	61.62
Missouri	883,670	45,295	95.12	4.88	679,209	32,511	76.86	71.78
North Carolina	415,770	221,120	65.28	34.72	290,178	141,180	69.79	63.85
South Carolina	183,660	287,540	38.98	61.02	127,230	157,976	69.27	54.94
Tennessee	a 490,365	a 156,103	75.85	24.15	a 384,649	a 100,705	78.44	64.51
Texas	827,820	224,350	78.68	21.32	a 523,042	a 136,556	63.18	60.87
Virginia	b 358,700	b 225,600	61.39	38.61	b 241,696	b 117,129	67.38	51.92
West Virginia	a 284,416	a 11,240	96.20	3.80	a 224,233	a 8,110	78.84	72.15
Total, 1900–1901.	5,964,665	2,734,223	68.57	31.43	4,268,877	1,564,526	71.57	57.22
Total, 1889–1890.	c 5,132,948	2,510,847	67.15	32.85	3,402,420	1,296,959	67.15	32.85

a In 1899-1900. b In 1898–99. c United States census.

TABLE 2.—*Common-school statistics of the South, 1900–1901*—Continued.

State.	Average daily attendance.		Per cent of enrollment.		Number of teachers.	
	White.	Colored.	White.	Colored.	White.	Colored.
Alabama	a198,463	a99,342	84.81	69.75	a5,000	a1,578
Arkansas	149,826	53,011	62.59	62.75	5,916	1,556
Delaware	a21,500	a3,800	69.91	61.88	ab693	ab138
District of Columbia	24,789	11,883	77.83	76.27	857	426
Florida	45,202	30,123	66.45	69.12	2,094	679
Georgia	c187,566	c122,887	64.46	61.18	6,733	3,567
Kentucky	272,129	40,225	62.57	63.92	9,056	1,457
Louisiana	90,425	49,817	72.18	67.66	3,219	1,052
Maryland	112,803	22,712	64.18	47.06	4,198	838
Mississippi	d98,695	d102,898	59.45	53.45	d4,871	d3,285
Missouri	436,955	22,031	64.33	67.76	15,366	794
North Carolina	172,272	80,747	59.37	57.19	5,472	2,515
South Carolina	94,548	113,566	74.31	71.89	b3,378	b2,436
Tennessee	a270,662	a67,904	70.36	67.42	ab7,329	ab1,866
Texas	d349,767	d89,012	66.87	65.18	12,247	3,127
Virginia	d141,382	d61,754	58.50	52.72	d6,671	d2,165
West Virginia	a145,774	a5,480	65.01	67.57	a6,800	a267
Total, 1900–1901	2,812,758	977,192	65.89	62.46	99,900	27,746
Total, 1889–1890	2,165,249	813,710	63.64	62.74	78,903	24,072

a In 1899–1900. b Estimated. c Cities estimated. d In 1898–99.

TABLE 3.—*Teachers and students in public high schools for the colored race in 1900–1901.*

State.	Schools.	Teachers.			Pupils enrolled.								
					Total.			Elementary.			Secondary.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	1	1	2	3	26	68	94	.....	.....	.....	26	68	94
Arkansas	4	8	7	15	276	439	715	199	262	461	77	177	254
District of Columbia	1	19	11	30	205	535	740	.....	.....	.....	205	535	740
Florida	2	3	0	3	21	30	51	10	17	27	11	13	24
Georgia	4	4	8	12	200	333	533	170	229	399	30	104	134
Illinois	2	2	2	4	386	492	878	361	437	798	25	55	80
Indiana	3	5	2	7	122	147	269	68	74	142	54	73	127
Kentucky	8	19	14	33	352	573	925	197	210	407	155	363	518
Maryland	2	4	6	10	142	144	286	33	0	33	109	144	253
Mississippi	7	7	8	15	143	402	545	54	59	113	89	343	432
Missouri	18	28	14	42	691	991	1,682	446	431	877	245	560	805
North Carolina	3	4	3	7	88	133	221	53	73	126	35	60	95
Pennsylvania	1	1	0	1	2	16	18	0	0	0	2	16	18
South Carolina	7	8	3	11	177	278	455	121	157	278	56	121	177
Tennessee	8	24	27	51	1,108	1,725	2,833	967	1,372	2,339	141	353	494
Texas	19	34	13	47	445	751	1,196	222	259	481	223	492	715
Virginia	7	9	16	25	135	421	556	0	0	0	135	421	556
West Virginia	3	6	4	10	89	116	205	73	79	152	16	37	53
Total	100	186	140	326	4,608	7,594	12,202	2,974	3,659	6,633	1,634	3,935	5,569

TABLE 4.—*Classification of colored students in public high schools by courses of study, 1900–1901.*

State.	Students in classical course.			Students in scientific courses.			Students in English course.			Students in business course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	0	0	0	0	0	0	0	0	0	26	68	94
Arkansas	15	15	30	39	86	125	0	0	0	0	0	0
District of Columbia	121	329	450	0	0	0	0	0	0	50	60	110
Florida	11	13	24	6	5	11	21	30	51	0	0	0
Georgia	27	49	76	10	36	46	10	36	46	10	10	20
Illinois	0	0	0	4	8	12	21	47	68	0	0	0
Indiana	39	51	90	0	0	0	2	8	10	0	0	0
Kentucky	32	61	93	61	124	185	0	0	0	1	11	12
Maryland	0	0	0	0	0	0	0	0	0	0	0	0
Mississippi	10	22	32	39	20	59	106	298	404	0	0	0
Missouri	2	7	9	185	414	599	126	324	450	7	0	7
North Carolina	0	0	0	6	22	28	63	85	148	0	0	0
Pennsylvania	0	5	5	0	0	0	0	0	0	0	0	0
South Carolina	30	74	104	19	37	56	35	47	82	0	0	0
Tennessee	15	28	43	25	69	94	75	169	244	1	5	6
Texas	38	75	113	86	220	306	63	125	188	0	0	0
Virginia	10	39	49	30	57	87	89	327	416	0	0	0
West Virginia	9	24	33	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	359	792	1,151	510	1,098	1,608	611	1,496	2,107	95	154	249

TABLE 5.—*Number of normal students, manual-training students, and graduates in colored public high schools in 1900–1901.*

State.	Students in normal course.			Pupils receiving industrial training.			Graduates high-school course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	0	0	0	0	0	0	2	5	7
Arkansas	0	0	0	15	0	15	7	11	18
District of Columbia	0	0	0	12	14	26	23	58	81
Florida	7	6	13	0	0	0	6	5	11
Georgia	19	36	46	20	30	50	3	13	16
Illinois	0	0	0	18	42	60	2	5	7
Indiana	0	0	0	0	0	0	4	7	11
Kentucky	2	45	47	217	230	447	21	54	75
Maryland	0	0	0	60	0	60	11	13	24
Mississippi	0	2	2	0	0	0	6	28	34
Missouri	0	32	32	62	206	268	33	86	119
North Carolina	17	15	32	19	49	68	0	16	16
Pennsylvania	0	0	0	0	0	0	0	0	0
South Carolina	10	17	27	1	1	2	2	17	19
Tennessee	10	15	25	5	11	16	20	45	65
Texas	3	1	4	121	126	247	22	54	76
Virginia	6	52	58	0	0	0	14	77	91
West Virginia	0	0	0	0	0	0	1	7	8
Total	65	221	286	550	709	1,259	177	501	678

TABLE 6.—*Financial summary of the colored public high schools.*

State.	Number of schools reporting.	Volumes in libraries.	Number of schools reporting.	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 1900-1901.
Alabama														
Arkansas	2	475	2	$428	3	$33,250								
District of Columbia	1	1,600	1	2,300	1	136,300								
Florida	1	20	1	15	1	5,000	1	$2,225	0		1	$50	1	$2,275
Georgia	1	300	1	300	4	27,200	1	2,234					1	2,234
Illinois	2	253	2	300	2	59,000								
Indiana	1	450	1	150	1	1,500								
Kentucky	5	1,253	5	780	3	49,000	2	4,680	1	$170			2	4,850
Maryland														
Mississippi	4	498	4	390	7	31,300	2	10,000			2	2,200	3	12,200
Missouri	16	3,784	16	3,045	13	92,385	1	2,000	1	140			1	2,140
North Carolina	2	505	2	510	2	11,000	1	1,250					1	1,250
Pennsylvania	1	30	1	20										
South Carolina	2	174	2	170	4	7,000	1	175	1	9			1	184
Tennessee	6	1,247	6	1,785	8	93,900	2	1,650	2	150	0		2	1,800
Texas	15	2,605	15	2,172	15	130,806	5	7,390	3	270			5	7,660
Virginia	3	1,006	3	700	4	45,000					1	400	1	400
West Virginia	3	580	3	675	2	15,500								
Total	65	14,780	65	13,740	70	738,141	16	31,604	8	739	4	2,650	18	34,993

TABLE 7.—*Teachers and students in secondary and higher schools for the colored race in 1900–1901 (not including higher public schools).*

State.	Number of schools.	Teachers.			Students.											
					Elementary.			Secondary.			Collegiate.			Total.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	11	59	109	168	1,535	1,481	3,016	707	772	1,479	77	17	94	2,319	2,270	4,589
Arkansas	6	26	25	51	401	489	890	135	131	266	145	110	255	681	730	1,411
Delaware	1	4	2	6				27	9	36	15	11	26	42	20	62
District of Columbia	3	75	22	97	76	84	160	136	138	274	410	193	603	622	415	1,037
Florida	7	22	35	57	372	418	790	151	251	402	1	0	1	524	669	1,193
Georgia	19	75	158	233	1,674	2,784	4,458	747	1,211	1,958	219	60	279	2,640	4,055	6,695
Kentucky	4	15	7	22	37	45	82	169	121	290	50	20	70	256	186	442
Louisiana	6	44	56	100	890	1,404	2,294	117	231	348	44	6	50	1,051	1,641	2,692
Maryland	5	13	24	37	0	167	167	60	73	133	34	42	76	94	282	376
Mississippi	10	47	73	120	731	832	1,563	372	471	843	61	15	76	1,164	1,318	2,482
Missouri	2	14	8	22	114	126	240	114	113	227	14	2	16	242	241	483
New Jersey	1	3	7	10	21	13	34	34	50	84	0	0	0	55	63	118
North Carolina	21	101	96	197	707	1,240	1,947	895	1,107	2,002	245	110	355	1,847	2,457	4,304
Ohio	1	23	8	31				99	170	269	61	11	72	160	181	341
Oklahoma	1	5	2	7	70	85	155	13	24	37				83	109	192
Pennsylvania	2	15	6	21	72	95	167	49	102	151	199	0	199	320	197	517
South Carolina	12	74	84	158	1,051	1,302	2,353	1,025	978	2,003	89	52	141	2,165	2,332	4,497
Tennessee	8	71	86	157	667	916	1,583	415	532	947	405	38	443	1,487	1,486	2,973
Texas	6	35	62	97	228	579	807	396	377	773	74	43	117	698	999	1,697
Virginia	10	77	93	170	890	1,180	2,070	441	414	855	96	10	106	1,427	1,604	3,031
West Virginia	2	12	8	20	51	66	117	62	108	170	0	0	0	113	174	287
Total	138	810	971	1,781	9,587	13,306	22,893	6,164	7,383	13,547	2,239	740	2,979	17,990	21,429	39,419

TABLE 8.—*Classification of colored students, by courses of study, in secondary and higher schools, 1900–1901.*

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	3	0	3	11	20	31	1,049	530	1,579	1	2	3
Arkansas	29	17	46	11	11	22	52	77	129	28	25	53
Delaware				13	0	13						
District of Columbia	150	31	181	6	0	6	76	84	160	7	19	26
Florida	1	0	1	0	0	0	162	296	458	0	0	0
Georgia	61	33	94	47	71	118	551	1,259	1,810	4	10	14
Kentucky	50	20	70				27	0	27			
Louisiana	28	5	33	5	12	17	268	409	677	13	19	32
Maryland	20	5	25	0	0	0	29	53	82	0	0	0
Mississippi	56	35	91	21	17	38	541	459	1,000	35	14	49
Missouri	14	2	16	31	5	36						
New Jersey	0	0	0	0	0	0	53	55	108	0	0	0
North Carolina	167	33	200	195	143	338	626	748	1,374	41	15	56
Ohio	12	0	12	51	0	51				22	20	42
Oklahoma				10	18	28						
Pennsylvania	146	0	146							7	15	22
South Carolina	162	79	241	36	34	70	734	799	1,533	15	22	37
Tennessee	174	77	251	25	6	31	161	190	351	12	15	27
Texas	33	13	46	17	10	27	7	9	16	6	6	12
Virginia	74	63	137	16	0	16	257	411	668	22	7	29
West Virginia	7	0	7									
Total	1,187	413	1,600	495	347	842	4,593	5,379	9,972	213	189	402

TABLE 9.—*Number of colored normal students and graduates in secondary and higher schools, 1900–1901.*

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	163	334	497	30	16	46	14	32	46	3	1	4
Arkansas	70	91	161	10	2	12	10	11	21	3	3	6
Delaware										0	1	1
District of Columbia	30	201	231	11	1	12	12	81	93	12	0	12
Florida	21	45	66	4	18	22	0	2	2			
Georgia	46	392	438	28	56	84	9	55	64	13	6	19
Kentucky	76	116	192	9	7	16	4	4	8	3	0	3
Louisiana	2	31	33	16	24	40	6	20	26	6	1	7
Maryland	34	51	85	2	1	3	3	7	10	4	1	5
Mississippi	75	125	200	77	68	145	11	25	36	20	1	21
Missouri	21	42	63	2	3	5	14	10	24			
New Jersey	2	6	8	1	3	4	0	0	0	0	0	0
North Carolina	220	393	613	80	59	139	63	56	119	28	9	37
Ohio	38	40	78						0	8	4	12
Oklahoma	13	24	37				1	1	2			
Pennsylvania				7	15	22	0	0	0	37	0	37
South Carolina	73	130	203	44	52	96	51	94	145	4	1	5
Tennessee	118	196	314	14	5	19	18	55	73	60	7	67
Texas	132	157	289	20	8	28	21	17	38	4	1	5
Virginia	55	131	186	31	20	51	27	43	70	6	0	6
West Virginia	34	48	82				4	12	16	0	0	0
Total	1,223	2,553	3,776	386	358	744	268	525	793	211	36	247

TABLE 10.—*Colored professional students and graduates in secondary and higher schools, 1900–1901.*

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	160	49	209	160	7	.....	....	.....	....	.....	....	.....	....	49	10
Arkansas	47	0	47	43	....	2	....	2	....	.....	....	.....	....	.....	....
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
District of Columbia	352	32	384	62	13	84	18	139	19	34	10	33	6	32	16
Florida	8	0	8	8	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	164	32	196	161	24	3	....	.....	.....	.....	....	.....	....	32	....
Kentucky	19	0	19	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	38	0	38	6	....	.....	....	32	2	.....	.....	.....	.....	.....	....
Maryland	8	0	8	8	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
Mississippi	5	28	33	5	5	.....	.....	.....	.....	.....	.....	.....	.....	28	....
Missouri	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Jersey	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina	177	8	185	59	8	12	4	98	18	.....	....	8	1	8	1
Ohio	21	0	21	20	....	1	....	.....	.....	.....	.....	.....	.....	.....	....
Oklahoma	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
Pennsylvania	51	0	51	51	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
South Carolina	39	0	39	39	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
Tennessee	369	0	369	85	6	13	2	218	....	27	....	26	....	0	0
Texas	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	66	0	66	42	....	6	....	4	....	9	....	1	....	4	....
West Virginia	0	0	0	0	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
Total	1,524	149	1,673	768	71	121	24	493	39	70	10	68	7	143	27

TABLE 11.—*Industrial training of colored students in secondary and higher schools, 1900–1901.*

State.	Pupils receiving industrial training.			Students trained in industrial branches.											
	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
Alabama	1,430	1,370	2,800	326	192	41	...	21	17	83	66	32	53	749	153	1,510
Arkansas	121	521	642	43	50	....	...	2	....	12	8	1	33	492	177	100
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
District of Columbia	134	73	207	12	81	....	...	.....	.....	.....	.....	...	41	72	.....	13
Florida	119	355	474	92	73	....	...	.....	.....	.....	.....	...	1	318	115	143
Georgia	362	1,899	2,261	51	253	....	...	.....	.....	19	10	10	75	1,720	213	193
Kentucky	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	305	410	715	72	138	....	...	.....	.....	.....	55	3	35	364	0	162
Maryland	73	229	302	36	4	....	...	.....	.....	1	.....	...	6	209	46	73
Mississippi	435	934	1,369	298	217	....	10	52	....	85	.....	...	7	879	364	206
Missouri	76	49	125	.....	36	....	...	.....	.....	34	6	...	6	49	.....	.....
New Jersey	34	73	107	10	34	....	...	.....	.....	.....	.....	...	.....	40	20	34
North Carolina	749	1,229	1,978	261	389	66	8	10	67	20	4	19	80	922	683	1,078
Ohio	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	102	170	272	0	24	12	0	0	0	0	0	15	11	0	87	123
South Carolina	758	1,435	2,193	245	306	79	...	10	....	18	78	16	78	1,295	410	233
Tennessee	307	611	918	93	95	5	1	...	....	...	....	2	51	641	217	173
Texas	465	627	1,092	15	217	18	...	...	....	40	15	...	61	563	237	59
Virginia	631	1,002	1,633	740	145	15	15	36	25	43	15	10	59	1,021	183	329
West Virginia	25	25	50	.....	25	....	...	.....	.....	.....	.....	...	...	15	25	.....
Total	6,126	11,012	17,138	2,294	2,279	236	34	131	109	355	257	108	597	9,349	2,930	4,429

TABLE 12.—*Financial summary of the 138 secondary and higher colored schools.*

State.	Number of schools reporting.	Value of benefactions or bequests, 1900-1901.	Number of schools reporting.	Volumes in library.	Number of schools reporting.	Value of library.	Number of schools reporting.	Value of grounds, buildings, furniture, and scientific apparatus.	Number of schools reporting.	Amount of State or municipal aid.
Alabama	4	$193,161	9	$15,789	9	$12,324	9	$553,182	4	$17,298
Arkansas	3	7,450	4	7,330	4	6,450	4	109,800	1	3,250
Delaware	.....	.....	1	550	1	400	1	34,000	1	5,000
District of Columbia	.....	.....	2	14,350	2	40,250	1	700,000	1	35,100
Florida	1	1,746	5	2,855	5	2,425	5	72,000	1	500
Georgia	8	53,585	17	38,150	17	35,775	17	1,301,791	2	19,833
Kentucky	1	2,500	3	2,562	3	2,400	3	83,000	1	3,000
Louisiana	4	30,975	4	12,953	4	8,720	3	311,533	1	22,893
Maryland	.....	.....	2	6,000	2	7,000	3	70,500	1	2,000
Mississippi	4	8,649	7	13,700	7	13,000	9	524,000	1	26,226
Missouri	.....	.....	2	2,800	2	2,300	2	75,800	1	15,295
New Jersey	0	0	1	200	1	150	.....	.....	1	5,000
North Carolina	4	8,764	15	25,148	15	14,190	17	511,250	11	19,997
Ohio	.....	.....	1	6,000	1	10,000	1	155,000	1	35,000
Oklahoma	.....	.....	1	600	1	1,000	1	22,100	1	10,272
Pennsylvania	.....	.....	1	16,500	1	9,000	1	271,000	.....	.....
South Carolina	5	12,500	11	14,525	11	11,134	11	532,350	3	8,750
Tennessee	2	10,140	8	24,402	8	26,850	7	528,000	4	3,702
Texas	2	1,112	6	10,900	6	9,570	6	394,514	1	18,600
Virginia	5	174,662	8	28,650	8	18,860	8	1,234,200	2	33,663
West Virginia	.....	.....	2	6,560	2	7,000	2	149,500	2	7,750
Total	43	505,244	110	250,524	110	238,798	111	7,624,520	41	293,129

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 1900-1901.
Alabama	6	$6,561	3	$8,807	6	$40,657	7	$73,323
Arkansas	4	6,478	1	800	5	22,773	5	33,301
Delaware	.....	.....	.....	.....	1	2,264	1	7,264
District of Columbia	1	1,200	1	8,000	2	6,700	2	51,000
Florida	5	1,999	0	.....	5	9,330	7	11,829
Georgia	14	24,612	7	24,406	15	79,254	16	148,105
Kentucky	1	175	.....	.....	2	6,600	2	9,775
Louisiana	3	5,213	3	6,857	2	4,744	4	39,707
Maryland	2	1,627	3	6,250	1	6,000	3	15,877
Mississippi	6	10,552	2	12,692	7	28,268	9	77,738
Missouri	1	500	1	425	2	3,339	2	19,559
New Jersey	1	384	0	.....	1	176	1	5,560
North Carolina	11	12,724	3	6,175	14	52,082	16	90,978
Ohio	1	3,000	1	1,800	1	3,000	1	42,800
Oklahoma	.....	.....	.....	.....	1	2,567	1	12,839
Pennsylvania	1	1,156	1	21,386	1	12,090	1	34,632
South Carolina	7	8,367	3	12,954	7	32,888	10	62,959
Tennessee	8	25,046	1	2,893	8	76,084	8	107,725
Texas	4	14,610	.....	.....	6	50,433	6	83,643
Virginia	8	12,601	4	47,683	9	158,885	10	252,832
West Virginia	1	551	1	2,169	2	1,468	2	11,938
Total	85	137,356	35	163,297	98	599,602	114	1,193,384

TABLE 13.—*Public high schools for negroes—Teachers,*

	Location.	Name of school.	Teachers.		Pupils enrolled.						Students.			
					Total.		Elementary grades.		Secondary grades.		Classical course.		Scientific courses.	
			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
	ALABAMA.													
1	Mobile	Broad Street Academy	1	2	26	68	....	....	26	68	....	....	....	....
	ARKANSAS.													
2	Fort Smith	Howard High School	3	0	15	25	....	....	15	25	15	15	....	....
3	Little Rock	Union High School*	2	7	248	361	199	262	49	99	....	....	34	65
4	Newport	High School*	1	0	8	32	....	....	8	32	....	....	....	....
5	Pine Bluff	....do	2	0	5	21	....	....	5	21	....	....	5	21
	DISTRICT OF COLUMBIA.													
6	Washington	High School	19	11	205	535	....	....	205	535	121	329	0	0
	FLORIDA.													
7	Fernandina	District School No. 1	1	0	15	25	10	17	5	8	5	8	....	....
8	Gainesville	Union Academy	2	0	6	5	....	....	6	5	6	5	6	5
	GEORGIA.													
9	Athens	West Broad High School*	1	6	177	263	170	229	7	34	7	34	....	....
10	Madison	Madison Academy	1	1	10	36	....	....	10	36	20	15	10	36
11	Rome	High School	1	1	3	14	....	....	3	14	....	....	....	....
12	Sandersville	....do	1	0	10	20	....	....	10	20	....	....	....	....
	ILLINOIS.													
13	Cairo	Sumner High School	1	1	381	484	361	437	20	47	0	0	0	0
14	East St. Louis	Lincoln High School	1	1	5	8	....	....	5	8	....	....	4	8
	INDIANA.													
15	Evansville	Clark High School*	3	1	37	43	....	....	37	43	37	43	....	....
16	New Albany	Scribner High School	1	1	36	49	21	27	15	22	....	....	....	....
17	Vincennes	High School	1	0	49	55	47	47	2	8	2	8	....	....
	KENTUCKY.													
18	Covington	William Grant High School.	1	1	9	22	....	....	9	22	....	....	9	22
19	Frankfort	Clinton Street High School.	1	3	13	29	....	....	13	29	....	....	13	29
20	Lexington	Russell School	3	1	19	40	....	....	19	40	19	40	....	....
21	Louisville	Central High School	8	1	65	184	....	....	65	184	....	....	....	....
22	Owensboro	High School	2	1	20	34	....	....	20	34	9	15	10	19
23	Paducah	Lincoln High School	1	0	11	19	....	....	11	19	....	....	11	19
24	Paris	High School	2	6	207	230	197	210	10	20	4	6	10	20
25	Winchester	.....do.*	1	1	8	15	....	....	8	15	....	....	8	15
	MARYLAND.													
26	Baltimore	Baltimore City Colored High School.	1	6	49	144	....	....	49	144	....	....	....	....
27	Baltimore	Colored Polytechnic Institute.	3	0	93	0	33	0	60	0	....	....	....	....
	MISSISSIPPI.													
28	Greenville	Greenville School No. 2*.	0	2	17	29	0	0	17	29	....	....	....	....
29	Grenada	Graded School	1	0	3	10	....	....	3	10	....	....	....	....
30	Jackson	Graded School No. 2	1	0	2	10	....	....	2	10	....	....	....	....
31	Port Gibson	High School No. 1	1	0	2	35	....	....	2	35	0	0	0	0
32	Sardis	Panola High School	1	1	10	30	....	....	10	30	0	2	9	15
33	Vernon	Blue Ridge Academy	1	0	57	63	54	59	3	4	....	....	....	....
34	Vicksburg	Cherry Street College*	2	5	52	225	....	....	52	225	10	20	30	5

*Statistics of 1899-1900.

students, courses of study, etc., 1900–1901.

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 1900–1901.	
English course.		Business course.		Normal course.													
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
....	....	26	68	....	....	2	5	....	....	.....	.....	.....	.....	.....	.....	.....	1
....	....	....	....	....	....	....	....	15	0	400	$8,000	.....	.....	.....	.....	.....	2
....	....	....	....	....	....	7	11	....	....	.....	22,250	.....	.....	.....	.....	.....	3
....	....	....	....	....	....	0	0	....	....	.....	3,000	.....	.....	.....	.....	.....	4
....	....	....	....	....	....	....	....	....	....	75	.....	.....	.....	.....	.....	.....	5
....	....	50	60	....	....	23	58	12	14	1,600	136,300	.....	.....	.....	.....	.....	6
15	25	0	0	1	1	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	7
6	5	0	0	6	5	6	5	0	0	20	5,000	$2,225	0	0	$50	$2,275	8
....	....	....	....	....	....	1	6	....	....	300	4,000	2,234	.....	.....	.....	2,234	9
10	36	10	10	10	36	0	5	0	0	0	20,000	.....	.....	.....	.....	.....	10
....	....	....	....	....	....	2	2	....	....	.....	2,000	.....	.....	.....	.....	.....	11
....	....	....	....	....	....	....	....	20	30	.....	1,200	.....	.....	.....	.....	.....	12
20	47	0	0	0	0	2	5	18	42	233	29,000	.....	.....	.....	.....	.....	13
1	0	....	....	....	....	0	0	0	0	20	30,000	.....	.....	.....	.....	.....	14
....	....	....	....	....	....	4	4	0	0	.....	.....	.....	.....	.....	.....	.....	15
....	....	....	....	....	....	0	3	....	....	450	1,500	.....	.....	.....	.....	.....	16
2	8	....	....	....	....	0	0	....	....	.....	.....	.....	.....	.....	.....	.....	17
....	....	....	....	....	....	....	....	....	....	50	.....	.....	.....	.....	.....	.....	18
....	....	....	....	....	....	3	10	10	0	153	16,000	2,000	.....	.....	.....	2,000	19
....	....	....	....	....	....	7	9	0	0	100	.....	.....	.....	.....	.....	.....	20
....	....	....	....	2	45	4	24	....	....	.....	.....	.....	.....	.....	.....	.....	21
....	....	1	11	....	....	0	3	....	....	250	.....	.....	.....	.....	.....	.....	22
0	0	0	0	0	0	5	3	....	....	.....	.....	.....	.....	.....	.....	.....	23
....	....	....	....	....	....	2	5	207	280	700	30,000	2,680	$170	.....	.....	2,850	24
....	....	....	....	....	....	....	....	....	....	.....	3,000	.....	.....	.....	.....	.....	25
....	....	....	....	....	....	4	13	....	....	.....	.....	.....	.....	.....	.....	.....	26
....	....	....	....	....	....	7	0	60	0	.....	.....	.....	.....	.....	.....	.....	27
17	29	....	....	....	....	2	2	....	....	24	3,000	2,500	.....	.....	.....	2,500	28
....	....	....	....	....	....	....	....	....	....	0	2,500	.....	.....	.....	.....	.....	29
2	10	....	....	....	....	1	8	....	....	120	10,000	.....	.....	.....	.....	.....	30
0	0	0	0	0	0	0	5	0	0	0	2,000	.....	.....	.....	.....	.....	31
10	14	....	....	0	2	0	2	....	....	200	5,000	.....	.....	.....	.....	.....	32
25	20	....	....	....	....	3	1	....	....	.....	800	.....	.....	.....	400	400	33
52	225	....	....	....	....	0	10	....	....	154	8,000	7,500	.....	.....	1,800	9,300	34

TABLE 13.—*Public high schools for negroes—Teachers,*

	Location.	Name of school.	Teachers.		Pupils enrolled.						Students.			
					Total		Elementary grades.		Secondary grades.		Classical course.		Scientific courses.	
			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
	MISSOURI.													
35	Boonville	Sumner High School	1	4	125	134	118	110	7	24	....	....	....	....
36	Brunswick	Elliott High School	1	1	44	64	34	50	10	14	....	....	10	14
37	Carrollton	Lincoln High School	1	0	6	16	....	....	6	16	....	....	....	....
38	Chillicothe	Garrison High School	1	0	60	63	59	57	1	6	....	....	1	6
39	Farmington	High School*	1	0	61	52	58	49	3	3	....	....	....	....
40	Fayette	Fayette Colored School*	1	0	12	22	12	17	0	5	....	....	....	....
41	Hannibal	Douglass High School	2	1	15	26	....	....	15	26	1	6	1	4
42	Harrisonville	Prince Wipple High School.	1	0	36	30	30	20	6	10	1	1	1	1
43	Higginsville	Douglass High School	1	0	99	86	98	80	1	6	0	0	1	6
44	Huntsville	Lincoln High School*	1	0	6	6	0	0	6	6	....	....	....	....
45	Kansas City	do	4	3	79	152	0	0	79	152	0	0	79	152
46	Louisiana	do	1	0	14	19	....	....	14	19	0	0	0	0
47	Macon	Dumas High School	1	1	14	28	....	....	14	28	....	....	12	14
48	Mexico	Garfield High School	1	0	7	16	....	....	7	16	0	0	7	0
49	Moberly	Lincoln High School	1	0	11	11	....	....	11	11	....	....	11	11
50	Neosho	do.*	1	0	38	52	37	48	1	4	....	....	....	....
51	Richmond	do	1	0	2	8	....	....	2	8	0	0	0	0
52	St. Louis	Sumner High School	7	4	62	206	0	0	62	206	0	0	62	206
	NORTH CAROLINA.													
53	Clinton	Graded School*	1	2	57	63	40	53	17	10	....	....	....	....
54	Durham	Whitted School*	1	1	19	49	13	20	6	29	....	....	6	22
55	Reidsville	Graded School	2	0	12	21	....	....	12	21	....	....	....	....
	PENNSYLVANIA.													
56	Carlisle	Lincoln High School	1	0	2	16	....	....	2	16	0	5	....	....
	SOUTH CAROLINA.													
57	Columbia	Howard High School	2	0	21	55	....	....	21	55	21	55	....	....
58	Darlington	Mayo High School*	1	2	6	13	....	....	6	13	....	....	....	....
59	Easley	Graded School*	1	0	43	30	38	20	5	10	0	0	0	0
60	Newberry	Hoge Graded School*	1	0	6	11	0	0	6	11	....	....	2	9
61	Spartanburg	Dean Street School	1	0	8	15	....	....	8	15	8	15	8	15
62	Williston	Culbert Branch Graded School.	1	0	84	141	83	137	1	4	1	4	....	....
63	Yorkville	Graded School	1	1	9	13	....	....	9	13	....	....	9	13
	TENNESSEE.													
64	Chattanooga	Howard High School	3	13	416	540	399	495	17	45	0	0	14	40
65	Dickson	Wayman Academy	1	2	85	95	80	90	5	5	....	....	....	....
66	Gordonsville	High School*	2	0	40	50	30	35	10	15	0	0	0	0
67	Johnson City	Langston High School*	1	0	15	28	0	0	15	28	15	28	0	0
68	Knoxville	Austin School	5	1	114	193	100	152	14	41	0	0	10	22
69	Memphis	Kortrecht High School	3	0	15	71	....	....	15	71	....	....	....	....
70	Murfreesboro	Bradley Academy	3	3	148	195	135	160	13	35	....	....	1	7
71	Nashville	Pearl High School	6	8	275	553	223	440	52	113	....	....	....	....
	TEXAS.													
72	Bastrop	Emile High School	2	0	60	72	51	59	9	13	....	....	....	....
73	Beaumont	Central High School	1	0	3	10	....	....	3	10	....	....	....	....
74	Brenham	East End High School*	1	1	11	29	....	....	11	29	0	0	0	0
75	Bryan	High School	1	0	14	22	....	....	14	22	....	....	14	22
76	Cuero	do.*	2	0	10	15	0	0	10	15	0	0	0	0
77	Dallas	do	2	1	19	68	....	....	19	68	0	0	17	66
78	Denison	do.*	1	0	2	6	0	0	2	6	....	....	....	....
79	Fort Worth	School No. 10	2	2	16	28	....	....	16	28	16	28	....	....
80	Galveston	Central High School	4	1	63	90	50	74	13	16	....	....	....	....
81	Hempstead	High School	1	0	3	13	....	....	3	13	....	....	....	....
82	Houston	do	4	0	30	95	....	....	30	95	0	0	14	42

* Statistics of 1899–1900.

students, courses of study, etc., 1900–1901—Continued.

Students.																	
English course.		Business course.		Normal course.		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 1900–1901.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
7	24	....	....	....	....	2	7	....	....	600	$6,000	$2,000	$140	.....	.....	$2,140	35
....	....	....	....	....	....	0	5	0	0	100	5,000	.....	.....	.....	.....	.....	36
....	....	....	....	....	....	1	7	....	....	78	2,000	.....	.....	.....	.....	.....	37
....	....	....	....	....	....	0	5	....	....	600	6,000	.....	.....	.....	.....	.....	38
....	....	....	....	....	....	3	1	....	....	.....	.....	.....	.....	.....	.....	.....	39
12	22	0	0	0	0	0	0	0	0	50	2,400	.....	.....	.....	.....	.....	40
13	16	....	....	....	....	0	5	....	....	300	16,000	.....	.....	.....	.....	.....	41
2	3	....	....	....	....	0	0	....	....	579	1,285	.....	.....	.....	.....	.....	42
0	0	0	0	0	0	0	0	0	0	57	1,000	.....	.....	.....	.....	.....	43
....	....	....	....	....	....	....	....	....	....	62	3,000	.....	.....	.....	.....	.....	44
0	0	0	0	0	0	13	18	0	0	.....	.....	.....	.....	.....	.....	.....	45
14	19	0	0	0	0	2	3	0	0	490	.....	.....	.....	.....	.....	.....	46
14	28	....	....	....	....	4	4	0	0	28	3,000	.....	.....	.....	.....	.....	47
0	0	7	0	0	0	1	5	0	0	300	.....	.....	.....	.....	.....	.....	48
....	....	....	....	....	....	2	0	....	....	175	1,000	.....	.....	.....	.....	.....	49
....	....	....	....	....	....	....	....	....	....	56	700	.....	.....	.....	.....	.....	50
2	6	0	0	0	0	0	0	0	0	109	.....	.....	.....	.....	.....	.....	51
62	206	0	0	0	32	5	26	62	206	200	45,000	.....	.....	.....	.....	.....	52
57	63	0	0	17	10	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	53
6	22	0	0	0	5	0	12	19	49	480	10,000	.....	.....	.....	.....	.....	54
....	....	....	....	....	....	0	4	....	....	25	1,000	1,250	.....	.....	.....	1,250	55
....	....	....	....	....	....	....	....	....	....	30	.....	.....	.....	.....	.....	.....	56
....	....	....	....	....	....	0	7	0	0	150	1,000	.....	.....	.....	.....	.....	57
....	....	....	....	....	....	1	4	....	....	.....	.....	.....	.....	.....	.....	.....	58
15	10	0	0	0	0	0	0	1	1	.....	.....	.....	.....	.....	.....	.....	59
....	....	....	....	....	....	0	2	....	....	.....	.....	.....	.....	.....	.....	.....	60
8	15	0	0	0	0	0	0	0	0	24	4,500	.....	.....	.....	.....	.....	61
3	9	....	....	1	4	1	4	....	....	.....	500	175	9	0	0	184	62
9	13	....	....	9	13	....	....	0	0	.....	1,000	.....	.....	.....	.....	.....	63
....	....	1	5	....	....	4	7	....	....	50	40,000	.....	.....	.....	.....	.....	64
....	....	....	....	....	....	....	....	....	....	70	2,000	.....	.....	.....	.....	.....	65
30	35	0	0	10	15	0	0	5	11	200	1,000	250	125	0	0	375	66
15	28	0	0	0	0	1	5	....	....	102	3,500	1,400	25	0	0	1,425	67
3	10	0	0	0	0	6	4	0	0	675	15,000	.....	.....	.....	.....	.....	68
15	71	....	....	....	....	2	11	....	....	150	20,000	.....	.....	.....	.....	.....	69
12	25	....	....	....	....	1	7	....	....	.....	2,400	.....	.....	.....	.....	.....	70
....	....	....	....	....	....	6	11	....	....	.....	10,000	.....	.....	.....	.....	.....	71
....	....	....	....	0	0	1	1	0	0	.....	7,500	.....	.....	.....	.....	.....	72
3	10	....	....	....	....	1	4	....	....	50	10,000	.....	.....	.....	.....	.....	73
11	29	0	0	0	0	1	1	0	0	10	300	300	15	.....	.....	315	74
....	....	....	....	....	....	0	0	0	0	100	5,000	.....	.....	.....	.....	.....	75
10	15	0	0	0	0	0	0	0	0	10	2,000	.....	.....	.....	.....	.....	76
2	2	0	0	0	0	3	2	0	0	530	25,000	.....	.....	.....	.....	.....	77
....	....	....	....	....	....	1	5	....	....	128	.....	.....	.....	.....	.....	.....	78
....	....	....	....	....	....	1	4	....	....	207	10,000	2,855	0	0	0	2,855	79
....	....	....	....	....	....	0	3	....	....	225	17,500	.....	.....	.....	.....	.....	80
3	13	....	....	....	....	1	1	....	....	20	.....	.....	.....	.....	.....	.....	81
0	0	0	0	0	0	1	11	0	0	612	30,000	.....	.....	.....	.....	.....	82

TABLE 13.—*Public high schools for negroes—Teachers,*

	Location.	Name of school.	Teachers.		Pupils enrolled.						Students.			
					Total.		Elementary grades.		Secondary grades.		Classical course.		Scientific courses.	
			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
	TEXAS—cont'd.													
83	Mount Pleasant	High School*	2	1	9	5	0	0	9	5	0	0	0	0
84	Mexia	....do	1	0	5	10	....	....	5	10	....	....	....	....
85	Navasota	....do	1	0	10	5	....	....	10	5	....	....	5	5
86	Orange	....do	1	0	11	25	....	....	11	25	....	....	....	....
87	Palestine	Lincoln High School	2	3	125	131	121	126	4	5	....	....	4	5
88	Paris	High School	2	2	10	36	....	....	10	36	10	36	....	....
89	Waco	....do	2	2	32	80	....	....	32	80	....	....	32	80
90	Waxahachie	....do	2	0	12	11	....	....	12	11	12	11	....	....
	VIRGINIA.													
91	Danville	High School	1	1	18	26	....	....	18	26	0	0	15	16
92	Lynchburg	....do	1	3	10	39	....	....	10	39	10	39	10	39
93	Manchester	....do	2	1	8	26	....	....	8	26	0	0	0	0
94	Petersburg	Peabody High School	1	1	14	35	....	....	14	35	....	....	....	....
95	Richmond	High and Normal School	1	10	70	271	0	0	70	271	0	0	0	0
96	Staunton	High School*	2	0	8	14	....	....	8	14	....	....	5	2
97	Winchester	Winchester Public School.	1	0	7	10	....	....	7	10	....	....	....	....
	WEST VIRGINIA.													
98	Clarksburg	High School	1	0	4	13	....	....	4	13	4	13	....	....
99	Huntington	Douglass High School	2	0	5	11	....	....	5	11	5	11	....	....
100	Parkersburg	Sumner High School	3	4	80	92	73	79	7	13	....	....	....	....

*Statistics of 1899–1900.

students, courses of study, etc., 1900–1901—Continued.

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 1900–1901.	
English course.		Business course.		Normal course.													
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
9	5	0	0	3	1	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	83
5	10	....	....	....	....	1	1	....	....	10	.....	.....	.....	.....	.....	.....	84
10	5	....	....	....	....	2	3	....	....	.....	$3,000	.....	.....	.....	.....	.....	85
....	....	....	....	....	....	0	3	0	0	203	1,750	$990	6	0	0	$990	86
....	....	....	....	....	....	1	0	121	126	.....	3,756	2,045	$205	.....	.....	2,250	87
10	36	....	....	....	....	2	3	....	....	300	8,000	.....	.....	.....	.....	.....	88
....	....	....	....	....	....	6	10	....	....	120	4,060	.....	.....	.....	.....	.....	89
....	....	....	....	....	....	0	2	....	....	100	3,000	1,200	50	.....	.....	1,250	90
3	10	0	0	0	5	5	9	0	0	0	3,000	.....	.....	.....	.....	.....	91
10	39	0	0	0	0	1	5	0	0	425	3,000	.....	.....	.....	.....	.....	92
....	....	0	0	0	0	2	10	0	0	.....	.....	.....	.....	.....	.....	.....	93
....	....	....	....	....	....	1	15	0	0	.....	.....	.....	.....	.....	.....	.....	94
70	271	0	0	4	42	2	27	....	....	350	20,000	.....	.....	.....	.....	.....	95
6	7	0	0	0	0	1	5	0	0	231	19,600	.....	.....	.....	.....	.....	96
....	....	....	....	2	5	2	6	0	0	.....	.....	.....	.....	.....	$400	400	97
....	....	....	....	....	....	0	3	....	....	280	5,500	.....	.....	.....	.....	.....	98
....	....	....	....	....	....	0	2	....	....	200	10,000	.....	.....	.....	.....	.....	99
....	....	....	....	....	....	1	2	....	....	100	.....	.....	.....	.....	.....	.....	100

TABLE 14.—*Secondary and higher schools for negroes—*

	Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.	
				White.		Colored.		Total.	Total.	
				Male.	Female.	Male.	Female.		Male.	Female.
	1	2	3	4	5	6	7	8	9	10
	ALABAMA.									
	Athens	Trinity Normal School[a]								
	Huntsville	Central Alabama Academy[a]								
1	Calhoun	Calhoun Colored School	Nonsect	2	11	2	4	19	101	151
2	Kowaliga	Kowaliga Academic and Industrial Institute.	Nonsect	0	0	3	3	6	123	92
3	Marion	Lincoln Normal School	Cong		8			8	98	175
4	Mobile	Emerson Normal Institute	Cong	1	5	0	1	7	84	169
5	Montgomery	State Normal School*	Nonsect	3	5	6	12	26	356	572
6	Normal	Agricultural and Mechanical College for Negroes.	Nonsect	0	0	15	18	33	165	205
7	Selma	Alabama Baptist Colored University.	Bapt			6	5	11	179	151
8	Talladega	Talladega College	Cong	7	17	0	2	26	246	340
	Troy	Troy Industrial Academy[a]								
9	Tuscaloosa	Oak City Academy*	Bapt				2	2	35	40
10	do	Stillman Institute	Presb	2	0	0	0	2	50	4
11	Tuskegee	Tuskegee Normal and Industrial School.	Nonsect			12	16	28	882	371
	ARKANSAS.									
12	Argenta	Shorter University*	A. M. E			3	1	4	20	66
	Arkadelphia	Arkadelphia Academy[a]								
13	Little Rock	Arkansas Baptist College	Bapt	1	0	3	7	11	214	224
14	do	Philander Smith College	M. E	1	4	6	2	13	225	242
15	Magnolia	Columbia, Lafayette, and Miller Baptist Academy.*	Bapt			1	1	2	29	22
16	Pine Bluff	Branch Normal College	Nonsect	3	0	3	3	9	150	92
17	Southland	Southland College*	Friends	2	2	3	5	12	43	84
	DELAWARE.									
18	Dover	State College for Colored Students.	Nonsect			4	2	6	42	20
	DISTRICT OF COLUMBIA.									
19	Washington	Howard University	Nonsect	46	3	29	8	86	608	306
20	do	National Kindergarten Training School.	Nonsect	0	4	0	0	4	0	22
21	do	Normal School No. 2	Nonsect	0	0	0	7	7	14	87
	FLORIDA.									
	Fernandina	District School No. 1[a]								
22	Jacksonville	Cookman Institute	M. E	2	2	2	2	8	124	85
23	do	Edward Waters College	A. M. E	0	0	5	4	9	97	124
24	do	Florida Baptist Academy	Bapt			5	5	10	65	90
	Live Oak	Florida Institute[a]								
25	Martin	Fessenden Academy				1	4	5	116	122
26	Ocala	Emerson Memorial Home	M. E		3			3	0	64
27	Orange Park	Orange Park Normal and Manual Training School.	Cong	1	6	1	1	9	46	61
28	Tallahassee	Florida State Normal and Industrial College for Colored Students.	Nonsect			5	8	13	76	123
	GEORGIA.									
	Athens	Jeruel Academy[a]								
29	do	Knox Institute	Cong			2	4	6	125	176
30	Atlanta	Atlanta Baptist College	Bapt	3	2	6	2	13	156	0
31	do	Atlanta University	Nonsect	4	7	2	1	14	104	192
32	do	Morris Brown College	A. M. E			8	7	15	310	202
33	do	Spelman Seminary	Bapt	0	38	0	4	42	0	669
34	do	Storrs School	Cong	0	7	0	1	8	155	202
35	Augusta	Haines Normal and Industrial Institute.	Presb			3	11	14	190	323

*Statistics of 1899–1900. [a]No report.

Teachers, students, courses of study, etc., 1900–1901.

Pupils enrolled.						Students.										Graduates.						
Elementary grades.		Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English course.		Normal course.		Business course.		High school courses.		Normal course.		Collegiate courses.		
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	
101	151	....	....	....	....																	1
123	92	....	....	....	....	0	0	0	0	123	92	0	0	0	0	0	0	0	0	0	0	2
78	145	20	30	....	....																	3
73	149	11	20	0	0	....	....	11	20	....	....	11	20	....	....	....	....	1	7	0	0	4
194	268	162	304	....	....							152	314					7	5	....	....	5
116	118	42	76	7	11	0	0	0	0	....	....	....	....	1	2	....	....	5	13	0	0	6
....	....	128	151	51	0	3	0	....	....	....	....	....	....	....	....	....	....	....	....	0	0	7
175	285	52	49	19	6	....	....	....	....	9	27	....	....	....	....	1	7	1	7	3	1	8
35	40	....	....	....	....	....	....	....	....	35	40	....	....	....	....	....	....	....	....	....	....	9
....	....	50	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	10
640	233	242	138	....	....	....	....	....	....	882	371	....	....	....	....	29	9	....	....	....	....	11
7	30	8	33	5	3	5	3	10	11	10	21	7	7	....	....	9	0	3	0	....	....	12
192	189	19	9	3	26	2	4	....	....	....	....	....	....	1	1	1	2	....	....	....	....	13
156	213	51	25	18	4	18	4	1	0	....	....	6	20	27	24	....	....	3	6	2	2	14
21	14	8	8	0	0	0	0	0	0	29	22	8	8	0	0	0	0	0	0	0	0	15
....	....	36	22	114	70	....	....	....	....	....	....	36	22	....	....	....	....	2	4	1	1	16
25	43	13	34	5	7	4	6	....	....	13	34	13	34	0	0	....	....	2	1	0	0	17
....	....	27	9	15	11	....	....	13	0	....	....	0	3	....	....	....	....	....	....	0	1	18
76	84	122	29	410	193	150	31	6	0	76	84	16	92	7	19	11	1	3	20	12	0	19
....	....	0	22	....	....	....	....	....	....	....	....	0	22	....	....	....	....	0	12	....	....	20
....	....	14	87	0	0	0	0	0	0	0	0	14	87	0	0	0	0	9	49	0	0	21
103	66	21	19	0	0	....	....	....	....	....	....	....	....	....	....	0	0	0	0	0	0	22
79	111	17	13	1	0	1	0	0	0	13	14	12	13	0	0	0	0	0	0	0	0	23
....	....	65	90	....	....	....	....	....	....	65	90	....	....	....	....	4	13	....	....	....	....	24
91	89	25	33	....	....	....	....	....	....	32	21	0	18	....	....	0	5	....	....	....	....	25
....	....	0	64	....	....	....	....	....	....	0	64	....	....	....	....	....	....	....	....	....	....	26
39	53	7	8	....	....	....	....	....	....	....	....	7	8	....	....	....	....	0	1	....	....	27
60	99	16	24	....	....	....	....	....	....	52	107	2	6	....	....	....	....	0	1	....	....	28
118	163	7	13	....	....	7	13	....	....	118	163	....	....	....	....	0	0	0	0	0	0	29
90	0	21	0	45	0	....	....	11	0	....	....	1	0	....	....	3	0	1	0	4	0	30
0	0	77	179	27	13	27	13	0	0	7	29	0	138	0	0	0	0	0	24	2	4	31
259	194	18	8	33	0	10	0	11	0	....	....	1	31	4	10	....	....	....	....	4	0	32
0	544	0	97	0	28	0	0	0	9	0	475	0	17	0	0	0	16	0	3	0	2	33
155	202	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	34
90	181	100	142	....	....	....	....	....	....	59	70	0	13	....	....	6	13	....	....	....	....	35

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
	GEORGIA—cont'd.									
36	Augusta	The Paine Institute*	M. E. S	3	1	2	4	10	110	156
37	.....do	Walker Baptist Institute	Bapt	0	0	3	5	8	49	102
38	College	Georgia State Industrial College	Nonsect	....	....	14	1	15	332	173
39	Fort Valley	Fort Valley High and Industrial School.*	Nonsect	....	....	4	6	10	125	225
40	La Grange	La Grange Baptist Academy	Bapt	....	....	1	2	3	73	90
41	McIntosh	Dorchester Academy	Cong	1	11	0	0	12	175	224
42	Macon	Ballard Normal School	Cong	1	12	1	1	15	150	393
43	.....do	Central City College	Bapt	0	0	3	3	6	133	177
44	Savannah	Beach Institute*	Cong	1	7	0	1	9	105	215
45	South Atlanta	Clark University	M. E	3	6	4	5	18	222	328
46	.....do	Gammon Theological Seminary	M. E	4	1	1	....	6	71	0
47	Thomasville	Allen Normal and Industrial School.	Cong	0	8	1	0	9	55	208
	KENTUCKY.									
48	Frankfort	State Normal School	Nonsect	0	0	7	3	10	76	116
49	Lebanon	St. Augustine's Colored School.	R. C	....	1	....	....	1	15	25
50	Louisville	Louisville Christian Bible School.	Christian	1	0	1	0	2	27	0
51	.....do	State University	Bapt	....	2	6	1	9	138	45
	LOUISIANA.									
52	Alexandria	Alexandria Academy	Meth	....	....	1	1	2	41	59
53	Baldwin	Gilbert Industrial College	M. E	0	0	4	6	10	97	102
54	New Orleans	Leland University	Bapt	3	7	10	8	28	290	458
55	.....do	New Orleans University	M. E	4	4	8	2	18	212	313
56	.....do	Southern University and Agricultural and Mechanical College.	Nonsect	5	2	4	5	16	158	312
57	.....do	Straight University	Cong	4	21	1	0	26	253	397
	MARYLAND.									
58	Baltimore	Baltimore Normal School	Nonsect	1	0	0	1	2	13	40
59	.....do	Morgan College	M. E	2	2	1	0	5	45	20
60	.....do	St. Francis Academy	R. C	....	....	....	15	15	0	68
61	Melvale	Industrial Home for Colored Girls.	Nonsect	....	4	....	....	4	0	120
62	Princess Anne	Princess Anne Academy	M. E	4	0	5	2	11	36	34
	MISSISSIPPI.									
63	Clinton	Mount Hermon Female Seminary.	Nonsect	....	6	....	....	6	0	82
64	Edwards	Southern Christian Institute	Christian	4	4	0	0	8	55	38
65	Holly Springs	Mississippi State Normal School	Nonsect	....	....	7	4	11	109	125
66	.....do	Rust University	M. E	3	6	4	4	17	127	132
67	Jackson	Jackson College	Bapt	2	4	2	3	11	69	89
68	Meridian	Lincoln School	Cong	....	6	....	2	8	120	200
	.....do	Meridian Academy[a]		....	....	....	....	....	....	....
69	Natchez	Natchez College	Bapt	....	....	2	3	5	73	150
70	Tougaloo	Tougaloo University	Cong	5	18	1	2	26	216	266
71	Westpoint	Mary Holmes Seminary	Presb	1	11	....	....	12	0	206
72	Westside	Alcorn Agricultural and Mechanical College.	Nonsect	0	0	16	0	16	395	30
	MISSOURI.									
73	Jefferson City	Lincoln Institute*	Nonsect	2	0	6	3	11	146	132
74	Sedalia	George R. Smith College	M. E	2	3	4	2	11	96	199
	NEW JERSEY.									
75	Bordentown	Manual Training and Industrial School.	Nonsect	1	0	2	7	10	55	63

*Statistics of 1899–1900. [a] No report.

Teachers, students, courses of study, etc., 1900–1901—Continued.

Pupils enrolled.						Students.										Graduates.						
Elementary grades.		Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English course.		Normal course.		Business course.		High school courses.		Normal course.		Collegiate courses.		
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	
28	29	73	126	9	1	....	....	....	....	....	....	....	....	....	....	9	9	....	....	1	0	36
34	57	15	45	0	0	0	0	0	0	4	3	0	0	0	0	4	3	0	0	0	0	37
....	....	311	160	21	13	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	0	38
110	199	15	26	0	0	0	0	5	26	15	26	10	31	0	0	6	15	6	15	0	0	39
70	85	3	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	40
154	201	21	23	0	0	....	....	....	....	174	221	1	3	....	....	....	....	1	3	....	....	41
120	313	30	80	0	0	0	0	0	0	0	0	30	80	0	0	0	0	1	8	0	0	42
123	132	9	45	1	0	1	0	0	0	9	45	1	0	0	0	0	0	0	0	0	0	43
95	183	10	32	....	....	....	....	8	31	2	2	....	....	....	....	....	....	....	....	....	....	44
177	144	33	179	12	5	16	7	12	5	172	225	1	64	....	....	....	....	....	....	....	....	45
....	....	....	....	71	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	46
51	157	4	51	....	....	....	....	....	....	....	....	1	15	....	....	0	0	0	2	0	0	47
27	30	49	86	0	0	....	....	....	....	....	....	76	116	....	....	0	4	4	4	0	0	48
10	15	5	10	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	0	0	0	49
....	....	27	0	....	....	....	....	....	....	27	0	....	....	....	....	....	....	....	....	....	....	50
....	....	88	25	50	20	50	20	....	....	....	....	....	....	....	....	9	3	....	....	3	0	51
40	53	1	6	....	....	....	....	....	....	41	59	....	....	....	....	1	6	....	....	....	....	52
93	91	4	11	0	0	0	0	4	11	93	91	0	0	0	0	0	0	0	0	0	0	53
262	420	24	38	4	0	4	0	....	....	....	....	....	....	....	....	....	....	2	3	2	0	54
141	264	35	46	36	3	10	2	1	1	....	....	0	29	....	....	6	12	0	7	1	1	55
134	259	23	50	1	3	2	2	0	0	134	259	2	2	13	19	3	5	1	2	0	0	56
220	317	30	80	3	0	12	1	....	....	....	....	....	....	....	....	6	1	3	8	3	0	57
0	0	9	27	4	13	....	....	....	....	13	40	4	13	....	....	....	....	1	4	....	....	58
0	0	36	19	9	1	20	5	0	0	16	13	9	10	0	0	0	0	0	0	4	1	59
0	47	0	21	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	60
0	120	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	61
0	0	15	6	21	28	0	0	0	0	0	0	21	28	0	0	2	1	2	3	0	0	62
0	68	0	14	....	....	....	....	....	....	....	....	0	35	....	....	....	....	0	6	....	....	63
31	15	13	16	11	7	5	2	0	0	3	5	8	10	0	0	2	6	1	1	3	1	64
73	89	36	36	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	9	....	....	65
....	....	120	130	7	2	9	0	9	0	....	....	41	50	10	8	2	2	2	0	1	0	66
42	65	27	24	....	....	....	....	10	11	59	78	....	....	....	....	4	0	....	....	....	....	67
68	100	52	100	....	....	20	25	....	....	100	130	....	....	....	....	4	8	1	3	....	....	68
43	97	28	52	2	1	2	1	2	1	....	....	....	....	....	....	40	43	1	2	9	0	69
184	225	26	38	6	3	20	7	....	....	11	18	26	30	....	....	....	....	4	4	1	0	70
0	154	0	52	....	....	....	....	0	5	0	201	....	....	....	....	0	3	....	....	....	....	71
290	19	70	9	35	2	0	0	0	0	368	27	0	0	25	6	25	6	....	....	6	0	72
69	68	68	64	9	0	9	0	....	....	....	....	12	6	....	....	....	....	12	6	....	....	73
45	58	46	49	5	2	5	2	31	5	....	....	9	36	....	....	2	3	2	4	....	....	74
21	13	34	50	0	0	0	0	0	0	53	55	2	6	0	0	1	3	0	0	0	0	75

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
	NORTH CAROLINA.									
76	Beaufort	Washburn Seminary	Nonsect	1	4	1	0	6	76	98
77	Charlotte	Biddle University	Presb	....	....	14	....	14	234	0
78	Clinton	Clinton Normal and Industrial School.	Nonsect	....	....	2	1	3	52	60
79	Concord	Scotia Seminary	Presb	1	11	0	5	17	0	287
80	Elizabeth City	Elizabeth City State Normal School.	Nonsect	....	....	2	2	4	37	93
81	Fayetteville	State Colored Normal School	Nonsect	....	....	2	1	3	30	63
82	Franklinton	Albion Academy, State Normal School.	Presb	....	....	6	4	10	132	167
83	.....do	Franklinton Christian College	Christian	1	3	3	1	8	63	78
	Goldsboro	State Colored Normal School[a]		....	....	....	....	....	....	....
84	Greensboro	Agricultural and Mechanical College for the Colored Race.	Nonsect	2	....	7	3	12	108	92
	.....do	Bennett College [a]		....	....	....	....	....	....	....
85	High Point	High Point Normal and Industrial School.*	Nonsect	0	0	3	7	10	126	150
86	Kings Mountain	Lincoln Academy*	Cong	0	7	0	0	7	77	158
87	Liberty	Liberty Normal College	Nonsect	3	2	0	0	5	85	90
	Lumberton	Whitin Normal School [a]		....	....	....	....	....	....	....
88	Pee Dee	Barrett Collegiate and Industrial Institute.	Nonsect	0	0	3	4	7	85	100
89	Plymouth	Plymouth State Normal School.	Nonsect	....	....	2	1	3	36	66
90	Raleigh	St. Augustine's School	P. E.	2	4	6	5	17	125	144
91	.....do	Shaw University	Bapt	11	6	8	5	30	119	188
92	Salisbury	Livingstone College	A. M. E. Z	....	....	7	8	15	143	207
	.....do	State Colored Normal School[a]		....	....	....	....	....	....	....
	Wilmington	Gregory Normal School[a]		....	....	....	....	....	....	....
93	Windsor	Bertie Academy	Bapt	0	0	1	2	3	46	73
94	.....do	Rankin-Richards Institute	Nonsect	....	....	1	2	3	28	42
95	Winston	The Slater Industrial and State Normal School.	.....do	1	....	8	4	13	117	146
96	Winton	Waters Normal Institute	Bapt	....	....	3	4	7	121	155
	OHIO.									
97	Wilberforce	Wilberforce University	A. M. E	....	....	23	8	31	160	181
	OKLAHOMA.									
98	Langston	Colored Agricultural and Normal Institute.		....	....	5	2	7	83	109
	PENNSYLVANIA.									
99	Lincoln University.	Lincoln University	Presb	12	0	....	....	12	199	0
100	Philadelphia	Institute for Colored Youth*	Friends	0	0	3	6	9	121	197
	SOUTH CAROLINA.									
101	Allendale	Francis Daniel Pastorius School.	Nonsect	....	....	2	2	4	129	90
102	Aiken	Schofield Normal and Industrial School.*	.....do	1	5	7	4	17	130	173
	Beaufort	Harbison Institute[a]		....	....	....	....	....	....	....
	Camden	Browning Home School[a]		....	....	....	....	....	....	....
103	Charleston	Avery Normal Institute	Cong	1	5	0	2	8	128	246
104	.....do	Wallingford Academy	Presb	....	....	1	3	4	40	76
105	Chester	Brainerd Institute	.....do	2	4	1	3	10	90	147
106	Columbia	Allen University	A. M. E	....	....	7	7	14	168	236
107	.....do	Benedict College	Bapt	5	5	5	2	17	188	170
108	Frogmore	Penn Normal, Industrial, and Agricultural School.	Nonsect	0	2	4	6	12	140	130
109	Greenwood	Brewer Normal School	Cong	1	8	0	0	9	137	225
110	Lancaster	Lancaster Normal and Industrial Institute.	A. M. E. Z	....	....	2	3	5	160	172

*Statistics of 1899-1900.

[a] No report.

Teachers, students, courses of study, etc., 1900–1901—Continued.

Pupils enrolled.						Students.										Graduates.						
Elementary grades.		Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English course.		Normal course.		Business course.		High school courses.		Normal course.		Collegiate courses.		
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	
62	83	14	15	....	....	....	....	....	....	76	98	....	....	....	....	3	1	....	....	....	....	76
....	....	129	0	105	0	94	0	11	0	....	....	....	....	....	....	52	0	....	....	13	0	77
38	47	15	13	....	....	....	....	....	....	53	60	15	25	....	....	....	....	....	....	....	....	78
0	251	0	36	....	....	....	....	0	5	0	12	....	....	....	....	0	31	0	5	....	....	79
....	....	37	93	....	....	....	....	....	....	....	....	37	93	....	....	....	....	2	5	....	....	80
....	....	30	63	....	....	....	....	....	....	....	....	30	63	....	....	....	....	0	9	....	....	81
21	27	111	140	....	....	....	....	11	2	111	140	11	2	....	....	2	0	2	6	....	....	82
....	....	54	58	15	20	....	....	....	....	....	....	....	....	....	....	2	0	....	....	....	....	83
....	....	89	83	19	9	....	....	108	92	108	92	0	0	0	0	8	10	0	0	2	1	84
121	143	5	7	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	85
73	139	4	19	....	....	....	....	....	....	....	....	4	19	....	....	....	....	0	3	....	....	86
30	25	20	35	35	30	5	8	8	10	20	20	5	10	6	0	5	8	3	5	0	0	87
28	32	30	40	27	28	40	25	20	20	40	30	25	25	35	15	3	2	4	3	5	4	88
....	....	36	66	....	....	....	....	9	4	36	66	36	66	....	....	....	....	45	8	....	....	89
91	117	25	22	9	5	....	....	....	....	....	....	....	....	....	....	....	....	0	3	....	....	90
70	146	34	32	15	10	....	....	....	....	....	....	....	....	....	....	....	....	0	5	8	4	91
....	....	123	199	20	8	28	0	28	0	....	....	37	42	....	....	....	....	....	....	....	....	92
33	35	13	38	0	0	0	0	0	0	33	35	13	38	0	0	0	0	0	0	0	0	93
20	30	8	12	....	....	....	....	....	....	28	40	7	10	....	....	....	....	....	....	....	....	94
66	81	51	65	....	....	....	....	....	....	....	....	....	....	....	....	1	1	7	4	....	....	95
54	84	67	71	0	0	0	0	0	0	121	155	....	....	....	....	4	6	....	....	....	....	96
....	....	99	170	61	11	12	0	51	0	....	....	38	40	22	20	....	....	....	....	8	4	97
70	85	13	24	....	....	....	....	10	18	....	....	13	24	....	....	....	....	1	1	....	....	98
0	0	0	0	199	0	146	0	....	....	....	....	....	....	....	....	....	....	....	....	37	0	99
72	95	49	102	0	0	....	....	....	....	....	....	....	....	7	15	7	15	0	0	0	0	100
75	60	45	30	....	....	....	....	....	....	120	90	12	4	....	....	....	....	....	....	....	....	101
53	54	70	110	7	9	0	0	0	0	130	173	7	9	0	0	0	0	1	7	0	0	102
75	120	53	126	0	0	8	13	12	21	23	54	0	16	15	22	5	2	0	16	0	0	103
37	61	3	15	....	....	....	....	....	....	3	15	3	15	....	....	....	....	....	....	....	....	104
82	139	8	8	....	....	8	1	....	....	0	7	....	....	....	....	2	3	....	....	....	....	105
104	175	52	54	12	7	2	0	10	7	52	54	....	....	....	....	....	....	12	7	0	0	106
....	....	174	167	14	3	47	16	0	0	141	154	5	14	0	0	5	14	5	14	0	0	107
120	118	20	12	0	0	0	0	0	0	0	0	26	10	0	0	0	0	4	2	0	0	108
130	218	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	5	0	0	109
135	135	25	37	....	....	....	....	14	6	20	22	12	10	....	....	6	3	....	....	....	....	110

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.									
111	Orangeburg	Claflin University	Meth	4	5	10	12	31	376	361
112	do	Colored Normal, Industrial, Agricultural, and Mechanical College.	Nonsect	....	....	21	6	27	488	306
	TENNESSEE.									
113	Jackson	Lane College	M. E	1	0	3	6	10	159	113
114	Jonesboro	Warner Institute*	Cong	0	0	1	2	3	43	58
115	Knoxville	Knoxville College	U. Presb	10	11	0	2	23	142	159
116	Memphis	Le Moyne Normal Institute	Cong	1	9	2	6	18	260	413
117	Morristown	Morristown Normal College	M. E	1	11	3	2	17	138	213
118	Nashville	Fisk University	Cong	9	20	1	0	30	197	248
119	do	Roger Williams University	Bapt	3	8	2	1	14	137	104
120	do	Walden University	Meth	....	....	34	8	42	411	178
	TEXAS.									
121	Austin	Tillotson College	Cong	3	10	0	0	13	64	84
122	Crockett	Mary Allen Seminary*	Presb	....	....	1	13	14	0	235
	Hearne	Academy, Normal and Industrial Institute.[a]		....	....	....	....	....	....	....
123	Marshall	Bishop College*	Bapt	4	8	3	4	19	188	149
124	do	Wiley University	M. E	....	2	6	7	15	179	260
125	Prairie View	Prairie View State Normal and Industrial School.		0	0	10	11	21	130	150
126	Waco	Paul Quinn College	A. M. E	....	....	8	7	15	137	121
	VIRGINIA.									
	Burkeville	Ingleside Seminary[a]		....	....	....	....	....	....	....
	Cappahosic	Gloucester Agricultural and Industrial College.[a]		....	....	....	....	....	....	....
127	Claremont	Temperance, Industrial, and Collegiate Institute.	Nonsect	....	....	3	4	7	49	30
128	Hampton	Hampton Normal and Agricultural Institute.	Nonsect	19	27	5	2	53	562	475
129	do	Spiller Academy*	Bapt	0	0	2	4	6	42	61
	Lawrenceville	St. Paul Normal and Industrial School.[a]		....	....	....	....	....	....	....
130	Lynchburg	Virginia Theological Seminary and College.*	Bapt	0	0	7	8	15	180	200
	Manassas	Manassas Industrial School[a]		....	....	....	....	....	....	....
131	Norfolk	Norfolk Mission College	U. Presb	4	7	16	20	47	234	472
132	Petersburg	Bishop Payne Divinity School	P. E	2	....	1	....	3	8	0
133	do	Virginia Normal and Collegiate Institute.		....	....	6	8	14	132	210
134	Richmond	Hartshorn Memorial College	Bapt	1	7	....	2	10	0	116
135	do	Virginia Union University	Bapt	....	....	10	3	13	190	0
136	Suffolk	St. Paul's Universalist Mission School.	Universalist	....	....	1	1	2	30	40
	WEST VIRGINIA.									
137	Harpers Ferry	Storer College	Free Bapt	1	3	1	2	7	49	73
138	Institute	West Virginia Colored Institute.*	Nonsect	0	0	10	3	13	64	101

*Statistics of 1899-1900. [a]No report.

Teachers, students, courses of study, etc., 1900–1901—Continued.

Pupils enrolled.						Students.										Graduates.						
Elementary grades.		Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English course.		Normal course.		Business course.		High school courses.		Normal course.		Collegiate courses.		
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	
240	222	118	131	18	8	97	49	....	....	245	230	8	52	....	....	26	30	3	23	4	1	111
....	....	450	281	38	25	....	....	....	....	....	....	....	....	....	....	....	....	22	20	....	....	112
104	103	53	10	2	0	30	7	0	0	90	96	12	2	0	0	3	1	0	0	0	0	113
43	58	....	....	....	....	....	....	....	....	43	58	2	1	1	0	....	....	5	8	....	....	114
90	101	40	48	12	10	10	6	2	4	....	....	40	48	....	....	....	....	3	3	2	4	115
180	321	80	92	0	0	0	0	0	0	....	....	....	....	....	....	....	....	8	10	0	0	116
100	144	38	69	....	....	11	25	....	....	....	....	38	69	4	10	....	....	1	9	....	....	117
71	111	66	122	60	15	52	15	8	0	....	....	....	....	....	....	....	....	0	13	11	2	118
32	38	67	66	38	0	56	24	0	2	28	36	11	40	0	0	11	4	1	12	6	0	119
47	40	71	125	293	13	15	0	15	0	....	....	15	36	7	5	....	....	....	....	41	1	120
42	65	22	19	0	0	3	0	10	6	....	....	....	....	....	....	0	0	6	3	0	0	121
0	190	0	45	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	122
110	100	76	48	2	1	2	1	....	....	....	....	....	....	....	....	8	2	....	....	....	....	123
59	211	90	30	30	19	25	10	....	....	....	....	....	....	....	....	12	6	....	....	4	0	124
....	....	130	150	....	....	....	....	....	....	....	....	130	150	....	....	....	....	14	11	....	....	125
17	13	78	85	42	23	3	2	7	4	7	9	2	7	6	6	....	....	1	3	0	1	126
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
....	....	29	24	20	6	11	6	5	4	30	20	17	10	20	7	4	7	6	9	....	....	127
528	442	34	33	0	0	....	....	....	....	....	....	1	19	2	0	27	13	0	7	....	....	128
29	44	13	17	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	129
60	40	113	156	7	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	130
209	439	25	33	....	....	23	52	....	....	211	381	14	17	....	....	....	....	....	....	....	....	131
....	....	....	....	8	0	8	0	....	....	6	0	....	....	....	....	....	....	....	....	....	....	132
44	98	72	112	16	0	16	0	0	0	0	0	23	21	0	0	0	0	21	17	3	0	133
0	87	0	29	....	....	....	....	....	....	....	....	0	61	....	....	....	....	0	10	....	....	134
....	....	145	0	45	0	11	0	11	0	....	....	....	....	....	....	....	....	....	....	3	0	135
20	30	10	10	0	0	5	5	0	0	10	10	0	3	....	....	....	....	....	....	....	....	136
15	25	34	48	....	....	....	....	....	....	....	....	34	48	....	....	....	....	1	4	0	0	137
36	41	28	60	0	0	7	0	....	....	....	....	....	....	....	....	....	....	3	8	0	0	138

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.																
	Trinity Normal School[a]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Central Alabama Academy[a]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	Calhoun Colored School	0	0	0	92	145	237	166	23	...	...	...	...	...	...	...	...
2	Kowaliga Academic and Industrial Institute.	0	0	0	25	10	35	10	25	...	...	...	...	...	...	...	...
3	Lincoln Normal School	0	0	0	15	150	165	15	...	...	...	...	...	...	...	...	...
4	Emerson Normal Institute	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...
5	State Normal School*	0	0	0	152	314	466	12	33	...	...	...	...	25	...	...	17
6	Agricultural and Mechanical College for Negroes.	0	29	29	165	205	370	8	15	0	...	2	0	18	13	18	15
7	Alabama Baptist Colored University.	48	0	48	...	...	...	...	...	...	...	...	...	...	...	...	...
8	Talladega College	22	0	22	99	175	274	...	...	...	...	...	...	...	...	...	...
	Troy Industrial Academy[a]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	Oak City Academy*	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...
10	Stillman Institute	19	0	19	...	...	...	...	...	...	...	...	...	...	...	...	...
11	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*	4	0	4	7	9	16	...	...	...	...	...	...	...	...	...	7
	Arkadelphia Academy[a]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	Arkansas Baptist Academy	43	0	43	25	224	249	3	12	...	...	...	...	...	...	...	14
14	Philander Smith College	...	...	...	13	208	221	...	...	...	...	...	...	...	...	...	12
15	Columbia, Lafayette and Miller Baptist Academy.*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16	Branch Normal College	0	0	0	36	0	36	...	36	...	...	...	...	12	8	...	...
17	Southland College*	0	0	0	40	80	120	40	2	...	...	2	0	0	...	1	0
	DELAWARE.																
18	State College for Colored Students.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	DISTRICT OF COLUMBIA.																
19	Howard University	352	32	384	134	73	207	12	81	...	...	...	...	...	...	...	41
20	National Kindergarten Training School.	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
21	Normal School, No. 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	FLORIDA.																
	District School, No. 1[a]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	Cookman Institute	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...
23	Edward Waters College	8	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0
24	Florida Baptist Academy	...	...	...	24	33	57	24	...	...	...	...	...	...	...	...	...
	Florida Institute[a]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
25	Fessenden Academy	0	0	0	0	122	122	...	...	...	...	...	...	...	...	...	...
26	Emerson Memorial Home	0	0	0	0	60	60	...	...	...	...	...	...	...	...	...	...

*Statistics of 1899-1900. [a] No report.

and industrial training—Equipment and income, 1900–1901.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1900–1901.	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 1900–1901.	
Sewing.	Cooking.	Other trades.										
18	19	20	21	22	23	24	25	26	27	28	29	
65	45	101	Donations	$19,076	1,640	$28,000	0	$638	$188	$1,399	$2,225	1
10	10	25	Benevolence and tuition.	6,000	1,500	15,000	$298	261	904	5,730	7,193	2
150	....	....	American Missionary Association.	.....	200	5,000	.....	.....	.....	.....	.....	3
....	....	....	....do	.....	500	18,000	.....	.....	.....	.....	.....	4
289	29	28	State, Slater Fund, Peabody Fund.	.....	345	40,000	8,500	2,000	.....	4,500	15,000	5
64	35	200	State and United States.	.....	2,804	51,816	4,000	.....	.....	11,150	15,150	6
....	....	....	.....	3,376	800	28,500	.....	1,584	.....	5,278	6,862	7
103	....	171	Benevolent contributions, endowment.	.....	.....	.....	.....	.....	.....	.....	.....	8
....	....	....	Tuition and private donation.	.....	.....	.....	.....	200	.....	.....	200	9
....	....	....	Southern Presbyterian Church.	0	3,000	10,000	.....	.....	.....	.....	.....	10
68	34	985	State, endowment, donations.	164,709	5,000	356,866	4,500	1,878	7,715	12,600	26,693	11
....	9	....	Tuition, church, and donations.	.....	.....	5,000	.....	.....	.....	1,472	1,472	12
224	25	22	American Bapt. Home Mission Society.	7,000	500	30,000	.....	1,998	.....	12,133	14,131	13
208	123	2	Freedmen's Aid and Southern Educational Society of the M. E. Church.	200	1,200	40,800	.....	2,300	.....	2,100	4,400	14
....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15
....	....	36	State and United States.	.....	4,630	.....	3,250	580	.....	6,818	10,648	16
60	20	40	Donations and tuition.	250	1,000	25,000	0	1,600	800	250	2,650	17
....	....	....	United States	.....	550	34,000	5,000	.....	.....	2,264	7,264	18
72	....	13	....do	.....	14,000	700,000	35,100	.....	8,000	6,500	49,600	19
....	....	....	Tuition and subscriptions.	.....	.....	.....	.....	1,200	.....	200	1,400	20
0	0	0	City	0	350	.....	.....	.....	.....	.....	.....	21
....	....	....	Freedmen's Aid Society of the M. E. Church.	.....	.....	.....	.....	644	.....	.....	644	22
0	0	0	A. M. E. Church, tuition.	0	.....	.....	0	400	0	.....	400	23
33	33	....	Amer. Bapt. Home Mission Society.	.....	400	10,000	.....	355	.....	4,772	5,127	24
122	12	....	Amer. Missionary Assn., tuition.	.....	1,000	4,000	500	100	.....	1,000	1,600	25
60	20	50	W. H. M. S., M. E. Church.	1,746	150	7,000	.....	.....	.....	982	982	26

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
	FLORIDA—continued.																
27	Orange Park Normal and Manual Training School.	0	0	0	46	53	99	46	46	....	....	....	....	....	....	....	....
28	Florida State Normal and Industrial College for Colored Students.	0	0	0	49	87	136	22	27	....	....	....	....	....	....	....	1
	GEORGIA.																
	Jeruel Academy[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
29	Knox Institute	0	0	0	34	92	126	....	34	....	....	....	....	....	....	....	9
30	Atlanta Baptist College	31	0	31	0	0	0	....	....	....	....	....	....	....	....	....	....
31	Atlanta University	0	0	0	77	179	256	0	34	....	....	....	....	19	10	....	4
32	Morris Brown College	23	0	23	0	0	0	0	0	0	0	0	0	0	0	0	0
33	Spelman Seminary	0	32	32	0	589	580	....	....	....	....	....	....	....	....	....	32
34	Storrs School	0	0	0	4	123	127	....	....	....	....	....	....	....	....	....	....
35	Haines Normal and Industrial Institute.	0	0	0	20	100	120	....	....	....	....	....	....	....	....	10	10
36	The Paine Institute*	39	0	39	....	....	....	....	....	....	....	....	....	....	....	....	....
37	Walker Baptist Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38	Georgia State Industrial College.	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	....
39	Fort Valley High and Industrial School.*	0	0	0	25	50	75	26	30	....	....	....	....	....	....	....	....
40	La Grange Baptist Academy	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	....
41	Dorchester Academy	0	0	0	90	97	187	....	91	....	....	....	....	....	....	....	....
42	Ballard Normal School	0	0	0	30	200	230	....	30	....	....	....	....	....	....	....	....
43	Central City College	0	0	0	50	70	120	25	15	....	....	....	....	....	....	....	20
44	Beach Institute*	0	0	0	6	35	41	....	....	....	....	....	....	....	....	....	....
45	Clark University	0	0	0	19	263	282	....	19	....	....	....	....	....	....	....	....
46	Gammon Theological Seminary.	71	0	71	0	0	0	0	0	0	0	0	0	0	0	0	0
47	Allen Normal and Industrial School.	....	....	....	7	110	117	....	....	....	....	....	....	....	....	....	....
	KENTUCKY.																
48	State Normal School	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	....
49	St. Augustine's Colored School.	0	0	0	0	0	0	....	....	....	....	....	....	....	....	....	....
50	Louisville Christian Bible School.	19	0	19	0	0	0	....	....	....	....	....	....	....	....	....	....
51	State University	0	0	0	0	0	0	....	....	....	....	....	....	....	....	....	....
	LOUISIANA.																
52	Alexandria Academy	0	0	0	0	0	0	....	....	....	....	....	....	....	....	....	....
53	Gilbert Industrial College	0	0	0	37	47	84	28	11	....	....	....	....	....	....	3	3
54	Leland University	0	0	0	33	19	52	....	....	....	....	....	....	....	....	....	....
55	New Orleans University	38	0	38	....	....	....	....	....	....	....	....	....	....	....	....	....

*Statistics of 1899–1900.

[a] No report.

and industrial training—Equipment and income, 1900–1901—Continued.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1900–1901.	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 1900–1901.	
Sewing.	Cooking.	Other trades.										
18	19	20	21	22	23	24	25	26	27	28	29	
53	....	46	Congregational Churches of the U. S.	.....	500	$25,000	.....	$500	.....	$2,000	$2,500	27
50	50	47	State and United States.	.....	805	26,000	.....	.....	.....	576	576	28
92	....	36	Amer. Missionary Assn., tuition.	.....	250	6,000	.....	.....	.....	.....	.....	29
....	....	....	Amer. Bapt. Mission Society, New York City.	$7,043	2,800	75,000	0	659	$1,050	0	1,709	30
153	48	89	Donations, tuition....	29,000	11,000	251,000	0	2,400	1,650	100	4,150	31
0	0	0	Tuition	.....	1,800	109,500	.....	4,500	.....	5,500	10,000	32
471	50	57	W. A. H. M. S., Slater Fund.	.....	3,550	300,000	0	3,565	350	19,300	23,215	33
121	....	6	Amer. Miss. Assn., tuition, gifts.	26	200	8,500	0	1,906	281	1,754	3,941	34
100	....	....	Northern Presbyterian Church.	.....	600	20,000	.....	.....	.....	.....	.....	35
....	....	....	M. E. Church South and Colored M. E. Church.	.....	500	43,733	.....	327	.....	10,111	10,438	36
0	0	0	Walker Bapt. Assn., Amer. Bapt. Home Miss. Soc.	0	200	7,000	0	628	0	2,956	3,584	37
....	....	....	State and United States.	.....	300	52,058	$18,333	.....	.....	3,046	21,379	38
50	30	....	Tuition, State, and donations.	.....	1,500	10,000	1,500	900	975	13,000	16,375	39
												40
98	6	....	Benevolent contributions.	4,516	900	13,000	.....	807	.....	2,590	3,397	41
200	....	....	Tuition, Amer. Miss. Assn.	150	1,000	40,000	0	2,500	0	4,150	6,650	42
20	20	20	Missionary Bapt. Convention, tuition.	2,500	350	20,000	0	1,500	100	1,000	2,600	43
35	1	20	Gifts, tuition, and Amer. Miss. Assn.	.....	200	5,000	0	1,200	.....	4,200	5,400	44
263	58	44	Freedmen's Aid and So. Ed. Society of M. E. Church.	10,000	1,000	250,000	.....	3,050	.....	7,000	10,050	45
0	0	0	Endowment	.....	12,000	100,000	.....	.....	20,000	3,645	23,645	46
117	....	....	Amer. Missionary Assn., tuition.	350	.....	.....	0	670	0	902	1,572	47
....	....	....	State and United States.	.....	962	38,000	3,000	175	.....	3,600	6,775	48
....	....	....	Tuition	.....	.....	.....	.....	.....	.....	.....	.....	49
....	....	....	Christian Woman's Board of Missions.	.....	800	5,000	0	0	.....	3,000	3,000	50
....	....	....		2,500	800	40,000	.....	.....	.....	.....	.....	51
....	....	....	Tuition, Freedmen's Aid.	75	.....	.....	.....	.....	.....	.....	.....	52
47	....	40		.....	.....	.....	.....	.....	.....	.....	.....	53
....	....	52		500	1,500	120,000	0	0	6,117	.....	6,117	54
....	....	....	Freedmen's Aid Soc., M. E. Church.	30,000	5,000	126,000	.....	3,000	400	4,100	7,500	55

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
	LOUISIANA—continued.																
56	Southern University and Agricultural and Mechanical College.	0	0	0	150	187	337	44	55	0	....	0	0	0	55	....	32
57	Straight University	0	0	0	85	157	242	....	72	....	....	....	....	....	....	....	....
	MARYLAND.																
58	Baltimore Normal School	0	0	0	2	2	4	....	....	....	....	....	....	....	....	....	....
59	Morgan College	8	0	8	35	18	53	0	0	0	0	0	0	0	0	0	0
60	St. Francis Academy	0	0	0	0	55	55	....	....	....	....	....	....	....	....	....	....
61	Industrial Home for Colored Girls.	0	0	0	0	120	120	....	....	....	....	....	....	....	....	....	....
62	Princess Anne Academy	0	0	0	36	34	70	36	4	....	....	....	....	1	0	....	6
	MISSISSIPPI.																
63	Mount Hermon Female Seminary.	0	0	0	0	82	82	0	0	0	0	0	0	0	0	0	0
64	Southern Christian Institute.	5	0	5	55	38	93	48	20	....	10	3	....	....	....	....	7
65	Mississippi State Normal School.	0	0	0	0	75	75	....	....	....	....	....	....	....	....	....	....
66	Rust University	0	18	18	25	110	135	20	25	....	....	10	....	....	....	....	....
67	Jackson College	0	0	0	0	79	79	....	....	....	....	....	....	....	....	....	....
68	Lincoln School	0	0	0	12	150	162	....	....	....	....	....	....	....	....	....	....
	Meridian Academy[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
69	Natchez College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
70	Tougaloo University	0	10	10	140	192	332	25	85	....	....	....	....	....	....	....	....
71	Mary Holmes Seminary	0	0	0	0	206	206	....	....	....	....	....	....	....	....	....	....
72	Alcorn Agricultural and Mechanical College.	0	0	0	203	2	205	205	87	....	....	39	....	85	....	....	....
	MISSOURI.																
73	Lincoln Institute*	0	0	0	76	49	125	....	36	....	....	....	....	34	6	....	6
74	George R. Smith College	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	....
	NEW JERSEY.																
75	Manual Training and Industrial School.	0	0	0	34	73	107	10	34	....	....	....	....	....	....	....	....
	NORTH CAROLINA.																
76	Washburn Seminary	0	0	0	76	86	162	....	70	....	....	....	....	....	....	....	....
77	Biddle University	15	0	15	111	0	111	....	30	22	2	....	....	....	....	19	22
78	Clinton Normal and Industrial School.	0	0	0	20	0	20	20	5	....	....	....	....	....	....	....	....
79	Scotia Seminary	0	0	0	0	287	287	....	....	....	....	....	....	....	....	....	....
80	Elizabeth City State Normal School.	0	0	0	37	93	130	....	....	....	....	....	....	....	....	....	....
81	State Colored Normal School	0	0	0	30	63	93	....	....	....	....	....	....	....	....	....	....
82	Albion Academy, State Normal School.	0	0	0	120	97	217	120	60	....	....	....	....	....	....	....	3
83	Franklinton Christian College.	0	0	0	20	32	52	....	....	....	....	....	....	....	....	....	....
	State Colored Normal School.[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....

*Statistics of 1899-1900. [a] No report.

and industrial training—Equipment and income, 1900–1901—Continued.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1900–1901.	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 1900–1901.	
Sewing.	Cooking.	Other trades.										
18	19	20	21	22	23	24	25	26	27	28	29	
160	0	57	State and United States.	0	3,953	$65,533	$22,893	$313	0	$944	$23,850	56
157	....	13	Tuition and Amer. Missionary Assn.	$400	2,500	.....	.....	1,900	$340	.....	2,240	57
.....	.....	4	State.....	0	2,000	20,000	2,000	0	250	0	2,250	58
0	0	53	M. E. Church and tuition.	.....	4,000	30,500	.....	1,200	1,000	6,000	8,200	59
55	12	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	60
120	....	....	City and State.....	.....	.....	.....	.....	.....	.....	.....	.....	61
34	34	....	Maryland Agricultural College.	0	0	20,000	0	427	5,000	0	5,427	62
62	20	....	.....	.....	400	25,000	.....	450	100	2,000	2,550	63
....	....	5	Tuition, Amer. Christian Miss. Society.	.....	.....	50,000	0	365	0	.....	365	64
75	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	65
110	50	30	M. E. Church, Freedmen's Aid and Southern Ed. Soc.	500	5,000	125,000	.....	7,000	.....	350	7,350	66
79	....	....	Amer. Bapt. Home Miss. Society.	49	1,000	40,000	.....	937	.....	5,518	6,455	67
162	4	....	Amer. Missionary Association, tuition.	100	300	3,000	.....	800	.....	.....	800	68
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
0	0	0	Baptist State Convention.	.....	.....	15,000	.....	.....	.....	3,000	3,000	69
185	84	92	Amer. Missionary Association.	8,000	4,000	90,000	.....	1,000	.....	15,000	16,000	70
206	206	....	Presbyterian Church.	.....	500	40,000	.....	.....	.....	1,600	1,600	71
....	....	79	State and United States.	.....	2,500	136,000	26,226	.....	12,592	800	39,618	72
49	....	....	State and United States.	.....	300	70,800	15,295	.....	.....	1,339	16,634	73
....	....	....	.....	.....	2,500	5,000	.....	500	425	2,000	2,925	74
40	20	34	State	0	200	.....	5,000	384	0	176	5,560	75
86	....	70	Bequests	.....	25	6,000	0	.....	.....	.....	.....	76
16	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	77
....	....	12	Subscription and county.	200	.....	600	180	50	.....	125	355	78
287	287	144	.....	.....	2,000	65,000	0	600	125	9,567	10,292	79
....	....	130	State	.....	.....	2,000	2,000	.....	.....	350	2,350	80
....	....	93	.....do	.....	130	2,500	2,000	.....	.....	200	2,200	81
....	97	86	State and donations..	.....	1,500	15,000	2,100	.....	.....	8,000	10,100	82
30	32	52	Endowment.....	.....	.....	.....	.....	.....	.....	.....	.....	83
....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

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.																
84	A. and M. College for the Colored Race.	0	0	0	108	92	200	75	102	4	3	....	67	....	....	....	....
	Bennett College[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
85	High Point Normal and Industrial School.*	0	0	0	0	60	60	....	12	8	3	....	....	....	....	....	....
86	Lincoln Academy*	0	0	0	26	129	155	6	5	2	....	....	....	....	....	....	....
87	Liberty Normal College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Whitin Normal School[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
88	Barrett Collegiate and Industrial Institute.	15	0	15	30	45	75	40	15	30	....	10	0	0	0	0	55
89	Plymouth State Normal School.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
90	St. Augustine's School	0	8	8	61	69	130	....	....	....	....	....	....	....	....	....	....
91	Shaw University	147	0	147	90	110	200	....	90	....	....	....	....	20	4	....	....
92	Livingstone College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
	State Colored Normal School.[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
	Gregory Normal School[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
93	Bertie Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
94	Rankin-Richards Institute	0	0	0	20	30	50	....	....	....	....	....	....	....	....	....	....
95	The Slater Industrial and State Normal School.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
96	Waters Normal Institute	0	0	0	0	36	36	....	....	....	....	....	....	....	....	....	....
	OHIO.																
97	Wilberforce University	21	0	21	....	....	....	....	....	....	....	....	....	....	....	....	....
	OKLAHOMA.																
98	Colored Agricultural and Normal Institute.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
	PENNSYLVANIA.																
99	Lincoln University	51	0	51	....	....	....	....	....	....	....	....	....	....	....	....	....
100	Institute for Colored Youth*	0	0	0	102	170	272	0	24	12	0	0	0	0	0	15	11
	SOUTH CAROLINA.																
101	Francis Daniel Pastorius School.	....	....	....	8	16	24	....	6	2	....	....	....	....	....	....	....
102	Schofield Normal and Industrial School.*	0	0	0	58	173	231	18	20	....	....	....	....	....	....	10	10
	Harbison Institute[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
	Browning Home School[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
103	Avery Normal Institute	0	0	0	23	86	109	0	0	0	....	....	....	....	....	....	....
104	Wallingford Academy	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
105	Brainerd Institute	....	....	....	50	139	189	35	22	....	....	4	....	....	....	....	4
106	Allen University	....	....	....	7	5	12	....	....	....	....	....	....	....	....	....	12
107	Benedict College	39	0	39	74	170	244	74	6	....	....	6	....	....	....	6	27
108	Penn Normal, Industrial, and Agricultural School.	0	0	0	110	103	213	....	110	....	....	....	....	....	....	....	16
109	Brewer Normal School	0	0	0	0	223	223	....	....	....	....	....	....	....	....	....	....
110	Lancaster Normal and Industrial Institute.	0	0	0	18	45	63	10	17	....	....	....	....	....	....	....	4
111	Claflin University	....	....	....	224	247	471	....	125	77	....	....	....	18	....	....	5
112	Colored Normal, Industrial, Agricultural, and Mechanical College.	....	....	....	186	228	414	108	....	....	....	....	....	....	78	....	....

*Statistics of 1899–1900. [a] No report.

and industrial training—Equipment and income, 1900–1901—Continued.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1900–1901.	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 1900–1901.	
Sewing.	Cooking.	Other trades.										
18	19	20	21	22	23	24	25	26	27	28	29	
92	92	123	State and United States.	.....	798	$74,000	$7,500	$416	.....	$10,084	$18,000	84
60	15	....	New York yearly meeting of Friends.	.....	500	13,000	1,200	.....	.....	2,000	3,200	85
110	85	13	Amer. Miss. Assn.	.....	800	55,000	220	252	0	.....	472	86
0	0	0	Tuition, State	.....	550	2,500	150	2,050	.....	.....	2,200	87
75	75	75	Tuition.	.....	300	10,000	0	600	$50	200	850	88
0	0	0		.....	.....	.....	.....	.....	.....	.....	.....	89
....	....	130	Church, endowment, and tuition.	.....	3,000	.....	.....	.....	.....	.....	.....	90
110	....	100	Amer. Home Miss. Soc., tuition.	.....	2,500	90,000	.....	4,887	.....	11,450	16,337	91
....	....	....		$5,674	12,000	125,150	1,600	3,350	6,000	1,850	12,300	92
....	....	....		.....	.....	.....	.....	.....	.....	.....	.....	
0	0	0	Baptist Church	0	50	1,500	0	150	0	565	715	93
20	....	50	Tuition and benevolent contribution.	750	600	12,000	.....	150	.....	900	1,050	94
....	....	....	State, Peabody fund, contributions.	.....	.....	25,000	2,857	219	.....	5,891	8,967	95
36	....	....	Amer. Bapt. Home Mission Society.	2,140	400	12,000	190	.....	.....	1,400	1,599	96
....	....	....		.....	6,000	155,000	35,000	3,000	1,800	3,000	42,800	97
....	....	....		.....	600	22,100	10,272	.....	.....	2,567	12,839	98
....	....	....	Endowment.	.....	16,500	271,000	0	1,156	21,386	12,090	34,632	99
0	87	123		.....	.....	.....	.....	.....	.....	.....	.....	100
12	4	....	Tuition, contributions.	400	500	.....	.....	.....	.....	600	600	101
173	72	10	Endowment, contributions.	1,000	2,000	50,000	150	100	1,200	6,550	8,000	102
....	....	....		.....	.....	.....	.....	.....	.....	.....	.....	
109	....	109	Tuition, Amer. Miss. Association.	100	900	22,000	0	2,650	0	2,700	5,350	103
....	....	....	Tuition	.....	.....	8,000	.....	131	.....	54	185	104
139	43	42	Presbyterian Church.	.....	250	10,000	.....	.....	.....	.....	.....	105
....	....	....	A. M. E. Church	.....	75	35,000	.....	.....	.....	.....	.....	106
170	26	....	Amer. Bapt. Home Mission Soc., endowment.	.....	3,350	100,000	0	.....	6,000	.....	6,000	107
103	...	....		1,000	100	5,000	0	270	0	0	270	108
223	....	....	Tuition, benevolent contributions.	.....	300	14,000	0	1,000	.....	.....	1,000	109
45	11	63	Donations	.....	350	8,000	600	216	.....	484	1,300	110
221	26	9	Freedmen's Aid Soc., John F. Slater fund.	10,000	6,000	150,000	0	4,000	0	10,000	14,000	111
....	228	....	State and United States.	.....	700	130,350	8,000	.....	5,754	12,500	26,254	112

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
	TENNESSEE.																
113	Lane College	44	0	44	6	0	6	....	....	....	....	....	....	....	....	....	6
114	Warner Institute*	0	0	0	36	42	78	76	3	2	1	....	....	....	....	2	....
115	Knoxville College	4	0	4	47	49	96	17	15	....	....	....	....	....	....	....	16
116	Le Moyne Normal Institute.	0	0	0	200	320	520	....	75	....	....	....	....	....	....	....	14
117	Morristown Normal College.	0	0	0	15	113	128	....	....	3	....	....	....	....	....	....	12
118	Fisk University	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
119	Roger Williams University	12	0	12	3	87	90	....	2	....	....	....	....	....	....	....	3
120	Walden University	306	0	306	....	....	....	....	....	....	....	....	....	....	....	....	....
	TEXAS.																
121	Tillotson College	0	0	0	47	75	122	0	35	....	....	....	....	....	....	....	....
122	Mary Allen Seminary*	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	....
	Hearne Academy, Normal and Industrial Institute.[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
123	Bishop College*	....	....	....	185	148	333	....	142	....	....	....	....	15	15	....	23
124	Wiley University	....	....	....	70	169	239	....	10	18	....	....	....	....	....	....	30
125	Prairie View State Normal and Industrial School.	....	....	....	130	150	280	....	20	....	....	....	....	25	....	....	....
126	Paul Quinn College	....	....	....	33	85	118	15	10	....	....	....	....	....	....	....	8
	VIRGINIA.																
	Ingleside Seminary[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
	Gloucester Agricultural and Industrial College.[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
127	Temperance, Industrial, and Collegiate Institute.	24	0	24	37	9	46	39	20	....	....	11	....	3	....	....	14
128	Hampton Normal and Agricultural Institute.	....	....	....	562	475	1,037	701	125	15	15	25	25	40	15	10	8
129	Spiller Academy*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
	St. Paul Normal and Industrial School.[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
130	Virginia Theological Seminary and College.*	42	0	42	....	....	....	....	....	....	....	....	....	....	....	....	....
	Manassas Industrial School[a]	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
131	Norfolk Mission College	....	....	....	31	296	327	....	....	....	....	....	....	....	....	....	37
132	Bishop Payne Divinity School.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
133	Virginia Normal and Collegiate Institute.	0	0	0	0	190	190	....	....	....	....	....	....	....	....	....	....
134	Hartshorn Memorial College.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
135	Virginia Union University	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
136	St. Paul's Universalist Mission School.	....	....	....	1	32	33	....	....	....	....	....	....	....	....	....	....
	WEST VIRGINIA.																
137	Storer College	0	0	0	25	25	50	....	25	....	....	....	....	....	....	....	....
138	West Virginia Colored Institute.*	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	....

*Statistics of 1899–1900. [a] No report.

and industrial training—Equipment and income, 1900–1901—Continued.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1900–1901.	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 1900–1901.	
Sewing.	Cooking.	Other trades.										
18	19	20	21	22	23	24	25	26	27	28	29	
....	....	....	Tuition, church	0	1,500	$35,000	$45	$1,438	0	$6,000	$7,483	113
52	78	30	A. M. A	.....	60	5,000	345	8	.....	280	633	114
49	48	29	Freedmen's Mission Board of United Presb. Church, State.	.....	2,000	110,000	3,000	650	.....	10,000	13,650	115
340	22	89	Tuition and Amer. Miss. Assn.	.....	3,200	45,000	0	5,000	.....	5,000	10,000	116
113	69	....	M. E. Church and friends.	.....	1,500	75,000	.....	1,363	.....	5,646	7,009	117
0	0	0	Students' Amer. Miss. Assn., benevolent contributions.	$2,062	7,142	.....	0	6,849	$2,893	29,809	39,551	118
87	....	25	Amer. Bapt. Home Mission Society.	8,078	4,000	150,000	0	1,478	0	421	1,899	119
....	....	....	.....	.....	5,000	153,000	312	8,260	.....	18,928	27,500	120
75	....	12	Amer. Miss. Assn. and tuition.	550	2,200	45,000	0	581	.....	3,495	4,076	121
....	....	....	Tuition, donations	.....	400	40,000	.....	6,000	.....	5,000	11,000	122
....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
114	14	....	Tuition, Amer. Bapt. Home Miss. Soc.	.....	2,700	100,000	.....	.....	.....	18,174	18,174	123
169	73	....	Freedmen's Aid and Southern Ed. Soc., M. E. Church.	562	3,600	35,000	.....	6,000	.....	3,000	9,000	124
120	150	....	State	.....	200	99,514	18,600	0	0	17,160	35,760	125
85	....	47	Tuition, donations	.....	1,800	75,000	.....	2,029	.....	3,604	5,633	126
....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
29	30	46	Contributions	3,945	2,500	15,500	0	890	204	316	1,410	127
475	50	280	United States, endowment, contributions.	158,017	11,000	783,000	18,663	.....	43,123	122,753	184,539	128
....	....	....	.....	.....	.....	10,000	.....	428	356	1,435	2,219	129
....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
....	....	....	.....	.....	2,000	54,000	.....	6,000	.....	.....	6,000	130
....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
297	82	....	.....	.....	900	70,000	0	1,700	0	7,245	8,945	131
....	....	....	Endowment, contributions.	7,000	2,000	.....	.....	.....	.....	8,000	8,000	132
190	21	....	State	.....	2,600	.....	15,000	1,120	.....	400	16,520	133
....	....	....	.....	.....	.....	50,000	.....	933	.....	6,036	6,969	134
....	....	....	.....	5,000	7,500	250,200	.....	1,400	4,000	12,000	17,400	135
30	....	3	Church conference	700	150	1,500	.....	130	.....	700	830	136
15	25	....	Endowment	.....	5,000	50,000	1,000	551	2,169	1,323	5,043	137
....	....	....	.....	.....	1,560	99,500	6,750	0	0	145	6,895	138

CHAPTER XLIII.

STATISTICS OF REFORM SCHOOLS.

There were 92 reform schools in the United States reporting to this office for the year 1900–1901. In these schools 696 teachers were employed in the instruction of 22,131 pupils. Of those under instruction 14,582 were learning useful trades. The reformatories had 25,337 inmates, 20,041 males and 5,296 females. During the year 10,621 youths were committed and 10,308 discharged. Of the number in the institutions 19,184 were white and 3,485 colored, 2,668 not reported as to race. There were 8,955 inmates children of native parents and 5,506 of foreign-born parents, the remainder not reported as to parentage. There were 1,411 inmates who could neither read nor write and 2,128 who could only read when admitted.

The number of assistants caring for inmates, not including those wholly engaged as teachers, was 1,966. The grounds and buildings belonging to the institutions had an aggregate valuation of $18,614,337. During the year the sum of $3,173,702 was expended for support of the reformatories and $499,958 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 370 teachers and 8,782 pupils, 5,620 of the latter receiving industrial training. The number of inmates reported was 10,686, of which number 9,202 were males and 1,484 females. The value of grounds and buildings was $8,731,444, on which the expenditure for the year amounted to $135,824. For support of the 34 schools the sum of $1,547,687 was expended.

The South Atlantic Division had 15 reform schools with 65 teachers, 2,148 pupils in school departments and 1,393 in industrial training. Of the 2,308 inmates there were 1,865 males and 443 females. The value of grounds and buildings was $1,456,802, on which was expended for the year the sum of $45,823. The amount expended for the support of the 15 schools was only $113,301.

The South Central Division reported only 7 schools with 30 teachers, 2,091 pupils in school and 1,251 receiving industrial training. The number of inmates was 2,142, of whom 1,427 were males and 715 females. Buildings and grounds were valued at $260,000, on which the sum of $32,719 was expended during the year. The 7 schools expended $140,663 in running expenses.

In the North Central Division there were 29 reform schools with 213 teachers and 8,007 pupils, 5,692 in industrial training. The total number of inmates was 9,049, of whom 6,540 were males and 2,509 females. Buildings and grounds were valued at $7,336,423. The sum of $269,592 was expended during the year for buildings and improvements, and $1,142,327 for running expenses.

The Western Division reported 7 schools with 21 instructors and 1,003 pupils, 626 in industrial training. The total number of inmates was 1,152, of whom 1,007 were males and 145 females. Grounds and buildings were valued at $829,668. Improvements were made at a cost of $16,000. The sum of $229,724 was necessary to the support of the 7 schools.

TABLE 1.—*Summary of statistics of reform schools, 1900–1901.*

States and Territories.	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	696	22,131	14,582	20,041	5,296	25,337	$18,614,337	$499,958	$3,173,702
North Atlantic Division	34	370	8,782	5,620	9,202	1,484	10,686	8,731,444	135,824	1,547,687
South Atlantic Division	15	65	2,148	1,393	1,865	443	2,308	1,456,802	45,823	113,301
South Central Division	7	30	2,091	1,251	1,427	715	2,142	260,000	32,719	140,663
North Central Division	29	213	8,107	5,692	6,540	2,509	9,049	7,336,423	269,592	1,142,327
Western Division	7	21	1,003	626	1,007	145	1,152	829,668	16,000	229,724
North Atlantic Division:										
Maine	2	7	226	85	141	85	226	185,000	10,300	13,000
New Hampshire	1	3	146	146	126	20	146	100,000	.....	.....
Vermont	1	3	157	.....	127	30	157	20,772	.....	21,118
Massachusetts	11	52	1,093	995	906	187	1,093	464,600	33,910	235,930
Rhode Island	2	7	398	.....	358	40	398	223,700	.....	53,826
Connecticut	2	17	689	322	430	259	689	450,000	5,129	109,180
New York	8	219	2,509	3,418	4,912	491	5,403	4,609,458	60,442	603,841
New Jersey	3	27	658	307	539	119	658	296,327	11,268	113,694
Pennsylvania	4	35	1,906	347	1,663	253	1,916	2,381,587	14,775	397,098
South Atlantic Division:										
Delaware	3	7	185	139	168	17	185	122,000	4,000	13,500
Maryland	7	33	1,248	834	1,072	312	1,384	891,000	24,423	46,731
District of Columbia	2	15	296	149	237	59	296	300,000	5,000	13,486
Virginia	1	3	148	.....	148	0	148	23,802	.....	13,584
West Virginia	2	7	271	271	240	55	295	120,000	12,400	26,000
North Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Central Division:										
Kentucky	2	10	964	200	529	480	1,009	.....	25,687	47,061
Tennessee	2	16	852	852	617	235	852	165,000	4,532	34,278
Alabama	1	1	56	56	56	0	56	10,000	.....	15,000
Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	1	1	57	.....	63	0	63	35,000	.....	8,219
Texas	1	2	162	143	162	.....	162	50,000	2,500	36,105
Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:										
Ohio	4	38	1,803	701	1,481	423	1,904	2,427,027	80,738	284,725
Indiana	2	8	751	751	571	180	751	325,447	6,617	98,040
Illinois	4	25	1,315	1,218	1,387	241	1,628	1,255,879	54,858	61,232
Michigan	4	51	1,152	792	784	745	1,529	659,978	6,782	115,442
Wisconsin	2	19	561	561	334	227	561	407,294	10,000	101,802
Minnesota	2	17	493	518	446	72	518	645,514	30,413	127,291
Iowa	2	17	643	504	455	188	643	333,684	21,543	96,960
Missouri	3	19	762	210	672	205	877	665,000	11,589	134,681
North Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	1	2	82	83	65	18	83	80,000	.....	29,000
Nebraska	3	11	233	233	154	89	243	231,600	1,418	57,597
Kansas	2	6	312	121	191	121	312	305,000	45,634	35,557
Western Division:										
Montana	1	3	80	.....	66	14	80	60,000	.....	22,000
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	2	4	262	222	200	62	262	160,000	5,000	60,769
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	1	3	174	34	140	32	172	48,000	2,500	25,115
Oregon	1	2	130	80	130	0	130	125,000	8,500	26,500
California	2	9	357	290	471	37	508	436,668	.....	95,340

TABLE 2.—*Summary of statistics of reform schools, 1900–1901.*

States and Territories.	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	10,621	10,308	19,184	3,485	8,955	5,506	2,128	1,411	1,966
North Atlantic Division	4,442	4,591	7,762	897	2,239	2,788	1,119	578	865
South Atlantic Division	866	677	1,337	865	1,636	325	455	160	177
South Central Division	973	809	1,407	470	671	52	35	37	81
North Central Division	3,989	3,906	7,609	1,170	3,643	2,095	512	617	685
Western Division	351	325	1,069	83	766	246	7	19	158
North Atlantic Division:									
Maine	71	41	203	2	.....	.....	.....	.....	9
New Hampshire	69	48	144	2	60	87	.....	.....	15
Vermont	88	24	155	5	39	89	.....	3	15
Massachusetts	799	804	1,044	49	218	445	24	36	96
Rhode Island	317	316	362	36	108	290	98	48	36
Connecticut	280	299	623	64	35	16	428	38	67
New York	1,685	1,708	2,993	303	796	1,205	390	203	408
New Jersey	196	207	648	110	196	292	50	69	24
Pennsylvania	937	1,144	1,590	326	787	364	129	181	195
South Atlantic Division:									
Delaware	20	11	37	131	105	7	109	3	23
Maryland	519	495	812	483	980	248	274	104	80
District of Columbia	148	103	74	222	268	28	65	10	39
Virginia	85	57	148	0	.....	.....	7	18	8
West Virginia	94	11	266	29	283	42	.....	25	27
North Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Central Division:									
Kentucky	351	260	482	262	.....	.....	.....	.....	18
Tennessee	175	106	778	74	82	3	15	17	38
Alabama	27	5	56	.....	54	2	20	20	5
Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	420	438	18	45	400	20	.....	.....	4
Texas	.....	.....	73	89	135	27	.....	.....	16
Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:									
Ohio	1,089	1,038	1,619	303	734	866	70	70	181
Indiana	243	247	639	112	555	51	73	73	21
Illinois	895	853	1,321	307	587	208	.....	33	141
Michigan	207	205	1,484	45	120	102	35	72	75
Wisconsin	221	193	257	9	273	254	17	2	58
Minnesota	260	271	502	26	220	295	42	36	37
Iowa	166	144	556	87	501	142	.....	212	32
Missouri	580	636	701	176	350	157	15	88	63
North Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	33	40	82	1	80	2	76	4	14
Nebraska	92	94	224	16	46	4	20	.....	23
Kansas	203	185	224	88	177	14	164	27	40
Western Division:									
Montana	.....	.....	76	4	.....	.....	.....	.....	10
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	103	75	226	36	198	64	0	8	29
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	77	96	167	5	132	40	.....	8	11
Oregon	50	38	127	3	123	7	7	3	16
California	121	116	473	35	313	135	.....	.....	92

TABLE 3.—*Statistics of industrial*

	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
1	East Lake, Ala	Alabama Boys' Industrial School.	C. D. Griffin	2	3	5	56	0	56
2	Whittier, Cal	City and County Industrial School.	Sherman Smith	45	16	61	379	37	416
3	Waterman, Cal	Preston School of Industry.	C. B. Riddick, D. D.	20	11	31	92	0	92
4	Golden, Colo	State Industrial School for Boys.	Frank G. Mirick	18	7	25	200	0	200
5	Morrison, Colo	State Industrial School for Girls.	Sarah C. Irish	1	3	4	.....	62	62
6	Meriden, Conn	Connecticut State Reform School.*	Charles M. Williams	21	20	41	430	0	430
7	Middletown, Conn	Industrial School for Girls*.	William G. Fairbank	7	19	26	.....	259	259
8	Clayton, Del	St. Joseph's Industrial School for Colored Boys.	Rev. M. B. Sice	12	0	12	95	0	95
9	Marshallton, Del	Ferris Industrial School	H. C. Twitchell	5	4	9	73	0	73
10	Wilmington, Del	Delaware Industrial School for Girls.	Mrs. E. S. Jackson	1	1	2	.....	17	17
11	Washington, D. C	The Reform School for Girls.	Miss Amy J. Rule	5	2	7	0	59	59
12	.....do	Reform School of the District of Columbia.	G. A. Shallenberger	22	10	32	237	0	237
	Augusta, Ga	Richmond County Reformatory Institute.	No report.						
13	Chicago, Ill	Erring Woman's Refuge for Reform.	Helen M. Woods	1	8	9	.....	92	92
14	.....do	John Worthy School	Robert Nightingale	10	4	14	306	0	306
15	Geneva, Ill	State Training School for Girls.	Ophelia L. Amigh	0	22	22	.....	149	149
	Glenwood, Ill	Illinois Manual Training School Farm.	No report.						
16	Pontiac, Ill	State Reform School	M. M. Mallary	90	0	90	1,081	0	1,081
	South Evanston, Ill.	Illinois Industrial School for Girls.	No report.						
17	Indianapolis, Ind	Indiana Industrial School for Girls.*	Sarah F. Keelcy	...	13	13	0	180	180
18	Plainfield, Ind	Indiana Reform School for Boys.	Eugene E. York	8	0	8	571	0	571
19	Eldora, Iowa	Industrial School for Boys*.	B. J. Miles	18	10	28	455	0	455
20	Mitchellville, Iowa	Industrial School for Girls	F. P. Fitzgerald	...	4	4	.....	188	188
21	Beloit, Kans	State Industrial School for Girls.	Hester A. Hanback	...	7	7	.....	121	121
22	North Topeka, Kans	Boys' Industrial School	W. S. Hancock	21	12	33	191	...	191
23	Louisville, Ky	Industrial Schoolof Reform*	P. Caldwell	...	...	...	529	215	744
24	Newport, Ky	House of the Good Shepherd	Mother M. Baptiste Jackson.	1	17	18	.....	265	265
25	New Orleans, La	Boys' Reformatory	Michael J. Mokler	4	0	4	63	0	63
26	Hallowell, Me	Maine Industrial School for Girls.*	Miss Harriet A. Leavill	3	6	9	0	85	85
27	Portland, Me	State Reform School	Edwin P. Wentworth	...	...	...	141	0	141
28	Arbutus, Md	Baltimore Manual Labor School for Indigent Boys.	Edmund Stabler	2	7	9	64	0	64
29	Baltimore City, Md.	Female House of Refuge	Hiram Woods, president.	...	8	8	0	89	89
30	Baltimore, Md	House of Refuge	James M. Hendrix	19	3	22	210	0	210
31	.....do	St. Elizabeth's Home for Colored Children.	Mother Mary Mildred	...	12	12	9	116	125
32	Baltimore, Md. (Sta. D.)	St. Mary's Industrial School for Boys.	Brother Dominic	8	2	10	538	0	538
33	Cheltenham, Md	House of Reformation (for Colored Boys).	Nathan Thompson	12	3	15	251	0	251
34	Melvale, Md	Industrial Home for Colored Girls.	Miss Maude Moore	...	4	4	.....	107	107
35	Boston, Mass	House of Reformation	Sumner D. Seavy	9	5	14	90	0	90
36	North Chelmsford, Mass.	Middlesex County Truant School.	M. A. Warren	5	5	10	132	0	132
37	Goshen	Hampshire and Franklin County Truant School.	W. A. Barrus	1	1	2	1	0	1

* Statistics of 1899-1900.

and reform schools for 1900-1901.

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.						
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
56	....	54	2	20	20	27	5	1	0	1	56	0	56	3	56	$10,000	.....	$15,000	1
387	29	234	122	....	....	75	73	1	6	7	235	30	265	3	265	186,668	.....	94,640	2
86	6	79	13	0	0	46	43	2	0	2	92	0	92	3	25	250,000	.....	700	3
175	25	156	44	0	8	93	72	2	1	3	200	0	200	3	160	150,000	.....	45,000	4
51	11	42	20	0	0	10	3	....	1	1	62	0	62	3	62	10,000	$5,000	15,769	5
401	29	....	....	428	2	229	216	2	5	7	430	0	430	3½	65	200,000	5,129	65,678	6
222	35	35	16	....	36	51	83	....	10	10	.....	259	259	4	257	250,000	.....	43,502	7
.....	95	95	....	95	....	10	3	3	0	3	95	0	95	5	95	90,000	4,000	10,000	8
37	36	....	....	....	....	....	....	....	1	1	73	0	73	2⅝	27	10,000	.....	.....	9
.....	....	10	7	14	3	10	8	....	3	3	.....	17	17	3	17	22,000	.....	3,500	10
4	55	58	1	....	....	....	....	....	5	5	.....	59	59	3½	59	.....	5,000	13,486	11
70	167	210	27	65	100	148	103	10	0	10	237	0	237	4	90	300,000	.....	.....	12
86	6	31	....	....	....	137	110	....	2	2	.....	92	92	4	.....	85,000	.....	.....	13
284	22	265	41	....	....	685	674	10	1	11	306	0	306	6	306	130,000	.....	60,000	14
126	23	....	....	....	....	73	69	....	2	2	.....	149	149	3	149	79,600	54,858	1,232	15
825	256	291	167	....	83	....	....	10	0	10	768	0	768	4–5	763	961,279	.....	.....	16
171	9	31	4	1	1	40	34	0	3	3	0	180	180	3	180	156,447	3,617	38,040	17
468	103	524	47	72	72	203	213	3	2	5	571	0	571	4½	571	169,000	3,000	60,000	18
393	62	357	98	....	212	118	136	7	7	14	455	0	455	4	355	234,334	.....	51,122	19
163	25	144	44	....	....	48	8	....	3	3	.....	188	188	4	149	99,350	21,543	45,838	20
93	28	....	....	....	....	48	59	....	4	4	.....	121	121	4	121	125,000	25,634	24,247	21
131	60	177	14	164	27	155	126	2	0	2	191	0	191	4	.....	180,000	20,000	11,310	22
482	262	....	....	....	....	351	260	....	....	....	529	215	744	....	....	.....	23,187	47,061	23
.....	.....	.....	.....	.....	.....	.....	.....	1	9	10	.....	220	220	6	200	.....	2,500	.....	24
18	45	400	20	....	....	420	438	1	0	1	57	0	57	....	.....	.....	.....	8,219	25
62	2	....	....	....	....	17	....	0	3	3	0	85	85	3	85	50,000	10,300	13,000	26
141	....	....	....	....	....	54	41	....	4	4	141	0	141	4	.....	135,000	.....	.....	27
64	0	....	....	....	....	....	....	1	1	2	60	0	60	....	64	18,000	.....	1,500	28
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	89	65,000	16,000	10,000	29
210	....	128	82	....	....	100	117	6	4	10	210	0	210	4½	120	300,000	.....	.....	30
.....	125	125	....	....	....	....	....	....	2	2	.....	85	85	3	85	40,000	1,135	590	31
538	....	476	59	176	30	337	294	10	0	10	535	0	535	4	225	268,000	7,288	7,100	32
.....	251	251	....	48	34	82	84	5	0	5	251	0	251	4	251	200,000	.....	27,541	33
.....	107	....	107	50	40	....	....	....	4	4	.....	107	107	7–8	.....	.....	.....	.....	34
87	3	19	71	16	5	107	148	5	4	9	90	0	90	4½	85	63,000	3,189	44,791	35
131	1	....	....	2	12	88	75	2	3	5	132	0	132	4–6	90	112,000	.....	.....	36
1	....	....	1	....	....	....	....	....	1	1	1	0	1	6	.....	1,500	.....	200	37

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
38	Lancaster, Mass	State Industrial School for Girls.	Luann L. Brackett	0	16	16	.....	187	187
39	Lawrence, Mass	Essex County Truant School	H. E. Swan	3	3	6	35	0	35
40	Oakdale, Mass	Worcester County Truant School.*	Frank Leroy Johnson.	3	4	7	38	0	38
41	Salem, Mass	Plummer Farm School	Charles A. Johnson	1	2	3	31	0	31
42	Springfield, Mass	Hampden County Truant School.	Erwin G. Ward	1	4	5	31	0	31
43	Walpole, Mass	Norfolk, Bristol, and Plymouth Counties Union Truant School.	James H. Craig	2	5	7	59	0	59
44	Westboro, Mass	Lyman School for Boys	Theodore F. Chapin	...	...	...	296	0	269
45	West Roxbury, Mass	Parental School	Dana P. Dame	11	15	26	193	0	193
46	Adrian, Mich	State Industrial Home for Girls.*	Lucy M. Sickles	0	0	0	0	302	302
47	Coldwater, Mich	Michigan State Public School.	J. B. Montgomery	6	2	8	124	43	167
48	Detroit, Mich	House of the Good Shepherd.	Mother Mary of Scholastic.	0	29	29	.....	400	400
49	Lansing, Mich	Industrial School for Boys	J. E. St. John	20	18	38	660	0	660
50	Red Wing, Minn	State Training School for Boys and Girls.	J. W. Brown	18	19	37	314	71	385
51	St. Cloud, Minn	Minnesota State Reformatory.	Frank L. Randall	...	...	...	132	1	133
52	Boonville, Mo	State Reform School for Boys.	Lyman D. Drake	10	5	15	370	0	370
53	Chillicothe, Mo	State Industrial Home for Girls.	Mrs. L. M. De Bolt	3	7	10	.....	103	103
54	St. Louis, Mo	House of Refuge	William C. Nolte	29	9	38	302	102	404
55	Miles City, Mont	Montana State Reform School.	C. B. Dickinson	6	4	10	66	14	80
56	Geneva, Nebr	Girls' Industrial School	Horace M. Clark	...	...	...	.....	50	50
57	Kearney, Nebr	State Industrial School for Juvenile Delinquents.	John T. Mallalieu	19	0	19	130	0	130
58	Milford, Nebr	Nebraska Industrial Home	Mrs. A. M. Edwards	2	2	4	24	39	63
59	Manchester, N. H	State Industrial School	T. W. Robinson	9	6	15	126	20	146
60	Jamesburg, N. J	State Home for Boys	Ira Otterson	...	...	...	379	0	379
61	Trenton, N. J	State Home for Girls	Mrs. Myrtle B. Eyler	0	15	15	.....	119	119
62	Verona, N. J	Newark City Home	C. M. Hamson	6	3	9	160	0	160
63	Brooklyn, N. Y	Brooklyn Truant School	George W. French	5	5	10	160	0	160
64	Canaan Four Corners, N. Y.	Berkshire Industrial Farm.	W. W. Mayo	...	...	...	69	0	69
65	Elmira, N. Y	New York State Reformatory.	Frank W. Robertson, M. D.	125	0	125	1,380	0	1,380
66	Hudson, N. Y	House of Refuge for Women.	Hortense V. Bruce, M. D.	0	35	35	.....	214	214
67	New York, N. Y	New York Juvenile Asylum.	Charles E. Bruce, M. D.	25	34	59	676	184	860
68	.....do	Society for the Reformation of Juvenile Delinquents.	Omar V. Sage	57	43	100	748	93	841
69	Westchester, N. Y	New York Catholic Protectory.	Brother Leontine	70	0	70	1,659	0	1,659
70	Utica, N. Y	St. Vincent Industrial Home	Brother Anselm	9	0	9	220	0	220
71	Cincinnati, Ohio	Cincinnati House of Refuge.	James Allison	20	14	34	295	119	414
72	Delaware, Ohio	Girls' Industrial Home	Albert W. Stiles	7	29	36	.....	304	304
73	Lancaster, Ohio	Boys' Industrial School	C. D. Hilles	30	31	61	855	0	855
74	Mansfield, Ohio	Ohio State Reformatory	J. A. Leonard	50	0	50	331	0	331
75	Turner, Oreg	Oregon State Reform School.	H. E. Bickers	9	7	16	130	0	130
76	Glen Mills, Pa	House of Refuge	F. H. Nibecker	19	18	37	716	0	716
77	Huntingdon, Pa	Pennsylvania Industrial Reformatory.	T. B. Patton	87	0	87	459	0	459
78	Morganza, Pa	Pennsylvania Reform School.	J. A. Quay	41	18	59	488	132	620
79	Philadelphia, Pa	The House of Refuge	M. A. Campbell	0	12	12	.....	121	121
80	Howard, R. I	Oaklawn School for Girls	James H. Eastman	...	4	4	.....	40	40
81	.....do	Sockanosset School for Boys.	.....do	19	13	32	358	0	358
82	Plankington, S. Dak	Dakota Reform School*	W. H. Tompkins	8	6	14	65	18	83

*Statistics of 1899-1900.

reform schools for 1900–1901—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.			
White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Male.	Female.	Total.	Male.	Female.	Total.				Buildings and improvements.	For support.	
10	1	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
169	18	25	63	....	4	101	1	0	9	9	.....	187	187	3	187	$135,600	.....	$36,575	38
34	1	18	17	3	5	31	28	0	1	1	35	0	35	4	35	20,500	.....	9,865	39
36	2	8	30	0	0	35	8	0	1	1	38	0	38	4	38	75,000	.....	9,000	40
30	1	20	11	....	....	16	15	0	1	1	31	0	31	4	12	25,000	.....	6,300	41
31	0	6	19	....	....	29	23	....	1	1	31	0	31	4–5	.....	20,000	.....	6,540	42
58	1	19	40	3	2	41	57	....	2	2	59	0	59	5½	59	12,000	$1,139	10,039	43
276	20	103	193	....	8	164	272	1	11	12	296	0	296	4½	296	.....	25,373	73,834	44
191	2	....	....	0	0	187	177	0	10	10	193	0	193	5	193	.....	4,209	38,786	45
296	6	120	102	35	42	111	117	0	33	33	0	302	302	4	302	149,978	4,282	55,442	46
154	13	....	....	....	....	....	....	....	4	4	100	30	130	5	.....	250,000	.....	.....	47
399	1	....	....	....	30	96	88	....	1	1	.....	60	60	3	90	.....	.....	.....	48
635	25	....	....	....	....	....	....	1	12	13	660	0	660	3½	400	260,000	2,500	60,000	49
376	19	171	214	28	32	157	159	2	5	7	310	70	380	4	385	352,514	9,413	67,291	50
126	7	49	81	14	4	103	112	10	0	10	113	0	113	1	133	293,050	21,000	60,000	51
290	80	....	....	....	80	186	227	5	1	6	370	0	370	4	80	300,000	1,500	55,000	52
103	....	93	10	15	8	30	28	....	3	3	.....	103	103	5½	103	150,000	.....	15,245	53
308	96	257	147	....	....	364	381	1	9	10	243	46	289	5½	27	215,000	10,089	64,436	54
76	4	....	....	....	....	....	....	2	1	3	66	14	80	4	.....	60,000	.....	22,000	55
42	8	46	4	20	....	16	24	....	4	4	.....	50	50	4–6	50	70,000	1,200	12,500	56
122	8	....	....	....	....	51	49	4	0	4	130	0	130	4	130	125,000	.....	37,700	57
60	3	44	9	0	0	25	21	0	3	3	14	39	53	8½	53	36,600	218	7,397	58
144	2	60	87	....	....	69	48	....	3	3	126	20	146	5	146	100,000	.....	.....	59
293	86	102	267	50	53	118	174	1	8	9	379	0	379	6	210	200,000	11,268	54,694	60
100	19	94	25	....	16	30	26	0	15	15	0	119	119	6	75	96,327	.....	24,000	61
155	5	....	....	....	....	48	7	1	2	3	160	0	160	3	22	.....	.....	35,000	62
154	6	....	....	....	....	.....	.....	2	3	5	160	0	160	6	160	20,000	.....	.....	63
.....	.....	.....	.....	.....	.....	42	12	1	1	2	69	0	69	4	.....	.....	.....	12,000	64
1,229	115	512	822	278	137	....	....	125	0	125	1,164	0	1,164	1	.....	1,457,970	.....	204,061	65
194	20	141	60	11	36	55	119	1	3	4	.....	200	200	3	121	306,488	11,246	61,402	66
751	109	....	....	101	30	944	963	....	18	18	676	184	860	2–4	702	700,000	.....	88,272	67
447	51	143	323	.....	....	498	484	....	19	19	748	93	841	4–5	841	535,000	38,196	165,923	68
.....	.....	.....	.....	.....	.....	.....	.....	41	0	41	.....	.....	.....	5	1,450	1,500,000	10,000	40,000	69
218	2	....	....	....	....	146	130	5	0	5	215	0	215	5	144	$0,000	1,000	32,183	70
367	65	267	147	70	70	375	356	....	8	8	295	119	414	5	241	.....	.....	66,000	71
248	56	....	....	....	....	64	88	....	7	7	.....	332	332	5	.....	440,752	7,184	39,768	72
725	130	205	650	....	....	507	442	6	5	11	855	0	855	5	400	750,000	34,900	110,871	73
279	52	262	69	....	....	143	149	12	0	12	202	0	202	2	60	1,236,275	38,654	68,086	74
127	3	123	7	7	3	50	38	2	0	2	130	0	130	4	80	125,000	8,500	26,500	75
580	136	219	118	119	57	337	440	0	13	13	716	0	716	4	326	782,946	.....	135,743	76
394	65	344	115	4	46	249	290	7	0	7	459	0	459	2	.....	1,000,000	1,396	132,281	77
524	96	170	100	....	67	270	340	7	4	11	488	132	610	5	.....	598,641	13,379	101,792	78
92	29	54	31	6	11	81	74	....	4	4	.....	121	121	4	121	.....	.....	27,282	79
39	1	19	21	2	8	22	37	....	1	1	.....	40	40	3	.....	.....	.....	.....	80
323	35	89	269	96	40	285	279	....	6	6	358	0	358	3–5	.....	.....	.....	58,826	81
82	1	80	2	76	4	33	40	1	1	2	64	18	82	3–4	83	80,000	.....	29,000	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	Jersey, Tenn	Hamilton County Industrial School.	J. C. Kalleen	5	5	10	70	15	85
84	Nashville, Tenn	Tennessee Industrial School	W. C. Kilmigton	20	8	28	547	220	767
85	Gatesville, Tex	House of Correction and Reformatory.	L. J. Tankersley	16	0	16	162	0	162
	Ogden, Utah	Reform School	No report.						
86	Vergennes, Vt	Vermont Industrial School.	S. A. Andrews	8	7	15	127	30	157
87	School, Va	Laurel Industrial School	John W. Cringan	5	3	8	148	0	148
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	...	...	...	.....	55	55
90	Chehalis, Wash	Washington State Reform School.	Thos. P. Westendorf	4	7	11	140	32	172
91	Waukesha, Wis	Wisconsin Industrial School for Boys.	Chas. O. Merica	23	18	41	328	0	328
92	Milwaukee, Wis	Wisconsin Industrial School for Girls.	Emma F. Bland	1	16	17	6	227	233

reform schools for 1900–1901—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.						
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
65	20	82	3	15	17	175	106	0	1	1	70	15	85	3	85	$15,000	.....	$4,278	83
713	54	....	....	....	....	....	....	0	15	15	547	220	767	4½	767	150,000	$4,532	30,000	84
73	89	135	27	....	....	....	....	2	0	2	162	0	162	6½	143	50,000	2,500	36,105	85
155	5	39	89	....	3	88	24	....	3	3	127	30	157	6	....	.....	.....	21,118	86
148	....	....	....	7	18	85	57	3	0	3	148	0	148	3	....	23,802	.....	18,584	87
211	29	228	12	....	25	94	....	4	0	4	240	0	240	3½	240	100,000	2,400	20,000	88
55	....	55	30	....	....	....	11	....	3	3	.....	31	31	4	31	20,000	10,000	6,000	89
167	5	132	40	....	8	77	96	....	3	3	140	32	172	3–6	34	48,000	2,500	25,115	90
32	1	98	196	10	1	160	166	10	2	12	328	0	328	4	328	275,485	.....	69,056	91
225	8	175	58	7	1	61	27	....	7	7	6	227	233	4½	233	131,809	10,000	32,746	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	.....	1
	Cooking	.....	1	.....	8
	Carpentry	.....	1	.....	4
	Farm or garden work	.....	1	.....	40
	Printing	.....	1	.....	10
Whittier State School, Whittier, Cal.	In industrial training	.....	235	30	265
	Sewing	.....	.....	7	7
	Cooking	.....	24	6	30
	Carpentry	.....	14	.....	14
	Forging	.....	10	.....	10
	Farm or garden	.....	54	.....	54
	Painting	.....	4	.....	4
	Printing	.....	6	.....	6
	Tailoring	.....	28	.....	28
	Engineering	.....	5	.....	5
	Shoemaking	.....	12	.....	12
	Laundering	.....	10	4	14
	Housekeeping	.....	15	8	23
Preston School of Industry, Waterman, Cal.	In industrial training	.....	25	.....	25
	Forging	1	5	.....	5
	Farm or garden work	1	6	.....	6
	Printing	1	3	.....	3
	Painting	1	4	.....	4
State Industrial School, Golden, Colo. (boys).	In industrial training	.....	160	.....	160
	Sewing	1	20	.....	20
	Cooking	1	10	.....	10
	Sloyd or knife work	1	43	.....	43
	Carpentry	1	7	.....	7
	Shoemaking	1	15	.....	15
	Laundering	1	14	.....	14
	Machine-shop work	1	12	.....	12
	Farm or garden work	1	11	.....	11
	Printing	1	19	.....	19
	Painting	1	9	.....	9
State Industrial School, Morrison, Colo. (girls).	In industrial training	.....	.....	62	62
	Sewing	1	.....	62	62
	Cooking	1	.....	62	62
St. Joseph's Industrial School for Colored Boys, Clayton, Del.	In industrial training	.....	95	.....	95
	Paper cutting and folding	2	8	.....	8
	Sewing	1	5	.....	5
	Cooking	1	3	.....	3
	Carpentry	2	6	.....	6
	Wood turning	1	1	.....	1
	Carving	1	2	.....	2
	Farm or garden work	1	8	.....	8
	Printing	2	5	.....	5
	Painting	1	3	.....	3
Delaware Industrial School for Girls, Wilmington, Del.	In industrial training	.....	.....	17	17
	Free-hand drawing	1	.....	6	6
	Mechanical drawing	1	.....	6	6
	Sewing	1	.....	17	17
	Cooking	1	.....	14	14
Ferris Industrial School, Marshallton, Del.	In industrial training	.....	27	.....	27
	Sewing	2	8	.....	8
	Cooking	2	7	.....	7
	Carpentry	1	7	.....	7
	Farm or garden work	3	50	.....	50
Reform School of the District of Columbia.	In industrial training	.....	90	.....	90
	Mechanical drawing	.....	50	.....	50
	Sewing	2	10	.....	10
	Cooking	1	6	.....	6
	Sloyd or knife work	1	90	.....	90
	Carpentry	1	90	.....	90
	Wood turning	.....	90	.....	90
	Carving	.....	90	.....	90
	Paper-box making	2	70	.....	70
	Housework	.....	15	.....	15
	Machine-shop work	1	4	.....	4
	Farm or garden work	.....	40	.....	40
	Painting	1	4	.....	4
	Shoemaking	1	8	.....	8
	Tailoring	1	8	.....	8
	Dining-room work	.....	16	.....	16
The Erring Woman's Refuge for Reform, Chicago, Ill.	In industrial training	.....	.....	92	92
	Sewing	3	.....	92	92
	Cooking	1	.....	92	92

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.
Illinois State Reformatory, Pontiac, Ill.	In industrial training	.....	763	.....	763
	Sewing	1	60	.....	60
	Cooking	3	48	.....	48
	Carpentry, Wood turning, Carving	3	41	.....	41
	Bakery	1	17	.....	17
	Shoemaking	1	30	.....	30
	Stonecutting	3	160	.....	160
	Forging	1	15	.....	15
	Sheet-metal work	1	6	.....	6
	Steam fitting	3	41	.....	41
	Harness making	1	50	.....	50
	Farm or garden work	3	20	.....	20
	Bricklaying	1	23	.....	23
	Printing and binding	2	75	.....	75
	Painting	1	17	.....	17
	Picture molding	6	150	.....	150
State Training School for Girls, Geneva, Ill.	In industrial training	.....	.....	149	149
Indiana Reform School for Boys, Plainfield, Ind.	In industrial training	.....	264	.....	264
	Paper cutting and folding	1	23	.....	23
	Sewing	1	23	.....	23
	Cooking	2	8	.....	8
	Sloyd or knife work	1	47	.....	47
	Carpentry	1	8	.....	8
	Wood turning	1	4	.....	4
	Carving	1	27	.....	27
	Laundering	2	6	.....	6
	Forging	1	16	.....	16
	Vise work	1	16	.....	16
	Garden work	1	21	.....	21
	Printing	.....	23	.....	23
	Painting	.....	8	.....	8
	Dining-room work	2	23	.....	23
	Tailor shop	1	24	.....	24
Industrial School for Girls, Mitchellville, Iowa.	In industrial training	.....	.....	149	149
	Sewing	2	.....	28	28
	Cooking	4	.....	35	35
	Dormitory work	4	.....	23	23
State Industrial School for Girls, Beloit, Kans.	In industrial training	.....	.....	121	121
Boys' Industrial School, North Topeka, Kans.	Sewing	2	24	.....	24
	Cooking	2	10	.....	10
	Carpentry	1	4	.....	4
	Engine house	3	5	.....	5
	Florist	1	2	.....	2
	Harness shop	1	2	.....	2
	Farm or garden work	1	25	.....	25
	Shoe shop	1	2	.....	2
	Laundering	1	15	.....	15
Industrial School of Reform, Louisville, Ky.	Carpentry	1	19	.....	19
	Farm or garden work	1	11	.....	11
	Printing	1	16	.....	16
	Painting	.....	2	.....	2
House of the Good Shepherd, Fort Thomas, Ky.	In industrial training	.....	.....	200	200
Boys' Reformatory, New Orleans, La.	Farm or garden work	1	378	.....	378
State Reform School, Portland, Me.	Sewing	1	15	.....	15
	Cooking	4	24	.....	24
	Carpentry	1	24	.....	24
	Wood turning	.....	2	.....	2
	Farm or garden work	4	84	.....	84
The Baltimore Manual Labor School for Indigent Boys, Baltimore, Md.	In industrial training	.....	64	.....	64
	Farm or garden work	1	55	.....	55
House of Refuge, Baltimore, Md	In industrial training	.....	120	.....	120
	Sewing	1	20	.....	20
	Cooking	1	6	.....	6
	Sloyd or knife work	1	60	.....	60
	Carpentry	1	4	.....	4
	Forging	1	20	.....	20
	Farm or garden work	1	2	.....	2
	Printing	1	8	.....	8
The Maryland Industrial School for Girls, Baltimore, Md.	In industrial training	.....	.....	89	89
St. Elizabeth's Home for Colored Children, Baltimore, Md.	.....do	.....	.....	85	85

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. Mary's Industrial School for Boys, Baltimore, Md.	In industrial training	.....	225	.....	225
	Free-hand drawing	3	60	.....	60
	Paper cutting and folding	2	18	.....	18
	Sewing	5	225	.....	225
	Cooking	2	8	.....	8
	Carpentry	2	8	.....	8
	Wood turning	2	6	.....	6
	Pattern making	2	8	.....	8
	Forging	2	5	.....	5
	Vise work	3	5	.....	5
	Farm or garden work	2	6	.....	6
	Bricklaying	1	3	.....	3
	Printing	1	20	.....	20
	Painting	1	6	.....	6
House of Reformation for Colored Boys, Cheltenham, Md.	In industrial training	.....	236	.....	236
	Farm or garden work	3	36	.....	36
	Chair caning	1	148	.....	148
	Shoe shop	1	10	.....	10
	Laundering	1	12	.....	12
	Tailor shop	1	14	.....	14
	Bakery	1	7	.....	7
House of Reformation, Boston Harbor, Mass.	In industrial training	.....	85	.....	85
	Free-hand drawing	4	134	.....	134
	Mechanical drawing	1	84	.....	84
	Clay modeling	1	25	.....	25
	Paper cutting and folding	1	25	.....	25
	Sewing	1	24	.....	24
	Cooking	2	20	.....	20
	Sloyd or knife work	1	103	.....	103
	Carpentry	1	12	.....	12
	Farm or garden work	1	50	.....	50
	Printing	1	16	.....	16
	Painting	1	7	.....	7
	Shoemaking	1	40	.....	40
Essex County Truant School, Lawrence, Mass.	In industrial training	.....	35	.....	35
	Carpentry	1	30	.....	30
	Farm or garden work	2	35	.....	35
Plummer Farm School, Salem, Mass.	In industrial training	.....	12	.....	12
	Carpentry	1	12	.....	12
Hampden County Truant School, Springfield, Mass.	Sloyd or knife work	1	31	.....	31
Norfolk, Bristol, and Plymouth Counties Union Truant School.	In industrial training	.....	59	.....	59
	Farm and garden work	.....	59	.....	59
Lyman School for Boys, Westboro, Mass.	In industrial training	.....	296	.....	296
	Free-hand drawing	1	296	.....	296
	Mechanical drawing	3	140	.....	140
	Clay modeling	1	10	.....	10
	Sewing	2	20	.....	20
	Cooking	2	16	.....	16
	Sloyd or knife work	2	140	.....	140
	Carpentry	1	12	.....	12
	Wood turning	1	36	.....	36
	Carving	1	10	.....	10
	Forging	1	36	.....	36
	Vise work	1	36	.....	36
	Machine-shop work	1	2	.....	2
	Shoemaking	1	15	.....	15
State Industrial School for Girls, Lancaster, Mass.	In industrial training	.....	.....	187	187
	Sewing	7	.....	187	187
	Cooking	7	.....	187	187
	Farm or garden work	1	.....	187	187
Middlesex County Truant School, North Chelmsford, Mass.	In industrial training	.....	90	.....	90
	Sloyd or knife work	1	90	.....	90
Parental School, West Roxbury, Mass.	In industrial training	.....	193	.....	193
	Free-hand drawing	8	193	.....	193
	Mechanical drawing	2	193	.....	193
	Sloyd or knife work	2	193	.....	193
	Farm or garden work	3	150	.....	150
Michigan State Public School, Coldwater, Mich.	Free-hand drawing	2	100	30	130
	Clay modeling	2	50	15	65
	Paper cutting and folding	2	90	25	115
	Sewing	2	30	20	50
House of the Good Shepherd, Detroit, Mich.	In industrial training	.....	.....	90	90
	Sewing	1	.....	140	140
Industrial School for Boys, Lansing, Mich.	In industrial training	.....	400	.....	400
	Carpentry	1	75	.....	75
	Chair caning	1	50	.....	50

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 School for Boys, Lansing, Mich.	Shoemaking	1	20	.....	20
	Printing	.....	35	.....	35
	Painting	1	10	.....	10
State Training School for Boys and Girls, Red Wing, Minn.	In industrial training	.....	314	71	385
	Mechanical drawing	1	100	.....	100
	Sewing	2	50	71	121
	Cooking	3	21	71	92
	Sloyd or knife work	1	100	.....	100
	Carpentry	1	20	.....	20
	Wood turning	2	18	.....	18
	Carving	2	115	.....	115
	Forging	1	16	.....	16
	Farm or garden work	3	150	.....	150
	Printing	1	12	.....	12
	Painting	1	8	.....	8
	Greenhouse work	1	8	.....	8
Minnesota State Reformatory, St. Cloud, Minn.	In industrial training	.....	132	.....	132
	Sewing	1	10	.....	10
	Cooking	2	12	.....	12
	Carpentry	1	4	.....	4
	Shoemaking	1	6	.....	6
	Laundering	1	4	.....	4
	Stonecutting	1	50	.....	50
	Forging	1	14	.....	14
	Pipe fitting	2	8	.....	8
	Farm and garden work	3	75	.....	75
	Pharmacy	1	2	.....	2
	Electricity	1	4	.....	4
	Quarrying stone	1	20	.....	20
Missouri State Reform School for Boys, Boonville, Mo.	In industrial training	.....	80	.....	80
	Sewing	1	18	.....	18
	Cooking	1	8	.....	8
	Carpentry	1	12	.....	12
	Vise work	1	12	.....	12
	Farm or garden work	3	60	.....	60
	Bricklaying	1	10	.....	10
	Printing	1	8	.....	8
	Painting	1	8	.....	8
State Industrial Home for Girls, Chillicothe, Mo.	In industrial training	.....	.....	103	103
	Free-hand drawing	3	.....	103	103
	Sewing	2	.....	103	103
	Cooking	2	.....	103	103
St. Louis House of Refuge, St. Louis, Mo.	In industrial training	.....	15	12	27
	Sewing	.....	.....	21	21
	Cooking	.....	6	12	18
	Carpentry	.....	5	.....	5
	Machine-shop work	.....	4	.....	4
	Nursing	.....	.....	4	4
	Farm or garden work	.....	6	.....	6
	Bricklaying	.....	4	.....	4
	Painting	.....	3	.....	3
Montana State Reform School, Miles City, Mont.	Sewing	1	.....	14	14
	Cooking	2	6	14	20
	Farm or garden work	3	50	.....	50
Girls' Industrial School, Geneva, Nebr.	In industrial training	.....	.....	50	50
	Sewing	1	.....	50	50
	Cooking	1	.....	50	50
	Laundering	1	.....	50	50
	Farm or garden	1	.....	50	50
Boys' Industrial School for Juvenile Offenders, Kearney, Nebr.	In industrial training	.....	86	.....	86
	Cooking	2	7	.....	7
	Carpentry	1	5	.....	5
	Machine-shop work	1	3	.....	3
	Farm or garden work	3	31	.....	31
	Printing	1	11	.....	11
	Laundering	1	5	.....	5
	Shoemaking	1	11	.....	11
	Tailoring	1	13	.....	13
State Industrial School, Manchester, N. H.	In industrial training	.....	126	20	146
State Home for Girls, Trenton, N. J.	In industrial training	.....	.....	75	75
	Sewing	3	.....	50	50
	Cooking	3	.....	21	21
The Newark City Home, Verona, N. J.	In industrial training	.....	22	.....	22
	Printing	.....	22	.....	22
	Farm or garden work	.....	16	.....	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.
Brooklyn Truant School, Brooklyn, N. Y.	In industrial training	.....	160	.....	160
	Sloyd or knife work	1	50	.....	50
	Carpentry	1	10	.....	10
	Venetian ironwork	.....	100	.....	100
Berkshire Industrial Farm, Canaan Four Corners, N. Y.	Sewing	1	12	.....	12
	Cooking	1	4	.....	4
	Carpentry	1	6	.....	6
	Farm or garden work	3	20	.....	20
	Printing	1	10	.....	10
	Painting	1	4	.....	4
New York State Reformatory, Elmira, N. Y.	Mechanical drawing	1	499	.....	499
	Sewing	1	33	.....	33
	Carpentry	2	87	.....	87
	Wood turning	1	11	.....	11
	Forging	1	55	.....	55
	Sheet-metal work	1	28	.....	28
	Molding (metal)	1	34	.....	34
	Machine-shop work	1	40	.....	40
	Bricklaying	1	81	.....	81
	Printing	1	36	.....	36
	Painting	1	106	.....	106
House of Refuge for Women, Hudson, N. Y.	In industrial training	.....	.....	121	121
	Sewing	2	.....	177	177
	Cooking	1	.....	77	77
	Laundering	1	.....	100	100
New York Juvenile Asylum, New York, N. Y.	In industrial training	.....	.....	702	702
	Paper cutting and folding	4	150	25	175
	Sewing	5	130	96	226
	Cooking	3	25	.....	25
	Carpentry	1	3	.....	3
	Farm or garden work	1	6	.....	6
	Printing	1	12	.....	12
	Painting	1	2	.....	2
	Bakery	1	12	.....	12
	Laundering	1	15	.....	15
	Telegraphy	1	18	.....	18
	Shoemaking	1	50	.....	50
	Engine room	1	2	.....	2
	Typewriting	1	3	.....	3
Society for the Reformation of Juvenile Delinquents, New York, N. Y.	In industrial training	.....	748	93	841
	Free-hand drawing	1	150	.....	150
	Clay modeling	1	150	.....	150
	Sewing	1	.....	35	35
	Cooking	2	25	12	37
	Sloyd or knife work	1	150	.....	150
	Carpentry	1	8	.....	8
	Carving	1	150	.....	150
	Forging	1	14	.....	14
	Wire-woven mattress	1	11	.....	11
	Shoemaking	1	30	.....	30
	Machine-shop work	1	6	.....	6
	Plumbing	1	3	.....	3
	Printing	1	39	.....	39
	Painting	1	13	.....	13
	Tailoring	3	70	.....	70
St. Vincent Industrial School, Utica, N. Y.	In industrial training	.....	144	.....	144
	Knitting	3	100	.....	100
	Tailoring	1	20	.....	20
	Laundry	1	4	.....	4
	Farm or garden work	1	20	.....	20
Cincinnati House of Refuge	In industrial training	.....	150	91	241
	Free-hand drawing	1	5	.....	5
	Mechanical drawing	1	30	.....	30
	Paper cutting and folding	1	38	.....	38
	Sewing	1	32	.....	32
	Cooking	1	24	.....	24
	Sloyd or knife work	1	47	.....	47
	Carpentry	1	10	.....	10
	Wood turning	1	5	.....	5
	Carving	1	5	.....	5
	Machine-shop work	1	5	.....	5
	Farm or garden work	1	10	.....	10
	Printing	1	43	.....	43
New York Catholic Protectory, New York, N. Y.	In industrial training	.....	1,450	.....	1,450
Girls' Industrial Home, Delaware, Ohio.	.....do	.....	.....	304	304

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, Lancaster, Ohio.	In industrial training	.....	400	.....	400
	Sewing	2	58	.....	58
	Cooking	3	27	.....	27
	Laundering	1	24	.....	24
	Carpentry	1	12	.....	12
	Butcher	1	4	.....	4
	Brickmaking	2	17	.....	17
	Dairy	1	7	.....	7
	Baking	1	7	.....	7
	Blacksmithing	1	6	.....	6
	Sheet-metal work	1	3	.....	3
	Machine-shop work	1	8	.....	8
	Electrician	1	4	.....	4
	Farm or garden	3	40	.....	40
	Bricklaying	1	27	.....	27
	Printing	1	24	.....	24
	Painting	1	6	.....	6
	Shoemaking	1	12	.....	12
Ohio State Reformatory, Mansfield, Ohio.	In industrial training	.....	60	.....	60
	Cooking	1	5	.....	5
	Carpentry	1	6	.....	6
	Machine-shop work	1	2	.....	2
	Farm or garden	.....	10	.....	10
	Bricklaying	1	10	.....	10
	Printing	1	2	.....	2
	Stonecutting and masonry	1	10	.....	10
	Tafloring	1	15	.....	15
Oregon State Reform School, Salem, Oreg.	In industrial training	.....	80	.....	80
	Sewing	2	16	.....	16
	Cooking	1	12	.....	12
	Carpentry	1	4	.....	4
	Farm or garden work	2	16	.....	16
	Painting	1	4	.....	4
	Housekeeping	2	12	.....	12
	Laundering	1	10	.....	10
	Blacksmithing	1	2	.....	2
	Engineering	1	4	.....	4
House of Refuge, Glen Mills, Pa.	In industrial training	.....	326	.....	326
	Sewing	1	66	.....	66
	Cooking	1	189	.....	189
	Carpentry	2	41	.....	41
	Laundering	2	67	.....	67
	Bakery	1	14	.....	14
	Boiler-house work	4	36	.....	36
	Shoemaking	1	37	.....	37
	Blacksmithing	1	15	.....	15
	Farm or garden work	3	237	.....	237
	Bricklaying	1	24	.....	24
	Printing	1	52	.....	52
	Painting	1	26	.....	26
	Electrical work	2	12	.....	12
Pennsylvania Industrial Reformatory, Huntingdon, Pa.	In industrial training	.....	.....	.....	.....
	Sewing	1	20	.....	20
	Cooking	1	28	.....	28
	Sloyd or knife work	2	49	.....	49
	Carpentry	5	18	.....	18
	Electricity	2	10	.....	10
	Forging	1	12	.....	12
	Sheet-metal work	1	5	.....	5
	Machine-shop work	3	27	.....	27
	Farm or garden work	2	21	.....	21
	Bricklaying	2	37	.....	37
	Printing	1	8	.....	8
	Painting	3	41	.....	41
Pennsylvania Reform School, Morganza, Pa.	Mechanical drawing	2	127	.....	127
	Sewing	2	.....	46	46
	Cooking	1	.....	60	60
	Sloyd or knife work	1	45	.....	45
	Carpentry	2	8	.....	8
	Forging	1	17	.....	17
	Farm or garden work	.....	142	.....	142
	Bricklaying	1	28	.....	28
	Printing	1	30	.....	30
	Painting	1	15	.....	15
	Shoemaking	1	27	.....	27
	Baking	1	14	.....	14
	Plumbing	2	6	.....	6
	Barber	1	13	.....	13
	Laundering	1	.....	47	47

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.
The House of Refuge, Philadelphia, Pa.	In industrial training	.....	.....	121	121
	Sewing	.....	.....	121	121
	Cooking	.....	.....	121	121
Sockanosset School for Boys, Howard, R. I.	Mechanical drawing	1	11	.....	11
	Sewing	1	28	.....	28
	Cooking	2	8	.....	8
	Carpentry	1	10	.....	10
	Forging	1	18	.....	18
	Machine-shop work	1	14	.....	14
	Farm or garden work	1	30	.....	30
	Bricklaying	1	11	.....	11
	Printing	1	18	.....	18
	Painting	1	4	.....	4
Tennessee Industrial School, Nashville, Tenn.	In industrial training	.....	547	220	767
	Free-hand drawing	1	12	6	18
	Sewing	1	15	74	89
	Cooking	3	6	9	15
	Sloyd or knife work	2	60	.....	60
	Carpentry	1	4	.....	4
	Carving	1	16	.....	16
	Wood turning	1	16	.....	16
	Cabinetmaking	1	16	.....	16
	Shoemaking	1	20	.....	20
	Mattress making	1	6	.....	6
	Laundering	1	14	.....	14
	Tailoring	1	15	.....	15
	Barber shop	1	7	.....	7
Industrial School and Farm of Hamilton County, Jersey, Tenn.	In industrial training	.....	70	15	85
	Sewing	2	12	15	27
	Cooking	1	2	2	4
	Carpentry	1	12	.....	12
	Chair caning	1	50	.....	50
	Broom making	1	12	.....	12
	Nursery work	1	50	.....	50
	Farm or garden work	2	50	.....	50
	Painting	1	6	.....	6
	Bakery	1	3	.....	3
	Shoemaking	1	6	.....	6
House of Correction and Reformatory, Gatesville, Tex.	In industrial training	.....	143	.....	143
	Cooking	.....	5	.....	5
	Sewing	.....	7	.....	7
	Machine-shop work	.....	2	.....	2
	Farm or garden work	.....	121	.....	121
	Dairy	.....	5	.....	5
West Virginia Reform School for Boys, Pruntytown, W. Va.	In industrial training	.....	240	.....	240
	Sewing	2	13	.....	13
	Cooking	3	30	.....	30
	Carpentry	1	6	.....	6
	Laundering	1	7	.....	7
	Machine-shop work	1	3	.....	3
	Farm or garden work	3	100	.....	100
	Printing	1	7	.....	7
	Painting	1	1	.....	1
	Shoemaking	1	10	.....	10
	Bakery	1	4	.....	4
West Virginia Industrial Home for Girls, Salem, W. Va.	In industrial training	.....	.....	31	31
	Sewing	1	.....	31	31
	Cooking	1	.....	31	31
Washington State Reform School, Chehalis, Wash.	In industrial training	.....	24	10	34
	Mechanical drawing	1	8	.....	8
	Sewing	2	22	10	32
	Cooking	2	10	2	12
	Carpentry	1	8	.....	8
	Farm or garden work	1	18	.....	18
	Painting	1	6	.....	6
	Shoemaking	1	24	.....	24
	Tailoring	1	22	.....	22
	Laundering	1	12	4	16
Wisconsin Industrial School for Boys, Waukesha, Wis.	In industrial training	.....	328	.....	328
	Free-hand drawing	1	78	.....	78
	Mechanical drawing	1	78	.....	78
	Clay modeling	1	20	.....	20
	Paper cutting and folding	1	20	.....	20
	Sewing (tailoring)	3	47	.....	47
	Cooking	5	40	.....	40
	Sloyd or knife work	1	78	.....	78
	Carpentry	1	12	.....	12
	Wood turning	1	12	.....	12

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.
Wisconsin Industrial School for Boys, Waukesha, Wis.	Carving	1	68	.....	68
	Forging	1	4	.....	4
	Vise work	1	80	.....	80
	Farm or garden work	5	58	.....	58
	Bricklaying	1	3	.....	3
	Painting	1	9	.....	9
Wisconsin Industrial School for Girls, Milwaukee, Wis.	In industrial training	.....	6	227	233
	Sewing	.....	6	227	233
	Cooking	.....	.....	220	220

CHAPTER XLIV.

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 1900–1901.

Schools for the blind.—The total number of schools reporting was 39, with 472 instructors—173 males and 299 females—including 148 in music and 116 in industrial training. The total number of pupils was 4,199, the number of males being 2,222, and females 1,977. In the kindergartens there were 481 pupils; in vocal music, 2,237; in instrumental music, 1,993; and in industrial training, 2,649. There were 160 graduates. The total number of volumes in the libraries was 103,626. The value of scientific instruments was $94,025 and the value of grounds and buildings $6,513,315. The sum of $75,842 was expended for buildings and improvements and $945,060 for support.

Schools for the deaf.—There are represented in this report 118 schools for the deaf, with 1,281 instructors and 11,343 pupils. The 57 State institutions report 1,095 instructors—386 male and 709 female. There were 427 teachers of articulation, 38 in auricular perception, and 333 in the industrial departments. The total number of pupils reported was 10,069, the number of males being 5,560 and the females 4,509. The number taught by the manual method was 2,979, the number by the purely oral method 3,748, and the number by the combined system 4,292. There were 672 pupils in the kindergartens, and the schools reported 299 graduates. The libraries of these institutions contained 102,428 volumes; the value of scientific apparatus was $14,518, and of grounds and buildings $12,381,767. The sum of $280,107 was expended for buildings and improvements, and $1,925,071 for salaries and support.

The 46 public day schools for the deaf had 107 instructors—7 males and 100 females—85 in articulation, 25 in aural development, and 40 in industrial training. Of the 780 pupils 433 were boys and 347 girls. The number taught by the manual method was 24, by the purely oral method 642, and by the combined system 138. There were 37 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 79 teachers—20 males and 59 females—48 being teachers of articulation, 18 of aural development, and 26 in industrial training. There were 494 pupils—213 males and 281 females. The number taught by the manual method was 59, by the purely oral method 151, and by the combined system 264. There were 56 pupils in the kindergartens.

Schools for the feeble-minded.—There were 20 State schools reporting, with 251 teachers—45 males and 206 females—136 being in industrial training. There are 928 assistants caring for inmates. The State schools had 11,149 pupils, 5,949 males and 5,200 females—984 being in the kindergartens. These institutions had buildings and grounds valued at $6,323,372. The sum of $454,222 was expended for buildings and improvements, and $1,603,173 for support.

There were 12 private schools for the feeble-minded, with 55 teachers and 468 pupils—287 boys and 181 girls.

TABLE 1.—*Summary of statistics of schools for the blind, 1900–1901.*

States and Territories.	Number of institutions.	Instructors.				
		Male.	Female.	Total.	Music.	Industrial.
1	2	3	4	5	6	7
United States	39	173	299	472	148	116
North Atlantic Division	5	32	83	115	41	29
South Atlantic Division	8	44	53	97	25	29
South Central Division	9	33	45	78	28	23
North Central Division	11	51	100	151	43	27
Western Division	6	13	18	31	11	8
North Atlantic Division:						
Maine						
New Hampshire						
Vermont						
Massachusetts	1	13	39	52	19	10
Rhode Island						
Connecticut						
New York	2	12	27	39	9	8
New Jersey						
Pennsylvania	2	7	17	24	13	11
South Atlantic Division:						
Delaware						
Maryland	2	12	10	22	4	7
District of Columbia						
Virginia	1	4	6	10	3	2
West Virginia	1	13	13	26	3	8
North Carolina	1	10	12	22	8	6
South Carolina	1	2	4	6	3	2
Georgia	1	3	6	9	3	2
Florida	1	0	2	2	1	2
South Central Division:						
Kentucky	1	3	6	9	3	2
Tennessee	1	2	2	4	5	4
Alabama	1	5	6	11	3	3
Mississippi	1	2	6	8	3	2
Louisiana	1	3	5	8	2	4
Texas	2	11	9	20	8	3
Arkansas	1	6	9	15	3	3
Oklahoma						
Indian Territory	1	1	2	3	1	2
North Central Division:						
Ohio	1	9	14	23	9	4
Indiana	1	4	9	13	3	3
Illinois	1	8	16	24	7	3
Michigan	1	4	8	12	3	4
Wisconsin	1	4	11	15	4	2
Minnesota	1	4	7	11	4	2
Iowa	1	5	7	12	4	3
Missouri	1	4	11	15		
North Dakota						
South Dakota	1	2	2	4	2	1
Nebraska	1	4	6	10	3	3
Kansas	1	3	9	12	4	2
Western Division:						
Montana	1	2	2	4	1	2
Wyoming						
Colorado	1	4	5	9	3	2
New Mexico						
Arizona						
Utah	1	3	3	6	2	2
Nevada						
Idaho						
Washington	1		2	2	1	1
Oregon	1	2	3	5	2	1
California	1	2	3	5	2	0

TABLE 2.—*Summary of statistics of schools for the blind, 1900–1901.*

States and Territories.	Pupils.							
	Male.	Female.	Total.	Vocal music.	Instrumental music.	Kindergarten.	Graduates, 1900–1901.	Industrial department.
1	2	3	4	5	6	7	8	9
United States	2,222	1,977	4,199	2,237	1,993	481	160	2,649
North Atlantic Division	458	407	865	367	381	162	46	668
South Atlantic Division	332	272	604	397	364	45	14	289
South Central Division	479	511	990	644	408	120	17	459
North Central Division	854	699	1,553	748	707	154	73	1,146
Western Division	99	88	187	81	133	0	10	87
North Atlantic Division:								
Maine								
New Hampshire								
Vermont								
Massachusetts	118	123	241	23	111	84	7	158
Rhode Island								
Connecticut								
New York	187	140	327	129	125	50	8	276
New Jersey								
Pennsylvania	153	144	297	215	145	28	31	234
South Atlantic Division:								
Delaware								
Maryland	71	55	126	108	93	18	4	61
District of Columbia								
Virginia	32	33	65		54			65
West Virginia	21	27	48	35	41		4	
North Carolina	105	97	202	172	115	27	1	110
South Carolina								
Georgia	62	38	100	82	54		5	37
Florida	12	2	14	0	7			16
South Central Division:								
Kentucky	74	76	150	150	28	30		
Tennessee	103	139	242	172	128		3	165
Alabama	47	32	79	79	65			67
Mississippi	26	22	48	14	25	9	3	26
Louisiana	20	18	38	16	29	16		26
Texas	105	123	228	87	67	31	9	18
Arkansas	101	97	198	120	60	30	2	150
Oklahoma								
Indian Territory	3	4	7	6	6	4	0	7
North Central Division:								
Ohio	198	141	339	192	149	32	8	293
Indiana	79	85	164	96	60			155
Illinois	153	102	255	118	112	36	15	131
Michigan	64	65	129	28	66	25	5	104
Wisconsin	69	50	119	48	38	19	9	24
Minnesota	52	33	85	55	57	25	3	82
Iowa	85	65	150	59	80	17		117
Missouri	61	64	125				20	75
North Dakota								
South Dakota	19	8	27	16	23			17
Nebraska	28	31	59	35	48	0	7	59
Kansas	46	55	101	101	74		6	89
Western Division:								
Montana	5	9	14		14		1	7
Wyoming								
Colorado	29	26	55	2	31		3	46
New Mexico								
Arizona								
Utah	7	5	12		10			
Nevada								
Idaho								
Washington	10	10	20		6		2	11
Oregon	16	13	29	26	20			23
California	32	25	57	53	52	0	1	

TABLE 3.—*Summary of statistics of schools for the blind, 1900–1901.*

States and Territories.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures for buildings and improvements.	Expenditures for support.
1	2	3	4	5	6
United States	103,626	$94,025	$6,513,315	$75,842	$945,060
North Atlantic Division	41,129	17,043	1,899,022	23,119	186,216
South Atlantic Division	9,004	9,400	911,000	7,120	166,785
South Central Division	14,860	37,725	810,000	9,450	165,735
North Central Division	34,562	25,957	2,100,293	33,903	340,315
Western Division	4,071	3,900	793,000	2,250	86,009
North Atlantic Division:					
Maine					
New Hampshire					
Vermont					
Massachusetts	16,989		571,092		
Rhode Island					
Connecticut					
New York	10,550	12,043	316,577	2,918	98,716
New Jersey					
Pennsylvania	13,590	5,600	1,011,351	20,201	87,500
South Atlantic Division:					
Delaware					
Maryland	2,919	6,500	434,000	300	37,475
District of Columbia					
Virginia	1,000		37,000	820	10,556
West Virginia	750	1,000	150,000	5,000	42,500
North Carolina	1,300	1,500	150,000		50,000
South Carolina					
Georgia	3,000		125,000	1,000	17,000
Florida	35	400	15,000		9,254
South Central Division:					
Kentucky	2,500	20,000	100,000		28,424
Tennessee	2,600	10,000	205,000		34,901
Alabama	1,656	1,000	65,000		17,220
Mississippi	850	2,000	50,000		
Louisiana	779		40,000		10,000
Texas	4,275	1,575	100,000		40,000
Arkansas	2,000	3,000	250,000	9,450	35,190
Oklahoma					
Indian Territory	200	150			
North Central Division:					
Ohio	3,600		675,000	12,632	66,606
Indiana	2,000	2,000	521,381	2,496	29,733
Illinois	8,200	1,000	233,106	2,204	54,241
Michigan	3,300	7,707	114,550	10,000	30,700
Wisconsin	4,000	4,400	201,356	3,740	35,000
Minnesota	2,440	6,750	60,000	800	22,000
Iowa	5,000	1,500	100,000		27,189
Missouri	2,750				29,500
North Dakota					
South Dakota	100	100	550		5,669
Nebraska	1,872	2,000	76,000	2,031	19,504
Kansas	1,300	500	118,350		20,233
Western Division:					
Montana	150				
Wyoming					
Colorado		1,200	223,000	1,000	18,630
New Mexico					
Arizona					
Utah	146	1,600			
Nevada					
Idaho					
Washington	200	700			
Oregon	525	1,000	20,000	1,250	7,729
California	3,050		550,000		59,650

TABLE 4.—*Statistics of State institutions for the education of the blind, 1900–1901.*

	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.	Music.	Industrial department.	Male.	Female.	Total.	Vocal music.	Instrumental music.	Kindergarten.	Graduates in 1900-1901.	Industrial department.					Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	Talladega, Ala	Alabama School for the Blind.	J. H. Johnson	5	6	11	3	3	47	32	79	79	65	...	....	67	1,656	$230	$1,000	$65,000	.....	$17,220
2	Little Rock, Ark	Arkansas School for the Blind.	Jno. H. Dye	6	9	15	3	3	101	97	198	120	60	30	2	150	2,000	.....	3,000	250,000	$9,450	35,190
3	Berkeley, Cal	California Institution for the Education of the Deaf and the Blind.	Warring Wilkinson	2	3	5	2	0	32	25	57	53	52	0	4	....	3,050	300	.....	550,000	.....	a59,650
4	Colorado Springs, Colo.	Colorado School for the Deaf and Blind.	William K. Argo	4	5	9	3	2	29	26	55	2	31	...	3	46	.....	312	1,200	223,000	1,000	18,630
5	St. Augustine, Fla	Florida Institute for the Deaf and Blind.	William B. Hare	0	2	2	1	2	12	2	14	0	7	...	....	16	35	142	400	15,000	.....	9,254
6	Macon, Ga	Georgia Academy for the Blind.	Dudley Williams	3	6	9	3	2	62	38	100	82	54	...	5	37	3,000	150	.....	125,000	1,000	17,000
7	Jacksonville, Ill	Institution for the Education of the Blind.	Frank H. Hall	8	16	24	7	3	153	102	255	118	112	36	15	131	8,200	213	1,000	233,106	2,204	54,241
8	Indianapolis, Ind	Indiana Institution for the Education of the Blind.	Geo. S. Wilson	4	9	13	3	3	79	85	164	96	60	...	....	155	2,000	196	2,000	521,381	2,496	29,733
9	Fort Gibson, Ind. T	International School for the Blind.*	Laura A. Rowland	1	2	3	1	2	3	4	7	6	6	4	0	7	200	100	150	.....	.....	.....
10	Vinton, Iowa	Iowa College for the Blind.	T. F. McCune	5	7	12	4	3	85	65	150	59	80	17	....	117	5,000	181	1,500	100,000	.....	27,189
11	Kansas City, Kans	Kansas School for the Blind.	L. Williams	3	9	12	4	2	46	55	101	101	74	...	6	89	1,300	200	500	118,350	.....	20,233
12	Louisville, Ky	Kentucky Institution for the Education of the Blind.	Benjamin B. Huntoon	3	6	9	3	2	74	76	150	150	28	30	....	....	2,500	190	20,000	100,000	.....	28,424
13	Baton Rouge, La	Louisiana Institution for the Blind.*	Alvan E. Read	3	5	8	2	4	20	18	38	16	29	16	....	26	779	.....	.....	40,000	.....	10,000

*Statistics of 1899–1900.

a For deaf and blind departments.

TABLE 4.—*Statistics of State institutions for the education of the blind, 1900–1901*—Continued.

	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.	Music.	Industrial department.	Male.	Female.	Total.	Vocal music.	Instrumental music.	Kindergarten.	Graduates in 1900-1901.	Industrial department.					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
14	Baltimore, Md	Maryland School for the Blind.	Frederick D. Morrison	7	6	13	3	4	51	50	101	83	75	12	4	36	2,619	$298	$5,500	$399,000	.....	$26,475
15	.....do	Maryland School for Colored Blind and Deaf.	.....do	5	4	9	1	3	20	5	25	25	18	6	....	25	300	180	1,000	35,000	$300	11,000
16	South Boston, Mass	Perkins Institution and Massachusetts School for the Blind.	M. Anganos	13	39	52	19	10	118	123	241	23	111	84	7	158	16,898	300	.....	571,092	.....	.....
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	Faribault, 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	26	22	58	14	25	9	3	26	850	.....	2,000	50,000	.....	.....
20	St. Louis, Mo	Missouri School for the Blind.	S. M. Green	4	11	15	...	....	61	64	125	....	.....	...	20	75	2,750	.....	.....	150,000	.....	29,500
21	Boulder, Mont	Montana School for Deaf and Blind.	Thos. S. McAloney	2	2	4	1	2	5	9	14	....	14	...	1	7	150	190	.....	.....	.....	.....
22	Nebraska City, Nebr	Nebraska Institute for the Blind.	J. T. Morey	4	6	10	3	3	28	31	59	35	48	0	7	59	1,872	325	2,000	76,000	2,031	19,504
23	Batavia, N. Y	New York State School for the Blind.	Gardner Fuller	6	11	17	4	3	78	57	135	9	50	25	8	84	5,434	.....	5,420	380,440	2,918	39,123
24	New York, N. Y	New York Institution for the Blind.	William B. Wait	6	16	22	5	5	109	83	192	120	75	25	....	192	5,116	260	6,623	236,137	.....	59,593
25	Raleigh, N. C	North Carolina Institution for the Education of Deaf, Dumb, and Blind.	John E. Ray, A. M	10	12	22	8	6	105	97	202	172	115	27	1	110	1,300	200	1,500	150,000	.....	50,000
26	Columbus, Ohio	Ohio Institution for the Education of the Blind.	G. L. Smead	9	14	23	9	4	198	141	339	192	149	32	8	293	3,600	205	.....	675,000	12,632	66,606
27	Salem, Oreg	Oregon School for Blind	J. L. Carter	2	3	5	2	1	16	13	29	26	20	...	....	23	525	266	1,000	20,000	1,250	7,729
28	Philadelphia, Pa	Pennsylvania Institution for the Instruction of the Blind.*	Edward E. Allen	3	11	14	9	7	97	98	195	131	87	28	26	142	13,060	417	2,000	729,351	19,201	67,924

29	Pittsburg, Pa	Western Pennsylvania Institution for the Blind.	H. B. Jacobs	4	6	10	4	4	56	46	102	84	58	0	5	92	530	235	3,000	282,000	1,000	19,576
30	Cedar Spring, S. C	South Carolina Institution for the Education of the Deaf and Blind.	N. F. Walker	2	4	6	3	2	29	20	49											
31	Gary, S. Dak	South Dakota School for the Blind.	Dora Donald	2	2	4	2	1	19	8	27	16	23			17	100	150	100	550		5,609
32	Nashville, Tenn	Tennessee School for the Blind.	J. V. Armstrong	2	2	4	5	4	103	139	242	172	128		3	165	2,600		10,000	205,000		34,901
33	Austin, Tex	Institution for the Blind	H. L. Pener	10	8	18	7	3	88	104	192	70	55	26	9	18	4,200	200	500	100,000		40,000
34	do	Deaf, Dumb, and Blind Asylum for Colored Youth.	S. J. Jenkins	1	1	2	1		17	19	36	17	12	5			75		1,075			
35	Ogden, Utah	Utah School for the Blind.	Frank W. Metcalf	3	3	6	2	2	7	5	12		10				146	411	1,000			
36	Staunton, Va	Virginia School for the Deaf and Blind.	Wm. A. Bowlers	4	6	10	3	2	32	33	65		54			65	1,000	205		37,000	820	10,556
37	Vancouver, Wash	Washington School for Defective Youth.	J. Watson		2	2	1	1	10	10	20		6		2	11	200	200	700			
38	Romney, W. Va	West Virginia Schools for Deaf and Blind.	Jas. T. Rucker	13	13	26	3	8	21	27	48	35	41		4		750	200	1,000	150,000	5,000	42,500
39	Janesville, Wis	Wisconsin School for the Blind.	H. F. Bliss	4	11	15	4	2	69	50	119	48	38	19	9	24	4,000	185	4,400	201,356	3,740	35,000

*Statistics of 1899–1900.

TABLE 5.—*Summary of statistics of State institutions for the deaf. 1900–1901.*

States and Territories.	Number of institutions.	Instructors.					
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.
1	2	3	4	5	6	7	8
United States	57	386	709	1,095	427	38	333
North Atlantic Division	19	99	318	417	244	30	110
South Atlantic Division	10	68	72	140	40	1	41
South Central Division	9	65	85	150	41	1	39
North Central Division	12	119	203	322	87	6	80
Western Division	7	35	31	66	15	0	63
North Atlantic Division:							
Maine	1	1	12	13	8	.....	5
New Hampshire	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....
Massachusetts	2	1	26	27	19	1	4
Rhode Island	1	12	10	22	8	.....	3
Connecticut	2	6	22	28	13	0	5
New York	8	46	154	200	101	6	63
New Jersey	1	6	11	17	17	17	6
Pennsylvania	4	27	83	110	78	6	24
South Atlantic Division:							
Delaware	.....	.....	.....	.....	.....	.....	.....
Maryland	2	11	13	24	5	0	9
District of Columbia	1	18	9	27	14	1	3
Virginia	1	7	9	16	2	0	4
West Virginia	1	11	8	19	2	0	8
North Carolina	2	11	18	29	10	0	10
South Carolina	1	4	7	11	3	.....	5
Georgia	1	4	5	9	3	0	.....
Florida	1	2	3	5	1	0	2
South Central Division:							
Kentucky	1	15	17	32	9	0	7
Tennessee	1	7	9	16	3	.....	3
Alabama	1	8	8	16	4	0	5
Mississippi	1	7	8	15	3	1	5
Louisiana	1	5	6	11	4	.....	4
Texas	2	15	19	34	14	0	9
Arkansas	1	8	15	23	4	.....	6
Oklahoma	1	.....	3	3	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....
North Central Division:							
Ohio	1	8	26	34	19	.....	8
Indiana	1	13	20	33	8	0	4
Illinois	1	20	38	58	26	.....	14
Michigan	1	13	31	44	1	1	8
Wisconsin	1	13	11	24	9	.....	6
Minnesota	1	10	16	26	6	.....	7
Iowa	1	11	14	25	5	0	6
Missouri	1	11	16	27	0	0	8
North Dakota	1	3	4	7	3	4	2
South Dakota	1	1	3	4	1	.....	3
Nebraska	1	10	11	21	7	.....	7
Kansas	1	6	13	19	2	1	7
Western Division:							
Montana	1	5	2	7	1	.....	4
Wyoming	.....	.....	.....	.....	.....	.....	.....
Colorado	1	6	9	15	6	.....	6
New Mexico	1	1	0	1	0	0	0
Arizona	.....	.....	.....	.....	.....	.....	.....
Utah	1	7	7	14	3	0	7
Nevada	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....
Washington	1	5	3	8	1	0	39
Oregon	1	3	4	7	2	0	1
California	1	8	6	14	2	.....	6

TABLE 6.—*Summary of State institutions for the deaf, 1900–1901.*

States and Territories.	Pupils.							
	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1900–1901.
1	2	3	4	5	6	7	8	9
United States	5,560	4,509	10,069	4,292	3,748	2,979	672	299
North Atlantic Division	1,728	1,456	3,184	704	2,196	160	446	150
South Atlantic Division	712	609	1,321	357	194	544	17	38
South Central Division	877	717	1,594	946	231	582	44	19
North Central Division	1,949	1,527	3,476	1,967	1,049	1,505	168	77
Western Division	294	200	494	318	78	192	0	15
North Atlantic Division:								
Maine	55	34	89	84	0	6	10	0
New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	93	86	179	0	151	0	.....	3
Rhode Island	41	24	65	.....	65	.....	10	.....
Connecticut	124	77	201	136	37	28	3	2
New York	922	768	1,609	464	1,129	0	423	102
New Jersey	74	64	138	20	118	.....	.....	6
Pennsylvania	419	403	822	0	696	126	0	37
South Atlantic Division:								
Delaware	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	83	66	149	66	40	43	17	4
District of Columbia	110	59	169	133	36	114	.....	27
Virginia	110	102	212	186	16	.....	.....	3
West Virginia	86	77	163	22	0	163	0	.....
North Carolina	160	149	309	68	102	207	0	0
South Carolina	61	59	120	.....	.....	.....	.....	4
Georgia	75	72	147	147	.....	.....	.....	.....
Florida	27	25	52	35	0	17	.....	.....
South Central Division:								
Kentucky	196	159	355	304	51	.....	0	5
Tennessee	127	109	236	83	38	153	.....	.....
Alabama	50	30	80	.....	.....	.....	.....	.....
Mississippi	66	67	133	86	47	0	44	.....
Louisiana	62	56	118	.....	51	39	.....	.....
Texas	228	164	392	392	0	209	.....	5
Arkansas	121	104	225	26	44	181	.....	9
Oklahoma	27	28	55	55	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:								
Ohio	311	289	600	600	256	344	.....	9
Indiana	178	139	317	49	104	164	49	12
Illinois	318	218	536	172	364	.....	.....	.....
Michigan	236	183	419	419	0	167	0	15
Wisconsin	115	93	208	.....	129	79	38	7
Minnesota	148	104	252	252	67	198	27	5
Iowa	153	120	273	72	0	201	.....	14
Missouri	202	127	329	263	66	.....	0	4
North Dakota	30	30	60	48	12	0	0	0
South Dakota	28	28	56	13	0	56	10	.....
Nebraska	108	68	176	36	11	129	20	.....
Kansas	122	128	250	43	40	167	24	11
Western Division:								
Montana	15	14	29	21	8	.....	.....	1
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	55	37	92	.....	61	31	.....	1
New Mexico	14	2	16	0	0	16	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....
Utah	42	24	66	66	.....	.....	0	1
Nevada	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....
Washington	39	34	73	73	.....	.....	0	3
Oregon	30	30	60	.....	9	51	.....	.....
California	99	59	158	158	0	94	0	9

TABLE 7.—*Summary of statistics of State institutions for deaf, 1900–1901.*

States and Territories.	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	102,428	$14,518	$12,381,767	$280,107	$1,925,071
North Atlantic Division	37,346	8,850	4,381,177	172,855	802,373
South Atlantic Division	15,258	1,780	1,677,000	34,271	246,071
South Central Division	5,295	300	1,459,500	16,047	188,731
North Central Division	39,602	2,838	4,091,090	54,134	561,629
Western Division	4,927	750	773,000	2,800	126,267
North Atlantic Division:					
Maine	600	.....	60,000	.....	17,500
New Hampshire	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....
Massachusetts	3,000	.....	166,000	.....	.....
Rhode Island	175	.....	86,000	.....	20,000
Connecticut	2,350	.....	308,000	81,730	62,779
New York	21,466	7,750	2,169,216	31,150	456,772
New Jersey	2,600	100	125,000	3,000	36,000
Pennsylvania	7,155	1,000	1,466,961	56,975	215,322
South Atlantic Division:					
Delaware	.....	.....	.....	.....	.....
Maryland	3,998	780	290,000	1,271	35,979
District of Columbia	4,510	1,000	700,000	3,000	71,295
Virginia	600	.....	113,000	.....	28,539
West Virginia	1,300	.....	150,000	19,000	38,000
North Carolina	2,700	.....	256,000	11,000	63,000
South Carolina	950	.....	68,000	.....	.....
Georgia	1,200	.....	85,000	.....	.....
Florida	.....	.....	15,000	.....	9,258
South Central Division:					
Kentucky	2,200	.....	143,500	1,350	63,173
Tennessee	1,000	.....	190,000	5,000	35,000
Alabama	.....	.....	125,000	.....	.....
Mississippi	.....	.....	75,000	.....	32,550
Louisiana	700	.....	300,000	.....	21,500
Texas	959	100	376,000	9,000	16,000
Arkansas	436	200	250,000	697	20,508
Oklahoma	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....
North Central Division:					
Ohio	3,000	.....	785,000	10,000	101,000
Indiana	3,363	1,078	535,685	3,027	63,519
Illinois	14,401	.....	688,000	5,000	103,801
Michigan	3,863	300	511,405	17,376	91,770
Wisconsin	2,500	100	120,000	1,173	3,800
Minnesota	2,055	810	276,000	5,000	43,000
Iowa	3,000	.....	500,000	2,800	47,000
Missouri	2,500	.....	210,000	.....	.....
North Dakota	400	.....	50,000	4,258	14,764
South Dakota	220	50	40,000	3,500	2,500
Nebraska	1,300	.....	150,000	.....	36,975
Kansas	3,000	500	225,000	2,000	45,000
Western Division:					
Montana	250	.....	55,000	.....	.....
Wyoming	.....	.....	.....	.....	.....
Colorado	650	.....	223,000	1,000	22,860
New Mexico	250	.....	5,000	.....	.....
Arizona	.....	.....	.....	.....	.....
Utah	987	500	200,000	.....	29,407
Nevada	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....
Washington	.....	.....	60,000	.....	.....
Oregon	290	.....	30,000	1,800	14,500
California	2,500	250	200,000	.....	59,500

TABLE 8.—*Summary of statistics of public and private day schools for the deaf, 1900–1901.*

PUBLIC DAY SCHOOLS.

States.	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 1900–1901.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Total	46	7	100	107	85	25	40	433	347	780	138	642	24	37	6	$65,191
California	3	0	5	5	5	....	....	18	13	31	.....	31	....	....	....	.....
Illinois	14	2	23	25	21	17	22	119	71	190	55	135	....	....	....	.....
Indiana	1	1	0	1	....	....	....	8	6	14	2	.....	12	....	....	.....
Massachusetts	1	....	15	15	13	0	3	67	62	129	.....	129	....	....	....	24,904
Michigan	6	....	11	11	10	5	4	39	39	78	2	76	3	14	1	7,016
Missouri	1	1	4	5	1	....	2	28	12	40	40	.....	....	....	2	.....
Ohio	5	1	13	14	11	1	1	64	52	116	39	98	9	21	2	15,243
Wisconsin	15	2	29	31	24	2	8	90	92	182	0	173	0	2	1	18,028

PRIVATE INSTITUTIONS.

Total	15	20	59	79	48	18	26	213	281	494	264	151	59	56	17	.....
California	1	....	3	3	1	1	1	14	21	35	35	.....	....	....	....	.....
Illinois	2	....	12	12	10	6	4	22	57	79	79	.....	....	32	....	.....
Iowa	1	1	0	1	....	....	....	6	12	18	.....	.....	18	....	....	.....
Louisiana	1	3	6	9	3	....	6	32	16	48	23	2	23	13	....	.....
Maryland	2	2	6	8	5	....	1	26	33	59	30	29	....	....	....	.....
Massachusetts	2	1	8	9	6	....	....	21	28	49	.....	49	....	11	....	.....
Michigan	1	6	2	8	4	....	4	12	24	36	28	.....	8	....	10	.....
Missouri	2	....	8	8	4	2	2	22	31	53	38	5	10	0	0	.....
New York	1	3	6	9	9	9	0	12	20	32	0	32	0	....	....	.....
Ohio	1	....	3	3	3	....	3	8	8	16	9	7	....	....	....	.....
Wisconsin	1	4	5	9	3	0	5	38	31	69	22	27	0	0	7	.....

TABLE 9.—*Statistics of State institutions for the deaf, 1900–1901.*

	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, 1900–1901.					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	8	8	16	4	0	5	50	30	80	....	....	....	....	....	....	....	....	$125,000	....	....
2	Little Rock, Ark	Arkansas Deaf-Mute Institute.	Frank B. Yates	8	15	23	4	....	6	121	104	225	26	41	181	....	9	436	$128	$200	250,000	$697	$20,508
3	Berkeley, Cal	California Institution for the Education of the Deaf and Blind.	Warring Wilkinson	8	6	14	2	....	6	99	59	158	158	0	94	0	9	2,500	275	250	200,000	....	59,500
4	Colorado Springs, Colo.	Colorado School for the Deaf and Blind.	William K. Argo	6	9	15	6	....	6	55	37	92	....	61	31	....	1	650	311	....	223,000	1,000	22,860
5	Hartford, Conn	The American School at Hartford for the Deaf.	Job Williams	6	15	21	7	....	4	110	54	164	136	....	28	....	2	2,000	....	....	300,000	79,914	54,369
6	Mystic, Conn	Mystic Oral School for the Deaf.	Alice H. Damon	....	7	7	6	0	1	14	23	37	0	37	0	*3	0	350	....	....	8,000	1,816	8,410
7	Washington, D. C	Columbia Institution for the Deaf and Dumb.	Edward M. Gallaudet, Ph. D., LL. D.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4,510	....	1,000	700,000	3,000	71,295
		Gallaudet College	....do	13	5	18	11	....	....	78	36	114	73	36	114	....	18	....	....	....	....	....	....
		Kendall School for the Deaf.	James Denison, principal.	5	4	9	3	1	3	32	23	55	55	....	....	....	9	....	....	....	.....f.	....	....
8	St. Augustine, Fla	Florida School for Deaf and Blind.	Wm. B. Hare	2	3	5	1	0	2	27	25	52	35	0	17	....	....	....	142	....	15,000	....	9,258
9	Cave Spring, Ga	Georgia School for the Deaf.a	Wesley O. Conner	4	5	9	3	0	....	75	72	147	147	....	....	....	....	1,200	200	....	85,000	....	....
10	Jacksonville, Ill	Illinois Institution for the Education of the Deaf and Dumb.*	Dr. J. C. Gordon	20	38	58	26	....	14	318	218	536	172	364	....	....	....	14,401	....	....	688,000	5,000	109,801

11	Indianapolis, Ind...	Indiana Institution for the Education of the Deaf.	Richard O. Johnson ..	13	20	33	8	0	4	178	139	317	49	104	164	49	12	3,363	217	1,078	535,685	3,027	63,519
12	Council Bluffs, Iowa.	Iowa School for the Deaf...	Henry W. Rothert....	11	14	25	5	0	6	153	120	273	72	0	201	....	14	3,000	....	.....	500,000	2,800	47,000
13	Olathe, Kans	The Kansas School for the Deaf.	H. C. Hammond	6	13	19	2	1	7	122	128	250	43	40	167	24	11	3,000	180	500	225,000	2,000	45,000
14	Danville, Ky.....	The Kentucky Institution for the Education of Deaf-Mutes.	Augustus Rogers	15	17	32	9	0	7	196	159	355	304	51	....	0	5	2,200	181	.....	143,500	1,350	63,173
15	Baton Rouge, La ...	Louisiana Institution for the Deaf and Dumb.	John Jastremski.....	5	6	11	4	...	4	62	56	118	....	51	39	....	....	700	185	.....	300,000	.....	21,500
16	Portland, Me	Maine School for the Deaf .	Elizabeth R. Taylor ..	1	12	13	8	...	5	55	34	89	84	0	6	10	0	600	200	.....	60,000	.....	17,500
17	Baltimore, Md.....	Maryland School for Colored Blind and Deaf.	F. D. Morrison	5	4	9	2	...	4	23	20	43	43	....	....	5	....	125	180	.....	35,000	300	11,500
18	Frederick, Md.....	Maryland School for the Deaf and Dumb.	Charles W. Ely, A. M..	6	9	15	3	0	5	60	46	106	23	40	43	12	4	3,998	240	780	255,000	971	24,479
19	Beverly, Mass	New England Industrial School for Deaf-Mutes.	Miss Nellie H. Swett..	...	3	3	1	1	....	12	16	28	....	....	....	....	....	....	....	.....	11,000	.....	.....
20	Northampton, Mass.	Clarke School for the Deaf .	Caroline A. Yale.....	1	23	24	18	...	4	81	70	151	0	151	0	....	3	3,000	300	.....	155,000	.....	.....
21	Flint, Mich	Michigan School for the Deaf.	Francis D. Clarke.....	13	31	44	1	1	8	236	183	419	419	0	167	0	15	3,863	197	300	511,405	17,376	91,770
22	Faribault, Minn	Minnesota School for the Deaf.*	James N. Tate	10	16	26	6	...	7	148	104	252	252	67	198	27	5	2,055	201	810	276,000	5,000	43,000
23	Jackson, Miss.....	Institution for the Education of the Deaf and Dumb.	J. R. Dobyns	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.	Noble B. McKee	11	16	27	0	0	8	202	127	329	263	66	....	0	4	2,500	197	.....	210,000	.....	.....
25	Boulder, Mont.....	Montana School for Deaf and Blind.	Thos. S. McAloney	5	2	7	1	...	4	15	14	29	21	8	....	....	1	250	300	.....	55,000	.....	.....
26	Omaha, Nebr	Nebraska Institute for the Deaf and Dumb.	R. E. Stewart	10	11	21	7	...	7	108	68	176	36	11	129	20	....	1,300	210	.....	150,000	.....	36,975
27	Trenton, N. J	New Jersey School for the Deaf.	John P. Walker.....	6	11	17	17	17	6	74	64	138	20	118	....	....	6	2,600	200	100	125,000	3,000	36,000
28	Santa Fe, N. Mex ...	New Mexico Asylum for the Deaf and Dumb.	Lars M. Larson	1	0	1	0	0	0	14	2	16	0	0	16	....	....	250	....	.....	5,000	.....	.....
29	Albany, N. Y	Albany Home School for Oral Instruction of the Deaf.*	Mary McGuire.....	....	6	6	....	....	3	19	9	28	....	28	....	14	....	.....	....	.....	.....	.....	6,607
30	Buffalo, N. Y.....	Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	Sister Mary Anne Burke.	2	20	22	14	2	6	100	87	187	177	10	0	41	28	820	258	.....	234,000	3,931	37,423
31	Fordham, N. Y	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.	Ellen E. Clark	8	40	48	36	0	12	208	191	399	0	399	0	65	15	2,000	305	.....	750,000	12,531	113,405
32	Malone, N. Y	Northern New York Institution for Deaf-Mutes.	Edward C. Rider	3	12	15	....	....	4	42	36	78	....	....	....	31	0	749	315	250	92,000	.....	24,338
33	New York (904 Lexington avenue), N. Y.	Institution for the Improved Instruction of Deaf-Mutes.	E. A. Gruver	6	22	28	22	0	6	107	104	211	....	211	....	20	35	950	302	.....	213,716	5,989	54,558

* Statistics of 1899–1900.

a Blind department included.

TABLE 9.—*Statistics of State public institutions for the deaf, 1900–1901*—Continued.

	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, 1900–1901.					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
34	New York (Station M), N. Y.	New York Institution for the Instruction of the Deaf and Dumb.	Enoch Henry Currier.	14	27	41	24	4	14	302	179	481	211	251	....	171	20	8,097	$310	$5,000	$526,000	$8,469	$123,270
35	Rochester, N. Y	Western New York Institution for Deaf-Mutes.	Z. F. Westervelt	5	18	23	4	0	11	86	102	188	0	188	....	81	4	8,300	289	2,500	218,500	230	53,206
36	Rome, N. Y	Central New York Institution for Deaf-Mutes.*	Edward Beverly Nelson.	8	9	17	1	...	7	58	60	118	76	42	....	....	....	550	....	.....	135,000	.....	37,965
37	Morganton, N. C	North Carolina School for the Deaf and Dumb.	Edward McK. Goodwin.	6	14	20	9	0	6	116	114	230	0	90	140	0	0	1,700	165	.....	200,000	9,000	38,000
38	Raleigh, N. C	North Carolina Institution for the Education of the Deaf, Dumb, and Blind.	John E. Ray	5	4	9	1	0	4	44	35	79	68	12	67	0	0	1,000	200	0	a 56,000	2,000	25,000
39	Devils Lake, N. Dak.	School for the Deaf of North Dakota.	Dwight F. Bangs	3	4	7	3	4	2	30	30	60	48	12	0	0	0	400	260	.....	50,000	4,258	14,764
40	Columbus, Ohio	Ohio Institution for the Education of the Deaf and Dumb.	J. W. Jones	8	26	34	19	...	8	311	289	600	600	256	344	....	9	3,000	178	.....	785,000	10,000	101,000
41	Guthrie, Okla	Oklahoma Institute for the Deaf.*	H. C. Beamer	...	3	3	...	...	....	27	28	55	55	....	....	....	....	.....	....	.....	.....	.....	.....
42	Salem, Oreg	Oregon School for Deaf-Mutes.	Clayton Wentz	3	4	7	2	0	1	30	30	60	....	9	51	....	....	290	210	.....	30,000	1,800	14,500
43	Edgewood Park, Pa.	Western Pennsylvania Institute for the Instruction of the Deaf and Dumb.	Wm. N. Burt	8	14	22	9	...	5	94	91	185	....	107	78	....	6	600	240	.....	252,961	51,975	39,610

44	Philadelphia, Pa	Home for the Training in Speech of Deaf Children before they are of School Age.	Miss Mary S. Garrett	1	7	8	6	6	1	39	23	62	0	62	0	0	3	335	306	.....	65,000	.....	18,972
45	Mount Airy, Pa	Pennsylvania Institution for the Deaf and Dumb.*	A. L. E. Crouter	15	53	68	54	...	14	260	240	500	....	452	48	....	26	6,000	275	1,000	1,000,000	3,000	134,500
46	Scranton, Pa	Pennsylvania Oral School for the Deaf.	Mary B. C. Brown	3	9	12	9	0	4	26	49	75	0	75	0	....	2	170	305	.....	149,000	2,000	22,240
47	Providence, R. I	Rhode Island Institute for the Deaf.	Laura De L. Richards	12	10	22	8	...	3	41	24	65	....	65	....	10	....	175	....	.....	86,000	.....	20,000
48	Cedar Spring, S. C	South Carolina Institution for the Education of the Deaf and the Blind.	N. F. Walker	4	7	11	3	...	5	61	59	120	....	....	....	....	4	950	....	.....	68,000	.....	.....
49	Sioux Falls, S. Dak	South Dakota School for Deaf Mutes.	James Simpson	1	3	4	1	...	3	28	28	56	13	0	56	10	....	220	....	50	40,000	3,500	5,000
50	Knoxville, Tenn	Tennessee Deaf and Dumb School.	Thomas L. Moses	7	9	16	3	...	3	127	109	236	83	38	153	....	....	1,000	160	.....	190,000	5,000	35,000
51	Austin, Tex	Deaf, Dumb, and Blind Asylum for Colored Children.*	S. J. Jenkens	0	2	2	0	0	2	19	15	34	34	0	....	....	1	59	210	100	50,000	9,000	16,000
52	.....do	State Deaf and Dumb Asylum.	B. F. McNulty	15	17	32	14	...	7	209	149	358	358	....	209	....	4	900	....	.....	326,000	.....	.....
53	Ogden, Utah	Utah State School for the Deaf and Dumb.	Frank M. Driggs	7	7	14	3	0	7	42	24	66	66	....	....	0	1	987	307	500	200,000	.....	29,407
54	Staunton, Va	Virginia School for the Deaf and the Blind.	Wm. A. Bowles	7	9	16	2	0	4	110	102	212	186	16	....	....	3	600	170	.....	113,000	.....	28,539
55	Vancouver, Wash	State School for Defective Youth.	J. Watson	5	3	8	1	0	39	39	34	73	73	....	....	0	3	.....	....	.....	60,000	.....	.....
56	Romney, W. Va	West Virginia Schools for the Deaf and Blind.	Jas. T. Rucker	11	8	19	2	0	8	86	77	163	22	0	163	0	....	1,300	190	.....	150,000	19,000	38,000
57	Delavan, Wis	Wisconsin School for the Deaf.	J. W. Swiler	13	11	24	9	...	6	115	93	208	....	129	79	38	7	2,500	216	100	120,000	1,173	3,800

*Statistics of 1899–1900.

TABLE 10.—*Statistics of public day schools for the deaf, 1900–1901.*

	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 in 1900–1901.					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	Los Angeles, Cal	Los Angeles Oral School for the Deaf.	Mary E. Bennett		2	2	2			7	3	10		10									
2	Oakland, Cal	Public School for the Deaf	Charlotte Louise Morgan.		2	2	2			6	2	8		8									
3	San Francisco, Cal	San Francisco Day School for the Deaf.[a]	Mrs. Jennie B. Holden		1	1	1			5	8	13		13									
4	Chicago, Ill	Burr Public Day School for the Deaf.	Mary McCowen		1	1	1	1	1	5	3	8		8									
5	.....do	Frœbel Day School for the Deaf.	.....do		2	2	2	2	2	12	4	16		16									
6	.....do	Darwin Day School for the Deaf.	.....do		2	2	2	2	2	9	6	15		15									
7	.....do	Hartigan Day School for the Deaf.	.....do		1	1	1		1	6	2	8	8										
8	.....do	Kozminski Day School for the Deaf.	.....do		2	2	2	2	2	10	3	13		13									
9	.....do	Lyman Trumbull Day School for the Deaf.	.....do		2	2	2	2	2	10	10	20		20									
10	.....do	Monroe Day School for the Deaf.	.....do	2	1	3	2	1	3	16	8	24	24										
11	.....do	Prescott Day School for the Deaf.	.....do		1	1	1	1	1	4	3	7	7										
12	.....do	Seward Day School for the Deaf.	.....do		1	1	1	1	1	5	5	10		10									
13	.....do	Wicker Park Day School for the Deaf.	.....do		2	2	1		2	9	4	13	13										
14	.....do	Yale Day School for the Deaf	.....do		5	5	5	5	5	24	16	40		40									
15	Derinda Center, Ill	Derinda Center Deaf School	W. H. Martin		1	1				1	2	3	3										
16	Rock Island, Ill	Rock Island Day School for the Deaf.[a]	Miss Meta C. Wittig		1	1	1			3	3	6		6									

17	Streator, Ill	Streator Day School for the Deaf.	John A. Long		1	1				5	2	7		7										
18	Evansville, Ind	Evansville Day School for the Deaf.	Paul Lange	1	0	1				8	6	14	2		12									
19	Boston, Mass	Horace Mann School for the Deaf.	Miss Sarah Fuller		15	15	13	0	3	67	62	129		129				1,121			$98,000	$1,600	$24,904	
20	Bay City, Mich	Bay City Day School for the Deaf.[a]	Miss Martha M. Hill		1	1	1			3	2	5		5										
21	Detroit, Mich	Detroit Day School for Deaf	Elizabeth Van Adestine.		5	5	5	5	2	18	19	37		37		10	1							4,500
22	Grand Rapids, Mich.	Grand Rapids Oral Day School for Deaf.	Margaret Sullivan		2	2	2		2	8	8	16		16		4								1,750
23	Menominee, Mich	Menominee School for Deaf			1	1	1			4	2	6		6										766
24	Muskegon, Mich	Muskegon Day School for the Deaf.	David Mackenzie		1	1				6	3	9	2	7	3									
25	Saginaw, Mich	Saginaw Day School for the Deaf.	Miss Clara Kranzusch		1	1	1			0	5	5		5										
26	St. Louis, Mo	Public Day School for the Deaf	James H. Cloud	1	4	5	1		2	28	12	40	40				2							
27	Cincinnati, Ohio	Oral School for the Deaf	Virginia A. Osborn		5	5	5	1	0	17	14	31	0	31	0	8	1	227	$161	$150		204	5,016	
28	do	Public School for the Deaf	Caroline Fesenbeck		1	1				5	3	8			8								800	
29	Cleveland, Ohio	Cleveland Day School for the Deaf.	Katharine E. Barry	1	5	6	5	0	1	34	30	64	39	55	0	13	0						8,777	
30	Dayton, Ohio	Dayton School for the Deaf	Dr. W. H. Hailmann		1	1	0	0		4	2	6	0	5	1								650	
31	Elyria, Ohio	Lorain County Oral Deaf School.	Katherine Mae Binkley.		1	1	1	0	0	4	3	7	0	7			1							
32	Appleton, Wis	Appleton Day School for the Deaf.	Hannah Gardner		1	1	1	0		7	1	8	0	8									850	
33	Eau Claire, Wis	Eau Claire Day School for the Deaf.	Jennie C. Smith	1	3	4	2		2	6	8	14		14		1		150					1,400	
34	Fond du lac, Wis	Fond du Lac School for the Deaf.	Anna Sullivan		2	2	1	0	1	2	4	6		6	0			150					775	
35	Green Bay, Wis	Green Bay Day School for the Deaf.	Olga M. Gebhart		1	1	1	0	0	7	2	9		9				150						
36	La Crosse, Wis	La Crosse Day School for the Deaf.	Miss Lida J. Kline		2	2	2			3	6	9												
37	Manitowoc, Wis	Manitowoc Day School for the Deaf.	Dora P. Hendrickson		1	1	1	0	0	3	3	6	0	6		1							720	
38	Marinette, Wis	Marinette Day School for the Deaf.	J. T. Edwards		1	1	1			2	5	7		7				107					750	
39	Milwaukee, Wis	Milwaukee Day School for the Deaf.	Miss Frances Weltstein.		9	9	8		1	29	33	62	0	62	0		1				13,632		8,219	
40	Neillsville, Wis	Neillsville Day School for the Deaf.	Mrs. Elizabeth H. Irish.		1	1				4	5	9		9									1,250	
41	Oshkosh, Wis	Oshkosh School for the Deaf	Katharine Grimes	1	1	2	1	1	2	5	4	9	0	9	0								1,074	
42	Sheboygan, Wis	Sheboygan Day School for the Deaf.	Mrs. H. Kay Kribs		1	1	1	1		3	3	6		6									800	
43	Sparta, Wis	Sparta Day School for the Deaf.	Hulda Rudolph		2	2	2			4	8	12		12				150						
44	Stevens Point, Wis	Stevens Point School for the Deaf.	J. W. Simmons (city superintendent).		1	1				4	2	6		6				150						
45	Wausau, Wis	Wausau Day School for Deaf	Margaret Hurley		1	1	1		1	4	3	7		7				150					700	
46	West Superior, Wis	Superior Day School for Deaf	Delia C. Page		2	2	2		1	7	5	12		12				125					1,490	

[a] Statistics taken from the Annals of the Deaf.

TABLE 11.—*Statistics of private schools for the deaf, 1900–1901.*

	Post-office.	Name.	Executive officer.	Instructors.						Pupils.								Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.
				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 1900–1901.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Oakland, Cal	St. Joseph's Home for Deaf Mutes	Sister H. Valaria	...	3	3	1	1	1	14	21	35	35	....	....	....	....	.....	.....	.....	.....
2	Chicago (May street), Ill.	Ephpheta School for the Deaf	Margaret Cosgrove	....	6	6	4	...	2	....	48	48	48	....	....	14	....	300	.....	.....	.....
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	1	...	...	....	6	12	18	....	....	18	....	....	.....	.....	.....	.....
5	Chinchuba, La	Deaf-Mute Institution of the Holy Rosary.	Rev. Gabriel Ruppert	3	6	9	3	...	6	32	16	48	23	2	23	13	....	.....	.....	.....	.....
6	Baltimore, Md	St. Francis Xavier's School for the Deaf.	Mother M. Joseph Hartwell.	...	4	4	1	...	1	6	24	30	30	....	....	....	....	.....	.....	.....	$5,600
7	.....do	F. Knapp's Institute	William A. Knapp	2	2	4	4	...	....	20	9	29	....	29	....	....	....	2,850	.....	$1,800	50,000
8	Jamaica Plain, Mass	Boston School for the Deaf*	Thomas Magennis	1	4	5	4	...	....	18	20	38	....	38	....	....	....	.....	.....	.....	.....
9	West Medford, Mass	The Sarah Fuller Home for Little Children Who Can Not Hear.	Eliza L. Clark	...	4	4	2	...	....	3	8	11	....	11	....	11	....	.....	.....	.....	.....
10	North Detroit, Mich	Evangelical Lutheran Deaf and Dumb Institution.	Rev. H. A. Bentrup	6	2	8	4	...	4	12	24	36	28	....	8	....	10	860	.....	56	28,500
11	St. Louis (Cass avenue), Mo.	Maria Consilia Institute for the Deaf	Mother M. Adele	...	4	4	2	0	2	....	31	31	20	5	6	0	0	150	.....	.....	.....
12	St. Louis (Longwood place), Mo.	St. Joseph's Deaf-Mute Institute	Rev. Mother Agatha	...	4	4	2	2	0	22	0	22	18	0	4	0	0	100	.....	.....	.....
13	New York (42 West 76th street).	The Wright Humason School	John D. Wright, M. A., Thomas A. Humason, Ph. D.	3	6	9	9	9	0	12	20	32	0	32	0	....	....	.....	.....	.....	.....
14	Cincinnati, Ohio	Notre Dame School for the Deaf	Sister M. of the Sacred Heart.	...	3	3	3	...	3	8	8	16	9	7	....	....	....	.....	.....	.....	.....
15	Byron, Okla	Western Oklahoma School for the Deaf.	No report	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....
16	St. Francis, Wis	St. John's Catholic Deaf-Mute Institute.	Rev. M. M. Gerend	4	5	9	3	0	5	38	31	69	22	27	0	0	7	.....	.....	.....	.....

*Statistics of 1899–1900.

TABLE 12.—*Summary of statistics of public and private schools for the feeble-minded, 1900–1901.*

PUBLIC INSTITUTIONS.

States.	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	45	206	251	136	928	5,949	5,200	11,149	984	2095	$6,323,372	$454,222	$1,603,173
Massachusetts	1	6	9	15	6	98	457	297	754	155	63	363,600	7,465	97,953
New York	3	1	16	17	20	75	461	799	1,260	150	179	668,053	39,481	141,110
New Jersey	2	8	25	33	22	57	166	199	365	86	231	200,000	23,335	77,396
Pennsylvania	2	4	40	44	14	193	1,105	761	1,866	108	233	1,125,000	17,213	314,429
Kentucky	1	0	4	4	2	10	89	57	146	0	0	100,000	.....	30,000
Ohio	1	2	28	30	16	53	704	464	1,168	....	282	878,744	18,784	175,976
Indiana	1	1	11	12	12	36	410	388	798	50	454	403,896	.....	118,409
Illinois	1	1	13	14	5	112	537	455	992	142	65	600,000	142,940	157,025
Michigan	1	0	6	6	4	23	182	191	373	30	35	179,000	41,859	56,678
Minnesota	1	2	13	15	6	45	441	387	828	49	247	496,865	21,000	111,435
Iowa	1	7	18	25	11	46	574	437	1,011	70	130	319,649	38,944	121,051
Nebraska	1	1	5	6	2	11	128	125	253	45	....	200,000	.....	20,000
Kansas	1	0	2	2	0	23	120	90	210	22	....	135,000	46,200	12,726
Washington	1	4	3	7	5	.....	.....	33	33	10	23	.....	.....	.....
California	1	4	3	7	5	21	312	253	565	70	74	443,951	.....	90,000
Wisconsin	1	4	10	14	6	125	263	264	527	....	79	209,614	57,001	78,985

PRIVATE INSTITUTIONS.

Total	12	10	45	55	22	85	287	181	468	131	139	270,500	16,425	31,800
Connecticut	1	2	5	7	3	14	131	75	206	60	44	130,000	.....	.....
Illinois	1	1	1	2	.....	9	11	9	20	8	....	15,000	5,500	3,000
Maryland	1	....	1	1	2	3	16	6	22	10	14	.....	.....	.....
Massachusetts	3	4	10	14	6	28	70	22	92	14	37	75,000	.....	.....
Michigan	1	1	3	4	.....	.....	12	13	25	12	12	.....	.....	.....
New Jersey	3	2	19	21	11	20	26	37	63	13	20	40,000	10,000	20,000
New York	1	....	3	3	.....	3	6	2	8	4	1	8,000	225	2,800
Virginia	1	....	3	3	0	8	15	17	32	10	11	2,500	700	6,000

TABLE 13.—*Statistics of State institutions for the feeble-minded, 1900–1901.*

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.					Volumes in library.	Value of scientific apparatus.	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	16	17	18
1	Eldridge, Cal	California Home for the Care and Training of Feeble-Minded Children.	Dr. William M. Lawlor	4	3	7	5	21	312	253	565	70	74	.....	$250	$443,951	.....	$90,000
2	Lincoln, Ill	Illinois Asylum for Feeble-Minded Children.	Samuel H. McLean, M. D	1	13	14	5	112	537	455	992	142	65	2,500	600	600,000	$142,940	157,025
3	Fort Wayne, Ind	Indiana School for Feeble-Minded Youth.	Alexander Johnson	1	11	12	12	36	410	388	798	50	454	200	500	403,896	.....	118,409
4	Glenwood, Iowa	Iowa Institution for Feeble-Minded Children.	F. M. Powell, M. D	7	18	25	11	46	574	437	1,011	70	130	1,100	1,100	319,649	38,944	121,051
5	Winfield, Kans	Kansas State Asylum for Idiotic and Imbecile Youth.	C. S. Newlon, M. D	...	2	2	...	23	120	90	210	22	....	75	1,500	135,000	46,200	12,726
6	Frankfort, Ky	Kentucky Institution for Care of 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, M. D	6	9	15	6	98	457	297	754	155	63	950	200	363,600	7,465	97,953
8	Lapeer, Mich	Michigan Home for the Feeble-Minded and Epileptic.	Dr. W. A. Polglase	...	6	6	4	23	182	191	373	30	35	150	200	179,000	41,859	56,678
9	Faribault, Minn	Minnesota School for Feeble-Minded	Arthur C. Rogers, M. D	2	13	15	6	45	441	387	828	49	247	640	3,684	496,865	21,000	111,435
10	Beatrice, Nebr	Nebraska Institution for Feeble-Minded Youth.	A. Johnson, M. D	1	5	6	2	11	128	125	253	45	....	211	1,000	200,000	.....	20,000
11	Vineland, N. J	New Jersey State Institution for Feeble-Minded Women.	Mary J. Dunlap, M. D	0	12	12	10	22	0	113	113	18	62	600	.....	50,000	12,000	20,000
12	.....do	New Jersey Training School for Feeble-Minded Girls and Boys.	Prof. E. R. Johnstone	8	13	21	12	35	166	86	252	68	169	700	1,200	150,000	11,335	57,396
13	Newark, N. Y	New York State Custodial Asylum for Feeble-Minded Women.	C. W. Winspear	...	1	1	3	28	0	449	449	40	26	220	443	244,475	36,835	50,577
14	New York City, N. Y.	School for Feeble-Minded	M. C. Dunphy	0	3	3	7	9	138	64	202	45	121	.....	.....	.....	.....	.....
15	Syracuse, N. Y	Syracuse State Institution for Feeble-Minded Children.	James C. Carson, M. D	1	12	13	10	38	323	286	609	65	32	.....	.....	423,578	2,646	90,533
16	Columbus, Ohio	Ohio Institution for the Education of Feeble-Minded Youth.	Dr. G. A. Doren	2	28	30	16	53	704	464	1,168	....	282	3,035	.....	878,741	18,784	175,976
17	Elwyn, Pa	Pennsylvania Training School for Feeble-Minded Children.	Martin W. Barr, M. D	3	25	28	11	143	633	411	1,044	70	135	1,200	2,600	575,000	15,255	169,261

18	Polk, Pa	State Institution for Feeble-Minded of Western Pennsylvania.	J. M. Murdock, M. D	1	15	16	3	50	472	350	822	38	98	361	3,000	550,000	1,958	145,168
19	Vancouver, Wash	State School for Defective Youth	J. Watson	4	3	7	5	....	....	33	33	10	23	.....	300	.....	.....	.....
20	Chippewa Falls, Wis.	Wisconsin Home for Feeble-Minded	A. W. Wilmarth, M. D	4	10	14	6	125	263	264	527	....	79	290	1,275	209,614	57,001	78,985

*Statistics of 1899–1900.

TABLE 14.—*Statistics of private schools for the feeble-minded, 1900–1901.*

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.					Volumes in library.	Value of scientific apparatus.	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	16	17	18
1	Lakeville, Conn	Connecticut School for Imbeciles	George W. Knight, M. D	2	5	7	3	14	131	75	206	60	44	.....	.....	$120,000	.....	.....
2	Godfrey, Ill	Beverly Farm, Home, and School for Nervous and Backward Children.	W. H. C. Smith, M. D	1	1	2	....	9	11	9	20	8	....	600	$300	15,000	$5,500	$3,000
3	Ellicott City, Md	The Font Hill Institution for Feeble-Minded and Epileptic Children.	Samuel J. Fort, M. D	...	1	1	2	3	16	6	22	10	14	.....	.....	.....	.....	.....
4	Amherst, Mass	Home School for Backward and Nervous Children and Youth.	Mrs. W. D. Herrick	1	3	4	2	4	8	4	12	....	12	.....	.....	.....	.....	.....
5	Barre, Mass	Private Institution for the Education of Feeble-Minded Youth.	Dr. George A. Brown	2	6	8	1	23	60	15	75	10	23	.....	.....	75,000	.....	.....
6	Fayville, Mass	Emanuel School (Hillside)	Mme. M. A. F. D. Green	1	1	2	3	1	2	3	5	4	2	400	.....	.....	.....	.....
7	Kalamazoo, Mich	Wilbur Home and School for the Feeble-Minded.	C. T. Wilbur	1	3	4	....	....	12	13	25	12	12	.....	.....	.....	.....	.....
8	Cranbury, N. J	The Garrison Educational Home for Feeble-Minds.	Rev. C. F. Garrison	1	2	3	2	2	5	9	14	....	....	.....	.....	.....	.....	.....
9	Haddonfield, N. J	Haddonfield Training School	Margaret Baneroft	1	7	8	7	14	8	17	25	6	10	1,000	5,000	40,000	10,000	20,000
10	Orange, N. J	Seguin School for Children of Arrested Mental Development.	Mrs. Elsie M. Seguin	...	10	10	2	4	13	11	24	7	10	.....	.....	.....	.....	.....
11	East Coldenham, N. Y.	The Sycamore Farm Home School for Nervous and Backward Children.	Nathaniel R. Brewster	...	3	3	....	3	6	2	8	4	1	.....	.....	8,000	225	2,800
12	Falls Church, Va	Virginia Home and Training School for Feeble-Minded.	Miss M. Gundry	...	3	3	0	8	15	17	32	10	11	86	600	2,500	700	6,000

TABLE 15.—*Branches of manual and industrial 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	.....	50	30	80
California Institution for the Education of the Deaf and Blind, Berkeley, Cal.	In industrial training	.....	50	40	90
	Freehand drawing	1	6	11	17
	Mechanical drawing	1	7	.....	7
	Sewing	3	.....	40	40
	Carpentry	1	20	.....	20
	Wood turning	1	2	.....	2
	Farm or garden work	1	15	.....	15
	Printing	1	16	.....	16
Arkansas Deaf-Mute Institute, Little Rock, Ark.	In industrial training	.....	63	50	113
	Freehand drawing	1	14	28	42
	Sewing	1	.....	42	42
	Carpentry	1	18	.....	18
	Carving	1	6	.....	6
	Farm or garden work	1	15	.....	15
	Printing	1	10	.....	10
	Painting	1	2	.....	2
	Shoemaking	1	19	.....	19
	Tailoring	1	10	12	22
Colorado School for Deaf and Blind, Colorado Springs, Colo.	In industrial training	.....	24	37	61
	Freehand drawing	1	20	20	40
	Sewing	1	.....	37	37
	Cooking	1	.....	15	15
	Carpentry	1	6	.....	6
	Printing	1	8	.....	8
	Shoemaking	1	6	.....	6
	Mattress making	.....	3	.....	3
The American School for the Deaf, Hartford, Conn.	Freehand drawing	1	30	33	63
	Sewing	1	0	34	34
	Sloyd or knife work	1	30	.....	30
	Carpentry	1	33	.....	33
	Dressmaking	1	.....	9	9
Mystic Oral School for the Deaf, Mystic, Conn.	In industrial training	.....	10	17	27
	Freehand drawing	1	9	16	25
	Clay modeling	1	4	.....	4
	Carving	1	4	.....	4
Kendall School for the Deaf, Washington, D. C.	In industrial training	.....	15	23	38
	Freehand drawing	1	5	7	12
	Mechanical drawing	1	1	.....	1
	Sewing	.....	.....	23	23
	Carpentry	1	13	.....	13
	Wood turning	.....	11	.....	11
	Carving	1	2	.....	2
St. Augustine School for Deaf, St. Augustine, Fla.	Sewing	1	2	25	27
	Carpentry	1	4	.....	4
	Farm or garden work	1	10	.....	10
	Printing	1	10	.....	10
Indiana Institution for the Education of the Deaf and Dumb, Indianapolis, Ind.	In industrial training	.....	178	139	317
	Freehand drawing	.....	178	139	317
	Sewing	.....	.....	92	92
	Cooking	.....	4	.....	4
	Carpentry and cabinet making	.....	30	.....	30
	Wood turning	.....	12	.....	12
	Farm or garden work	.....	10	.....	10
	Printing	.....	24	.....	24
	Painting	.....	2	25	27
	Baking	.....	2	.....	2
	Barbering	.....	2	.....	2
	Shoemaking	.....	31	.....	31
	Harness making	.....	3	.....	3
Iowa School for the Deaf, Council Bluffs, Iowa.	In industrial training	.....	55	64	119
	Freehand drawing	1	127	93	220
	Sewing	1	.....	35	35
	Cooking	1	.....	52	52
	Sloyd or knife work	1	10	.....	10
	Carpentry	1	20	.....	20
	Farm or garden work	1	24	.....	24
	Printing	1	10	.....	10
Kansas School for the Deaf, Olathe, Kans.	In industrial training	.....	80	100	180
	Freehand drawing	1	88	96	184
	Clay modeling	1	30	35	65
	Paper cutting and folding	1	11	14	25
	Sewing	1	.....	87	87
	Cooking	1	.....	30	30
	Carpentry	1	20	.....	20
	Wood turning	1	3	.....	3

TABLE 15.—*Branches of manual and industrial training taught in schools for the deaf*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Kansas School for the Deaf, Olathe, Kans.—Continued.	Farm or garden work	1	20	.....	20
	Printing	1	9	1	10
	Baking	1	6	.....	6
	Harness making	1	15	.....	15
	Shoemaking	1	20	.....	20
Kentucky Institution for the Education of Deaf-Mutes, Danville, Ky.	In industrial training	.....	71	54	125
	Sewing	.....	.....	54	54
	Carpentry	.....	15	.....	15
	Wood turning	.....	4	.....	4
	Farm or garden work	.....	10	.....	10
	Printing	.....	16	.....	16
	Tailoring	.....	10	.....	10
	Shoemaking	.....	20	.....	20
Louisiana Institution for the Deaf and Dumb, Baton Rouge, La.	In industrial training	.....	30	40	70
The Maine School for the Deaf, Portland, Me.	In industrial training	.....	29	31	60
	Mechanical drawing	1	29	.....	29
	Sewing	3	.....	31	31
	Cooking	1	.....	10	10
	Sloyd or knife work	1	29	.....	29
	Carpentry	1	10	.....	10
	Wood turning	1	3	.....	3
	Carving	1	29	.....	29
	Printing	1	3	.....	3
	Painting	1	6	.....	6
Maryland School for Colored Blind and Deaf, Baltimore, Md.	In industrial training	.....	23	20	43
	Paper cutting and folding	1	3	2	5
	Sewing	2	.....	20	20
	Cooking	1	.....	10	10
	Chair caning	1	.....	10	10
	Shoemaking	1	.....	13	13
Maryland School for the Deaf and Dumb, Frederick City, Md.	In industrial training	.....	39	26	65
	Freehand drawing	1	56	38	94
	Paper cutting and folding	1	4	8	12
	Sewing	1	.....	20	20
	Cooking	1	.....	12	12
	Carpentry	1	9	.....	9
	Wood turning	1	5	.....	5
	Carving	1	9	.....	9
	Printing	1	10	.....	10
	Painting	1	7	.....	7
	Glazing	1	8	.....	8
	Shoemaking	1	20	.....	20
	Dressmaking	1	.....	4	4
	Chair caning	1	9	.....	9
The Clarke School for the Deaf, Northampton, Mass.	In industrial training	.....	50	48	98
	Free-hand drawing	1	24	25	49
	Mechanical drawing	1	25	.....	25
	Clay modeling	1	15	15	30
	Paper cutting and folding	2	25	20	45
	Sewing	2	.....	50	50
	Sloyd or knife work	1	30	.....	30
	Carpentry	1	25	.....	25
	Carving	1	48	.....	48
	Farm or garden work	1	12	.....	12
Michigan School for the Deaf, Flint, Mich.	In industrial training	.....	114	101	215
	Free-hand drawing	2	120	88	208
	Mechanical drawing	4	18	19	37
	Clay modeling	1	119	82	201
	Paper cutting and folding	1	119	82	201
	Sewing	1	.....	89	89
	Cooking	1	.....	12	12
	Carpentry / Wood turning	1	24	.....	24
	Carving	2	29	3	32
	Shoemaking	1	26	.....	26
	Harness making	1	7	.....	7
	Bakery	1	6	.....	6
	Tailoring	1	22	.....	22
	Printing	1	19	.....	19
Institution for the Education of the Deaf and Dumb, Jackson, Miss.	In industrial training	.....	66	67	133
	Mechanical drawing	.....	5	.....	5
	Clay modeling	.....	25	.....	25
	Sewing	.....	.....	67	67
	Cooking	.....	.....	12	12
	Sloyd or knife work	.....	5	.....	5

TABLE 15.—*Branches of manual and industrial training taught in schools for the deaf*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Institution for the Education of the Deaf and Dumb, Jackson, Miss.	Carpentry	.....	11	.....	11
	Wood turning	.....	3	.....	3
	Carving	.....	6	.....	6
	Machine-shop work	.....	6	.....	6
	Printing	.....	7	7	14
Missouri School for the Deaf, Fulton, Mo.	In industrial training	.....	127	105	232
	Sewing	1	.....	79	79
	Dressmaking	1	.....	27	27
	Cabinet making	1	33	.....	33
	Tailoring	1	32	.....	32
	Shoemaking	1	27	.....	27
	Barbering	1	8	.....	8
	Blacksmithing	1	8	.....	8
	Printing	1	17	.....	17
Montana School for the Deaf and Blind, Boulder, Mont.	In industrial training	.....	12	12	24
	Sewing	1	.....	8	8
	Cooking	1	.....	4	4
	Carpentry	1	5	.....	5
	Farm or garden work	1	7	.....	7
Nebraska Institute for the Deaf and Dumb, Omaha, Nebr.	In industrial training	.....	30	46	76
	Free-hand drawing	.....	90	64	154
	Mechanical drawing	.....	8	.....	8
	Sewing	.....	.....	32	32
	Carpentry	.....	17	.....	17
	Wood turning	.....	2	.....	2
	Farm or garden work	.....	20	.....	20
	Printing	.....	11	.....	11
	Painting	.....	2	.....	2
	Shoemaking	.....	7	.....	7
	Laundry	.....	5	14	19
The New Jersey School for the Deaf, Trenton, N. J.	In industrial training	.....	57	45	102
	Free-hand drawing	1	7	5	12
	Mechanical drawing	1	24	.....	24
	Paper cutting and folding	1	15	11	26
	Sewing	2	.....	45	45
	Cooking	1	.....	6	6
	Sloyd or knife work	1	8	.....	8
	Carpentry	1	24	.....	24
	Wood turning	1	5	.....	5
	Carving	1	3	.....	3
	Printing	1	16	.....	16
	Painting	1	2	.....	2
	Shoemaking	1	15	.....	15
	Millinery	1	.....	8	8
St. Mary's Institution for the Improved Instruction of Deaf-Mutes, Buffalo, N. Y.	In industrial training	.....	55	65	120
	Free-hand drawing	1	50	55	105
	Mechanical drawing	1	5	.....	5
	Clay modeling	2	20	21	41
	Sewing	2	20	65	85
	Cooking	1	.....	15	15
	Printing	1	12	.....	12
	Tailoring	1	20	.....	20
	Shoemaking	1	3	.....	3
St. Joseph's Institute for the Improved Instruction of Deaf-Mutes, Westchester, N. Y.	In industrial training	.....	80	125	205
	Clay modeling	1	.....	8	8
	Sewing	3	.....	125	125
	Cooking	1	.....	10	10
	Carpentry	1	12	.....	12
	Farm or garden work	1	5	.....	5
	Printing	1	40	.....	40
	Dressmaking	2	.....	36	36
	Tailoring	1	12	.....	12
	Shoemaking	1	15	.....	15
	Housework	3	126	.....	126
Northern New York Institution for Deaf-Mutes, Malone, N. Y.	Sewing	.....	.....	16	16
	Printing	.....	12	.....	12
Institution for the Improved Instruction of Deaf-Mutes, New York, N. Y.	In industrial training	.....	90	60	150
	Free-hand drawing	1	80	.....	80
	Paper cutting and folding	4	25	25	50
	Sewing	2	.....	60	60
	Cooking	1	.....	25	25
	Sloyd or knife work	1	35	.....	35
	Carpentry	1	36	.....	36
	Wood turning	1	36	.....	36
	Tailoring	1	20	.....	20
	Iron work	1	18	.....	18
	Painting	1	15	.....	15

TABLE 15.—*Branches of manual and industrial training taught in schools for the deaf*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
The New York Institution for the Instruction of the Deaf and Dumb (Station M), New York, N. Y.	In industrial training	.....	173	133	306
	Free-hand drawing	1	6	10	16
	Mechanical drawing				
	Sewing	1	.....	33	33
	Cooking	1	.....	30	30
	Carpentry	2	78	.....	78
	Printing	2	53	.....	53
	Painting	1	2	.....	2
	Dressmaking	2	.....	29	29
	Shirtmaking	1	.....	28	28
	Horticulture	2	.....	24	24
	Baking	1	1	.....	1
	Tailoring	1	4	.....	4
Western New York Institution for Deaf-Mutes, Rochester, N. Y.	In industrial training	.....	53	67	120
	Free-hand drawing	2	80	95	175
	Clay modeling	2	80	90	170
	Paper cutting and folding	2	17	16	33
	Sewing	2	25	96	121
	Cooking	1	.....	34	34
	Sloyd or knife work	1	34	35	69
	Carpentry	1	18	.....	18
	Farm or garden work	1	6	.....	6
	Printing	1	21	.....	21
	Painting	1	6	.....	6
North Carolina School for the Deaf and Dumb, Morganton, N. C.	In industrial training	.....	68	65	133
	Free-hand drawing	.....	116	114	230
	Sewing	1	.....	65	65
	Cooking	1	.....	45	45
	Carpentry	1	.....	12	12
	Farm or garden work	.....	36	.....	36
	Printing	.....	11	.....	11
	Shoemaking	.....	11	.....	11
North Carolina Institute for the Education of the Deaf, Dumb, and Blind, Raleigh, N. C.	In industrial training	.....	25	12	37
	Sewing	1	.....	12	12
School for the Deaf of North Dakota, Devils Lake, N. Dak.	In industrial training	.....	12	18	30
	Sewing	1	.....	18	18
	Carpentry	.....	2	.....	2
	Printing	1	10	.....	10
Ohio Institution for the Education of the Deaf and Dumb, Columbus, Ohio.	In industrial training	.....	174	140	314
	Free-hand drawing	1	175	148	323
	Clay modeling	1	10	12	22
	Paper cutting and folding	5	25	25	50
	Sewing	3	24	140	164
	Carpentry	1	27	.....	27
	Wood turning	1	4	.....	4
	Carving	1	6	.....	6
	Printing	1	30	.....	30
	Painting	1	8	.....	8
Oregon School for Deaf-Mutes, Salem, Oreg.	In industrial training	.....	20	21	41
	Clay modeling	1	20	21	41
	Printing	1	7	.....	7
Western Pennsylvania Institute for the Instruction of the Deaf and Dumb.	In industrial training	.....	48	42	90
	Sewing	2	.....	42	42
	Carpentry	1	24	.....	24
	Printing	1	12	.....	12
	Shoemaking	1	12	.....	12
Home for the Training in Speech of Deaf Children before they are of School Age, Philadelphia, Pa.	In industrial training	.....	14	9	23
	Free-hand drawing	1	14	9	23
	Mechanical drawing	.....	6	6	12
	Clay modeling	.....	14	9	23
	Paper cutting and folding	.....	14	9	23
	Sewing	.....	12	9	21
	Sloyd or knife work	.....	6	6	12
	Carpentry	.....	6	6	12
	Carving	.....	6	6	12
Pennsylvania Oral School for the Deaf, Scranton, Pa.	In industrial training	.....	15	20	35
	Sewing	1	.....	20	20
	Sloyd or knife work	1	8	7	15
Rhode Island Institute for the Deaf, Providence, R. I.	In industrial training	.....	26	24	50
	Clay modeling	1	7	3	10
	Paper cutting and folding	1	7	3	10
	Sewing	2	.....	24	24
	Sloyd or knife work	2	27	.....	27
South Carolina Institute for the Deaf and Blind, Cedar Spring, S. C.	In industrial training	.....	61	59	120

TABLE 15.—*Branches of manual and industrial training taught in schools for the deaf*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
South Dakota School for Deaf-Mutes, Sioux Falls, S. Dak.	In industrial training	.....	18	16	34
	Paper cutting and folding	1	4	6	10
	Sewing	1	.....	16	16
	Carpentry	1	4	.....	4
	Farm or garden work	1	18	.....	18
	Painting	.....	1	.....	1
Tennessee Deaf and Dumb School, Knoxville, Tenn.	In industrial training	.....	50	45	95
	Sewing	1	.....	45	45
	Wood turning	1	3	.....	3
	Carpentry	1	12	.....	12
	Printing	1	15	.....	15
	Shoemaking	1	25	.....	25
State Deaf and Dumb Asylum, Austin, Tex.	In industrial training	.....	74	61	135
Utah State School for the Deaf and Dumb, Ogden, Utah.	In industrial training	.....	30	24	54
	Free-hand drawing	1	36	20	56
	Sewing	1	.....	15	15
	Carpentry	1	11	.....	11
	Wood turning	1	4	.....	4
	Farm or garden work	1	1	.....	1
	Printing	1	7	.....	7
	Cane seating	1	4	.....	4
	Shoemaking	1	9	.....	9
	Barbering	1	4	.....	4
	Blacksmithing	1	4	.....	4
	Dressmaking	1	.....	9	9
Virginia School for the Deaf and Blind, Staunton, Va.	In industrial training	.....	91	87	178
	Sewing	1	.....	87	87
	Cooking	1	.....	15	15
	Carpentry	1	30	.....	30
	Wood turning	.....	7	.....	7
	Carving	.....	5	.....	5
State School for Defective Youth, Vancouver, Wash.	In industrial training	.....	17	28	45
	Sewing	1	.....	22	22
	Carpentry	1	4	.....	4
	Farm or garden work	1	4	.....	4
	Printing	1	5	.....	5
	Shoemaking	1	4	.....	4
Wisconsin School for the Deaf, Delavan, Wis.	In industrial training	.....	115	93	208
	Free-hand drawing	1	54	40	94
	Mechanical drawing	1	8	.....	8
	Paper cutting and modeling	1	18	20	38
	Sewing	1	.....	80	80
	Cooking	1	.....	22	22
	Sloyd or knife work	1	24	.....	24
	Carpentry	1	18	.....	18
	Wood turning	1	12	.....	12
	Carving	1	8	.....	8
	Pattern making	1	10	.....	10
	Forging	1	6	.....	6
	Molding (metal)	.....	10	.....	10
	Printing	1	12	3	15
West Virginia Schools for the Deaf and Blind, Romney, W. Va.	In industrial training	.....	55	50	105
	Carpentry	1	5	.....	5
	Printing	2	10	.....	10
	Baking	1	3	.....	3
	Tailoring	1	30	.....	30
	Shoemaking	1	7	.....	7
	Dressmaking	2	.....	50	50
St. Francis Xavier's School for the Deaf, Baltimore, Md.	In industrial training	.....	6	24	30
Evangelical Lutheran Deaf and Dumb Institution, Detroit, Mich.	In industrial training	.....	12	22	34
	Sewing	1	.....	22	22
	Cooking	1	.....	14	14
	Carpentry	1	2	.....	2
	Farm or garden work	1	5	.....	5
	Painting	.....	2	.....	2
St. John's Catholic Deaf-Mute Institute, St. Francis, Wis.	In industrial training	.....	16	.....	16
	Free-hand drawing	2	12	25	37
	Mechanical drawing	2	16	.....	16
	Sewing	2	.....	19	19
	Cooking	1	.....	14	14
	Carving	1	10	.....	10
	Shoemaking	1	3	.....	3
	Farm or garden work	.....	2	.....	2

CHAPTER XLV.

INSTRUCTION IN MINING ENGINEERING.

The first school of mines in the United States was established by the board of trustees of Columbia College (now Columbia University), New York City, in December, 1863, but was not put in operation until November 15, 1864. The school of mines owes its origin to the efforts of Mr. Thomas Egleston, a graduate of the École des Mines of Paris, who was made its first professor of mineralogy and metallurgy. The professorship of mining and engineering was filled by the election of Brig. Gen. Francis L. Vinton, also a graduate of the École des Mines of Paris. The course of study as originally adopted extended through three years of six months each, from November 15 to May 15. The school proved very popular, enrolling 48 students during the first session, 97 during the second year, and has continued its popularity to the present day, the number of students enrolled in the mining-engineering course in 1900–1901 being 116.

The inception of the above-mentioned school was quickly followed by the establishment of courses of study in mining engineering in other institutions and the organization of separate State schools of mines. Thus, we find that at the close of the year 1870 courses in mining engineering were offered by 6 institutions, at the close of 1880 by 10 institutions, at the close of 1890 by 17 institutions, and at the close of 1901 by 37 institutions, the number having increased 117.6 per cent during the last eleven years. The names of the institutions offering courses in mining engineering, with the dates when such courses were established, are as follows:

Columbia University	1864
Massachusetts Institute of Technology	1865
Lafayette College	1866
Lehigh University	1866
University of Virginia	1867
University of California	1869
University of the State of Missouri	1871
Colorado School of Mines	1874
Ohio State University	1877
Vanderbilt University	1879
Case School of Applied Science	1881
Alabama Polytechnic Institute	1886
Michigan College of Mines	1886
Nevada State University	1886
University of Alabama	1887
South Dakota School of Mines	1887
West Virginia University	1888
University of Arizona	1891
University of Minnesota	1891
University of Wyoming	1892
Leland Stanford Junior University (California)	1893

New Mexico School of Mines 1893
Pennsylvania State College 1893
Washington Agricultural College 1893
Iowa College of Agriculture and Mechanic Arts 1894
University of Idaho 1895
Harvard University 1895
University of Oregon 1895
Western University of Pennsylvania 1895
University of Utah 1895
University of Kansas ..... (?)1896
University of Washington 1896
University of North Dakota 1898
University of Mississippi 1900
Oregon Agricultural College 1900
University of North Carolina 1901
University of Texas 1901

Of the above-mentioned institutions offering instruction in mining engineering, 15 receive the benefits of the acts of Congress of July 2, 1862, and August 30, 1890, in aid of colleges of agriculture and the mechanic arts; 4 are State schools of mines; 8 are privately endowed institutions, and 10 are State universities not endowed by the land-grant act of July 2, 1862.

The regular courses in mining engineering generally extend through four years. In a few institutions short or special courses in mining or assaying are offered, extending as a rule through two years. These latter courses are very practical in character and are intended chiefly for persons who have already had some experience in mines and can not afford the time to complete a regular course.

The first two years of the regular course are devoted largely to subjects of a general nature that prepare students to take up the purely technical subjects of mining and metallurgy. The courses vary somewhat in the several institutions, but in order to give some idea as to what is usually included in a mining-engineering course the course laid down by the Colorado School of Mines is given in full as follows:

SCHEDULE OF STUDIES.

[The figures indicate the number of hours per week.]

Freshman year.

First term.—Algebra, 5; geometry, 3; general chemistry, 4; descriptive geometry, 2; drawing, 15.

Second term.—Trigonometry, 3; algebra, 5; general chemistry, 4; descriptive geometry, 2; drawing, 6; qualitative analysis, 12.

Sophomore year.

First term.—Calculus, 3; analytical geometry, 2; mineralogy, 5; physics, 4; physical laboratory, 2; mechanism, 1; quantitative analysis, 12; mechanical drawing, 4; chemical analysis (lectures), 1.

Second term.—Calculus, 3; analytical geometry, 2; mineralogy, 10; physics, 4; physical laboratory, 2; volumetric analysis and fire assaying, 8; drawing, 3; mechanism, 1.

Junior year.

First term.—Geology, 4; mechanics, 3; surveying, 3; surveying (field work), 9; metallurgy, 3; machine design, 2; machine design (drawing), 6.

Second term.—Geology, 3; mechanics, 3; metallurgy, 3; surveying, 2; surveying (field work), 9; graphics, 2; graphics (drawing), 3; machine design, 1; machine design (drawing), 3.

Senior year.

First term.—Metallurgy, 4; mining, 5; hydraulics, 5; theory of construction, 2; mining and metallurgical design, 6; hydraulic laboratory, 2; theoretical chemistry, 1; testing laboratory, 2.

Second term.—Metallurgy, 4; mining, 5; power transmission, 5; technical chemistry, 1; steam-engine laboratory, 2.

The instruction in mining is not confined to lectures, recitations, and laboratory work, but during the summer months students are required to visit mines and metallurgical plants that are being worked and must observe and report upon the various mining operations. The reports thus made must be accompanied in many cases by drawings illustrating the operations reported upon.

In the following pages are given short statements concerning the mining engineering courses of the several institutions, accompanied by a description of the special equipment and an account of the visits to mining and metallurgical plants required to be made by students.

ALABAMA POLYTECHNIC INSTITUTE.

Students who have received the degree of B. S. in civil or electrical and mechanical engineering, or who have prosecuted an equivalent course of study, can enter upon a special course in mining engineering, which includes the following subjects of study: Industrial chemistry, analytic chemistry, reduction of ores, mineralogy, economic geology, mining machinery, with the applications of steam and electricity to the various operations connected with the exploitation of mines.

UNIVERSITY OF ALABAMA.

The course in mining engineering requires three years for its completion. The first and second years are the same as the junior and senior years of the engineering section of the scientific course. The third year represents graduate work, divided between the subjects of chemistry, geology, and engineering, and leads to the degree of Engineer of Mines. Instruction is given by means of lectures and recitations, and by constant practice in the field, mines, and drafting room.

UNIVERSITY OF ARIZONA.

The regular course in mining extends through four years and leads to the degree of Bachelor of Science in mining. The institution offers also a short course, extending through two years, in practical assaying, metallurgy, and allied subjects.

As occasion offers, excursions are made to the important mining plants of the Territory. In the year 1900–1901 a visit was made by the senior mining students, with instructors, to the Copper Queen Mining Company's works at Bisbee, Ariz., where the entire plant, both below and above ground, was inspected.

Equipment.—The mining annex, 80 by 60 feet, contains machinery and appliances for crushing, sampling, concentrating, amalgamating, leaching, chloriding, cyaniding, and for the electrical treatment of various kinds of ore in large or small lots. Power is furnished by a 35-horsepower engine.

The mill building has a storage capacity for ore of 50 to 100 tons. A 7-inch by 10-inch Blake crusher is used for coarse crushing, and a Dodge crusher for finer work. Beneath the Blake crusher is a set of 14-inch by 20-inch Cornish rolls, from which the ore passes by a conveyor to the main elevator, which carries it up 31 feet to the top of the mill. By means of slides and chutes the crushed ore may be sent at will to various machines to be tested by different methods. For concentration there are provided revolving sizing screens, giving facilities for preparing six sizes, besides hydraulic separators for classifying slimes into three grades. The coarser sizes may be worked upon full-sized jigging machines of the Hartz pattern, the finer

sizes being jigged upon bottom discharge machines and the slime worked upon a double Rittinger percussion table, or otherwise as desired. Amalgamation tests may be made upon a working scale by different methods, including plates and riffles, pans and settlers, etc. A five-stamp gold mill, with silvered plates and aprons of the latest and most approved construction, permits the working of free-milling gold ores by the usual methods and on a large scale. A smaller prospecting mill of three stamps has been added, so as to work small lots of ore of from 100 to 500 pounds. The assay laboratory is equipped with assay furnaces for crucible work, for scorifying and cupeling, and for retorting mercury from amalgam, besides all needed appliances for assaying by dry and wet methods, including electrolysis. The laboratory also has desks and fittings for the chemical work required in metallurgical and mineralogical investigation and analysis of ores, mineral fertilizers, and in qualitative tests of minerals.

UNIVERSITY OF CALIFORNIA.

The College of Mining offers an undergraduate course of four years, leading to the degree of B. S., and is designed for students who wish to become mining or metallurgical engineers, or to engage in any of the pursuits connected with the mining industry, such as the surveying and mapping of mines, the assaying and working of ores, the designing and use of mining machinery, or the exploitation of mines. Graduate courses are also offered. During the vacation at the end of the junior year all mining students will be required to spend at least four weeks in the systematic study of practical mining, taking notes and making sketches of processes observed. This is the minimum requirement. It is recommended that all free vacation time throughout the four years be devoted to actual work underground at the various branches of practical mining. A full report of this work must be presented and read before the juniors and seniors at the mining conference during the senior year. This conference is held weekly.

Equipment.—Metallurgical laboratories: 1. The assaying laboratory is equipped to give instruction by the most improved method in the fire assays of gold, silver, lead, antimony, tin, iron, nickel, cobalt, and quicksilver ores and furnace products. It occupies six rooms on the lower floor of the mining building.

The crushing and sampling room contains a Taylor sample crusher, large iron mortars, and rubbers; a panning sink, with full assortment of miners' pans, horns, bateas, and other devices for making vanning tests of ores; a complete assortment of sieves, and a large sampling table. In this room the small-scale sampling is done and the sample is prepared for assaying. From here the sample goes to the fluxing room. This is provided with eight Becker pulp scales and desks containing all the necessary fluxes; it also contains a Fairbanks platform scale, graduated in kilograms as well as pounds, for convenience in large-scale tests. The sample, after fluxing, goes to the furnace rooms. These contain four crucible furnaces and three muffle furnaces, built after an improved design, and arranged to burn either coke or charcoal; also two large crucible and muffle furnaces for burning soft coal, like those used in Freiburg, Przibram, and Colorado. All these furnaces have been carefully designed, built in the walls, and ironclad in a substantial manner. Besides these, examples of eight portable charcoal and gasoline furnaces commonly used are also provided to familiarize students with their use. From the furnace room the doré buttons go to the parting hood and then to the balance room, which is provided with eight Becker assay balances. A convenient storeroom completes the assaying laboratory.

2. Research laboratory: This laboratory occupies a set of four rooms on the floor above, covering the same ground area as the assaying laboratory. The largest of these contains two ironclad crucible furnaces, with an air blast, in which cast iron can be easily melted, and two ironclad muffle furnaces; the electric current is available for all kinds of electrolytic determinations in electro-metallurgy, both in the wet way and by fusion; and small-scale apparatus specially designed for demonstrating with exactness all the essential points in chlorination, cyanide, and other leaching tests, is provided. This room is also fitted with horizontal and vertical shafting, so that power can be used in every part of it, and a 10-horsepower transmitting dynamometer is provided for such tests as require it. This room is also fitted up for the humid,

or mint, assay of silver bullion, and general volumetric work. A second large room is fitted up for analytical and special research work, and contains a distilled water and drying apparatus, a water-blast blowpipe, gas muffle, and crucible furnaces, and a small Pelton water motor, besides the appliances usual in an analytical laboratory. Two other rooms contain eleven of the finest Oertling and Becker assaying and analytical balances and a small reference library.

This laboratory is provided with a complete equipment for measuring high temperatures, such as an air thermometer, a Fischer calorimeter-pyrometer, a Siemens electric pyrometer; also the Orsat, Bunte, and Fischer apparatus for the analysis of furnace gases, and a Thomson calorimeter for determining the heating effect of fuels.

Mining laboratories: The mining laboratory originally constructed by legislative appropriations having grown entirely inadequate to the needs of the large classes now enrolled in the College of Mining, through the generosity of Mrs. Phœbe A. Hearst has been enlarged to about four times its original use. The completed laboratory consists of the following divisions:

I. Gold and silver mill: This laboratory is designed to illustrate, on a working scale, the methods in successful use in crushing, sampling, concentrating, and amalgamating gold and silver ores. The first floor is 58 by 34 feet, the second floor 41 by 34 feet. The floor of the first story is of concrete, and the floor above is double, for sampling ores.

At one extremity of the laboratory is the dry-crushing and sampling plant. A platform elevator lifts the ore by the carload to the upper floor, where it is fed to Dodge jaw crushers, provided with automatic samplers which select automatically a sample of the crushed ore. This remains on the upper floor to be quartered down for assaying. The main lot of crushed ore passes through the floor by chutes at will, either to a pair of 16-inch Krom steel rolls especially designed for this laboratory or else to a 6-inch Sturtevant mill. After being crushed in either of these machines the ore is elevated by a bucket elevator and delivered to a Krom revolving trommel, where it is classified into three sizes and the coarse particles are returned to the machine for further reduction. The whole plant is connected with an exhaust fan and a set of dust chambers, so that the operation is conducted without inconvenience or loss from dusting.

For reducing the assay samples an adjustable Fraser & Chalmers Comet crusher and an E. P. Allis sample grinder, and a Krom crusher, with a set of Krom shaking screens, together with the usual "bucking-plates," are provided.

The wet-crushing plant consists of a stamp battery with three 500-pound stamps; the mortar is especially designed for either single or double discharge, so that it can be used, if necessary, for either wet or dry crushing of silver ores, or as a deep mortar for gold ores.

For gold ores a high discharge is used in the mortar, and the pulp passes first over a set of amalgamated copper plates and then over a Frue concentrator, specially designed for either side or end motion, and altered to facilitate accuracy in making experimental runs. A Johnson concentrator is also provided. An automatic sampler, also of special design, takes, at intervals of three minutes, samples of the pulp simultaneously as it leaves the mortar, the plates, and the concentrator. The frequency of the sample taking is also adjustable. An exact knowledge of the entire operation at each step is thus made possible. The tailings are all impounded in a concrete settling-tank and are finally sampled by quartering as a check. Owing to a scarcity of water and to avoid a loss in slimes, the clear water is returned by a centrifugal pump to the battery.

For silver ores the ore may be crushed, either dry or wet, and the pulp, either raw or roasted, may be treated either by amalgamation or by leaching. For this purpose four amalgamating pans and two arrastras, and numerous leaching and precipitating boxes are provided.

The concentration of coarsely disseminated ores is provided for by the dry-crushing and sizing plant, and two Harz ore jigs; while finely disseminated ores are crushed wet, sorted in spitzkasten and spitzlutten, and either jigged on an ore bed or treated on vanners, according to fineness.

Students are afforded every opportunity to acquire practical familiarity with each detail of the best methods now in use. For this purpose parcels of ore varying in amount from five hundred pounds to several tons are assigned to each member of the class. He is expected to take charge of the work, and, with the assistance of his fellow-students, to weigh, crush, sample, and assay his lot of ore; to determine the best mode of treatment, and then to carry this plan into execution, determining the amount and nature of the losses at each step and the best method of reducing them to a minimum. Thus each student, in turn, acts as workman and foreman in charge of work, and all acquire experience covering a wide range of methods.

II. Chlorination room: A room 20 by 34 feet has been provided to contain a reverberatory roasting furnace and the necessary leaching vats to illustrate the extraction of gold ores by the chlorination process, as well as the chloridizing roasting of silver ores.

III. Cyanide and hyposulphite leaching rooms: Two floors each 43 by 58 feet have been provided for experimental work in leaching gold and silver ores by these methods. The lower floor is of concrete and contains large sumps to contain the solutions. These rooms will be fitted up to contain solution tanks, pumps, precipitating boxes, etc., all on a working scale of from 1 to 5 tons.

IV. Forge and drilling rooms: For the purpose of familiarizing the mining students with the operations of the hardening and tempering of drill steel and of rock drilling and blasting, a space of 34 by 51 feet has been provided with fourteen down-draft forges of the Buffalo Forge Company's most improved pattern. It also contains a full equipment of single and double hand drills, hammers and sledges, Ingersoll & Rand machine drills, with all the appliances for sharpening, hardening, and tempering drills of all kinds. A supply of quarry blocks of sandstone and Rocklin granite is also provided for students to familiarize themselves with the work of rock drilling.

Blasting and the effect of explosives are illustrated during the term by actual work at the rock quarries near Berkeley, and in vacation by work in the mines.

V. Power and work shops: Power is provided for all large work by a 20-horsepower Babcock & Wilcox water-tube boiler, and steam is conveyed in covered steam pipes to any point where it may be needed. Electric power is also available, electric motors being provided wherever necessary.

For the construction and repair of apparatus used by the department, workshops have been provided covering an area of 34 by 43 feet, which contain a band saw, universal saw bench, a planer, a wood lathe, and a full set of woodworking tools; also, a Hendy-Norton 14-inch swing engine lathe and a small speed lathe, a Cincinnati universal milling machine, shaper, drill press, and a full line of machinists' tools. It is also equipped with tools for water, gas, and steam fitting.

VI. Lecture room and museums: These are located on the third and fourth floors of the mining building, and are designed to give a complete illustration of the lectures by maps, drawings, and plans, and by collections of models and products. The arrangement of the lecture room is such that lantern-slide illustrations may be projected upon a screen when needed. A large collection of lantern-slide illustrations is designed to illustrate the mining art as practiced in all parts of the world.

LELAND STANFORD JUNIOR UNIVERSITY (CALIFORNIA).

This institution offers instruction in mining, metallurgy, and assaying which may be counted towards fulfilling the requirements for the degree of Bachelor of Arts in geology and mining.

COLORADO SCHOOL OF MINES.

The four years' course in mining and metallurgical engineering leads to the degree of Engineer of Mines and Metallurgy (E. M.).

Mining is taught by lectures illustrated by lantern slides, photographs, and drawings. Five lectures per week are delivered during the senior year. In addition to the class-room instruction, two afternoons per week are devoted to the detailed design of a plant for the development of a mine.

Visits to local mines and metallurgical plants are of weekly occurrence during the last two weeks of the course. In addition to these the senior class makes two excursions to more distant plants. The first of these takes place in the fall just previous to the opening of the school year, and the second shortly before commencement. The graduating class of 1900 devoted two weeks to the spring trip, visiting the lead smelters and steel works at Pueblo, the coal mines and washeries and the coke ovens at El Moro, Starkville, and Walsenburg, and the gold and silver mines and mills of the Telluride and Ouray districts. During the fall the class of 1901 visited the chlorination mill at Colorado City and the iron and lead smelters at Pueblo. On these trips the students are accompanied by two or more professors, and the visits are carefully scheduled. The inspection of the various works is accompanied by lectures on the ground by the professors in charge.

Equipment.—The fire assaying building is 92 by 46 feet and has 32 muffle furnaces, with space for 16 more, well equipped parting room, balance rooms, office and store room.

In metallurgy the school has models of the following furnaces: Long hearth roasting furnace, for silver, lead, and copper ores; American lead-silver furnace; round silver-lead furnace; small round silver-lead furnace; complete plant for refining base bullion, including softening furnace in Parks's process, zinc pots, sweating furnace, and lead pots; concentration cupel for making silver bullion; Belgian zinc furnace; Silesian zinc furnace; silver amalgamation pan; copper reverberatory furnace; Gerstenhofer roasting furnace for fine copper and iron sulphides; tin blast furnace; Bismuth smelting furnace; large mercury furnace; fume furnace for making lead and zinc paints. There are also working models of the following: Twenty-stamp mill, ore rolls, and Dodge crusher; model of modern blast furnace for lead-silver ores, with water jacket; also a large number of smaller models.

The ore dressing laboratory contains a crusher, a sample grinder, a Vezin laboratory jig and a Wilfley table; a model of all the workings of the Della S. Consolidated Mining Company in Smuggler Mountain; maps of mine workings, etc.

UNIVERSITY OF IDAHO.

The course in mining extends through four years and leads to the degree of Bachelor of Engineer of Mines.

It is recommended that all mining students spend the three vacations in actual work in the mines. During the vacation at the end of the junior year all mining students are required to spend at least four weeks in the systematic study of practical mining, taking notes of processes observed. Afterwards they make working drawings of the mining or metallurgical plant observed.

Equipment.—The department of mining and metallurgy occupies three rooms in the basement of the main building. One of these rooms is used as a class room, and contains samples of battery screens, samples of drill steel, of wire rope, a library of technical books on mining and metallurgy, the leading mining and metallurgical journals, photographs of mining machinery, maps illustrating methods of mining, drawings of mining machinery and mine plants, mine maps, a clinometer, a mining transit, drawing tables, and models of mines.

The fire assay room is furnished with rock crushers, samplers, sieves, a bucking board, mortars, coke and hydro-carbon assay furnaces, and furnace tools. Adjoining the fire assay room is the metallurgical laboratory, 24 by 60 feet, furnished with a hood, working desks supplied with water and gas, a shaking frame, gravity cells for electrolytic work, a chlorination apparatus, tanks for normal solutions, apparatus for quantitative determinations, analytical, pulp, and button balances, an Ingersoll-Sergeant steam drill, an air compressor, and a working model of a stamp and concentrating mill made by the students. This laboratory also contains a leaching plant, and a cyanide plant consisting of a solution tank, a leaching tank fitted with false bottom and duck filters, a zinc box with six compartments fitted with wire screens, and a sump tank, all conveniently arranged and fitted with pipe connections.

IOWA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

By an act approved March 30, 1894, the general assembly of the State of Iowa established a school of mines as a department of the State Agricultural College, and made it the duty of the board of trustees "to provide for a thorough course in theoretical and practical mining, so as to fit the students to undertake the full management of mining in its different branches." In order to carry out the provisions of the act, three courses in mining are offered: A four years' course, intended for those

students who desire a thorough course in theoretical and practical mining and underlying sciences, and which leads to the degree of Bachelor of Science in mining engineering; a two years' course, designed for young men who have had some practical experience in mines and wish to study mine surveying, drafting, the problems of ventilation, drainage, haulage, mine operating, etc., and also to learn something of the sciences which bear upon their work; a one-term course, adapted to men actively employed in the mining industry, and intended particularly as a review course for mine superintendents, mine foremen, and the more progressive miners. The one-term course embraces a review of the principles of mine ventilation and drainage, mine operation and equipment, mine surveying and accounts, mechanical engineering applied to mining, the principles of prospecting, mode of occurrence and distribution.

Summer field work in mine surveying.—The work is carried on in one of the coal mining districts of the State, and comprises the complete survey of a mine and a thorough examination of the equipment and mode of operation of a typical mine for the district, and leads in the first place to a mine map, and in the second to a careful report on a mine property, accompanied by the necessary illustrations. Two full weeks.

Summer field work in the study of mine operations and equipment and of concentrating plants.—This course necessitates a visit to one of the great metal-producing centers. A careful study of mine properties is made, and a detailed report, properly illustrated by sketches and drawings, is required. A portion of the time is to be devoted to a study of ore dressing and concentrating plants. Four weeks.

Equipment.—The department is supplied with a Sullivan core drill with a complete set of tools and accessories for actual field operations, a "Queen" light mountain mining transit, a sensitive 6-dial anemometer reading to ten millions of feet and adapted for the measurement of currents of air through mines and tunnels, a miner's level with rods and measuring tape, a plane table with accessories, a set of miners' tools, a barometer, clinometer, balances, a series of miners' lamps, and various instruments used in ascertaining distances.

UNIVERSITY OF KANSAS.

The course in mining engineering extends through four years and leads to the degree of Bachelor of Science.

In addition to the work at the institution, the students during the summer vacation between the junior and senior years must devote about six weeks to a study of some of the more important mining localities of America under the direction of instructors. The work is passed upon and graded the same as other studies in the course.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

The course of study in mining engineering and metallurgy extends through four years and leads to the degree of Bachelor of Science. Instruction is given by lectures and recitations, by laboratory work, and in the summer school.

To bring the mining students into closer acquaintance with their profession, summer schools are organized for the study of mines, mills, smelting works, and geological fields. At the summer school of mines, the students, with their instructors, locate at a mine and take up in succession systematic studies in methods of mining and ore dressing, of underground and surface surveying, doing actual work in all these lines. At the summer school of metallurgy, the party visits a locality where a variety of smelting and refining operations are conducted, and makes a systematic study of the different operations, writing up the notes from day to day. The mining and metallurgical summer schools take place in alternate years.

In 1897 the summer school of metallurgy was held in western New York and Ohio. The leading works of Syracuse, Buffalo, Niagara Falls, and Cleveland were visited, and coking in by-product ovens and the metallurgy of iron, steel, and copper were studied, as well as some electrical and chemical processes.

In 1898 the summer school of mining was held in Nova Scotia, where a study was made of the mining and milling of gold, the mining and shipping of coal, and the manufacture of gas and coke.

In 1899 the summer school of metallurgy was held in New Jersey and Pennsylvania. Copper works were visited at Bergen Point; iron, steel, and zinc works at Bethlehem; and iron and steel works at Pittsburg. The methods of smelting were followed through from the ore to the finished metal ready for the market.

In 1900 the summer school of mining was held in New Jersey and eastern Pennsylvania, where the mining of iron ores and anthracite coal were the principal objects of study.

Equipment.—The John Cummings laboratories of mining engineering and metallurgy include four parts—concentration and plate amalgamation, roasting and smelting, lixiviation and pan amalgamation, and assaying.

In the concentrating laboratory the effects of different combinations and adjustments of machines upon the saving of losses in slime and included grains, in order to produce the best scientific result or the greatest commercial profit can be tested. Among these combinations are graded crushing, graded sizing, graded jigging; hydraulic classifying as preparation for jigging and the slime table; jigging with much or little suction; the variations of the slope, the quantity of water, and the roughness of the surfaces of slime tables; the adjustments of the gravity stamps, the amalgamated plates, and the Frue vanner.

In the lixiviating and amalgamating laboratory the effects of varying the sizes of grains, the strength of the cyanide solution, and the time of treatment may be tried; suitable variations also may be made in the hyposulphite process, in the gas-chlorination process, either by vat or by revolving barrel; in the amalgamating pan the temperature, the chemicals, and the time of exposure can be studied for production of the best results.

The smelting laboratory is provided with furnaces for roasting, smelting, and cupelling lead; for chloridizing roasting, preparatory to pan amalgamation or lixiviation.

The assaying laboratory is provided with furnaces for crucible work, scorification, cupellation, and all the usual accompanying operations. Nearby are rooms for fine balances and for supplies. A laboratory with chemical desks is provided for conducting all the small lixiviation tests and such wet work as is necessary in connection with the smelting and lixiviation of ores. The blow-pipe laboratory of the geological department is used for the blow-pipe silver assay. A museum of ores, products, and models of mining engineering and metallurgy serves to illustrate the lectures.

HARVARD UNIVERSITY (MASSACHUSETTS).

This institution offers instruction in mining and metallurgy, some of which may be offered toward fulfilling the requirements for the degrees of Bachelor of Arts and Bachelor of Science, while some of the courses can be offered only for the degree of Bachelor of Science. Besides the instruction at the institution students are required to make a study of mining operations during six weeks in the summer and make a report thereon.

MICHIGAN COLLEGE OF MINES.

The degrees granted in the course in mining engineering are Bachelor of Science and Engineer of Mines according to the number of credits obtained by the student. The institution is located in the mining region of northern Michigan, and excursions

are made on Saturdays into the copper mines. Practical work in mine surveying and mining is carried on for five weeks, forty-five hours per week. The first two weeks are devoted to surveying and mapping a mine or some portion thereof either in the "copper country" or in some one of the iron mining districts of northern Michigan. The last three weeks are devoted to the examination of mining methods in the iron-ore mines, and sketches are made of the various mining methods.

Equipment.—The metallurgical and assay laboratory is a brick building, 24 by 99 feet. It contains a general furnace room, 55 by 21 feet, equipped with 12 Koenig assay furnaces working with gasoline. There are provided also an experimental furnace, a muffle furnace, several ordinary portable assay furnaces, a Foos gas driver, Root blower, small Blake crusher, a pair of Krom rolls, a Weatherhead mill, and a large pair of rolls. In the western end of the building are a supply room, 13 by 15 feet, and an electro-metallurgical room, 12 by 21 feet. The latter contains a battery of 12 large storage cells. In the eastern end of the building are a parting room, 10 by 12 feet, and a weighing room, 19 by 12 feet.

The ore-dressing building or stamp mill is a wooden building, 81 by 30 feet. It contains a Blake crusher, a Comet crusher, a pair of crushing rolls, a three-stamp battery, a set (3) of trommels, 2 Hartz jigs, a spitzkasten, a Frue vanner, a Rittinger table, a Calumet classifier, a MacDermott sampler, and a sample grinder, together with minor machinery.

A reverberatory roasting furnace operated in connection with the mill, stands near in a building 28 by 28 feet.

UNIVERSITY OF MINNESOTA.

In the School of Mines there are two regular courses of study: Mining engineering course leading to the degree of Engineer of Mines, and a course in metallurgy leading to the degree of Metallurgical Engineer, each requiring four years for completion. The recipient of either of the degrees may obtain the other by an additional year's work.

The field work is conducted during the last four weeks of the school year at the iron mines in the northern part of Minnesota, in the copper and iron regions of Michigan, in the mines and smelters of Montana and Colorado, and in the coal mines of Pennsylvania. At least two of these districts are visited by each class.

Equipment.—The assay laboratories consist of a preparation room, furnace room, and balance room. The preparation room contains a Forster crusher, Frazer and Chalmers sample pulverizer, and Bridgman ore sampler. The furnace room is equipped with crucible and muffle furnaces and all the appurtenances necessary for carrying on the reduction of the methods from their ores by fire methods. The balance room contains balances for accurately weighing the gold and silver beads, and bullion.

The ore-testing works occupy a building 94 by 66 feet, built of brick and stone. The plant contains the following machinery: A Bridgman mechanical sampler, size B; a link belt bucket elevator; a pulley feeder, complete; a pair of 12½ by 12 geared rolls, complete; a four-compartment spitzkasten; a three-compartment Hartz jig; a Collum jig, complete, with cone for driving; a 3½-foot Huntington mill, complete; a three-stamp mill, 275-pound stamps; a five-stamp mill, 850-pound stamps; a Challenge automatic feeder for five-stamp battery; a suspended Challenge feeder for three-stamp battery; a Tulloch feeder for Huntington mill; a single-deck buddle, 12 feet in diameter; a 4-foot plain belt Frue vanner; a Cammett concentrator; a 3-foot amalgamating pan; a 5-foot settler; a Bruckner roasting furnace, with fire box on wheels; a chlorination barrel; a battery tightener; a 2-horsepower vertical boiler; a steam drying pan; three trommels, with driving arrangement and gears; a 1,000-pound Reedy elevator, complete, with worm gear, two overhead crawls, each with 80-foot track; 1-ton pulley block; a quarter-ton pulley block; a scoop car with flat wheels; two 20-horsepower electric motors; three MacDermott automatic samplers, etc.

UNIVERSITY OF MISSISSIPPI.

This institution offers a four years' course leading to the degree of Bachelor of Mining Engineering.

UNIVERSITY OF THE STATE OF MISSOURI.

The Missouri School of Mines and Metallurgy at Rolla, Mo., maintains a course of four years in mining engineering, a course of four years in chemistry and metallurgy, a special course of two years in mining, and a special course of two years in chemistry and assaying. The four-year courses lead to the degree of Bachelor of Science.

In 1900 the students of the senior class made an excursion to St. Louis and the southwestern part of Missouri. At St. Louis the methods of smelting zinc ores, of smelting and refining lead ores when accompanied by silver, and of the manufacture of steel by the basic open-hearth process were studied. In the lead producing portion of southeastern Missouri, the mines and mill of the St. Joseph Lead Company at Bonne Terre, of the Desloge Lead Company at Desloge, and of the Central Lead Company at Flat River were visited, where a careful study was made of the methods of concentration of galena ores by both the English and Continental systems. The students of mining engineering were also enabled to make a careful study of the methods of mining.

Equipment.—The mining and metallurgical building consists of two distinct portions, one containing a chemical and a mineralogical laboratory, lecture room, reference library, drafting room, petrographical laboratory, blue-print room, etc.; the other comprises a large mill room, an engine room, and a boiler room. The mill room contains a Dodge rock breaker, Cornish rolls, stamp battery with automatic feeder, Calumet hydraulic classifier, Inlet discharge separator, Hartz jig, spitzkasten, Parsons-Rittinger percussion tables, Frue vanner, grinding and amalgamating pan and settler with settling boxes, and working models of different types of concentration. The reduction plant consists of a reverberatory roasting furnace, and 20-inch water-jacket cupola furnace, with Root blower, for lead and copper ores. There are also assay and cupellation furnaces, a barrel chlorination outfit, and an Ingersoll-Sergeant steam and compressed-air drill.

NEVADA STATE UNIVERSITY.

The course in mining and metallurgy extends through four years and leads to the degree of Bachelor of Science. Visits to mines are made during the senior year.

Equipment.—The mining laboratory contains the metallurgical laboratory, the chemical laboratories of the school of mines, the mineralogical laboratory, and one class room. The assay office has accommodations for twelve students, and the quantitative chemical laboratory for sixteen students. There are also a small stamp mill and a smelter.

NEW MEXICO SCHOOL OF MINES.

This institution offers a course of study in chemistry and metallurgy and a course in mining engineering, each extending through four years and leading to the degree of Bachelor of Science. A short course in assaying and one in prospecting are also offered, and may be completed in a single session.

Equipment.—A new metallurgical laboratory and an assay building are being erected.

COLUMBIA UNIVERSITY (NEW YORK).

In the school of mines there are three courses of study, each extending through four years, as follows: Course in mining engineering, leading to the degree of Engineer of Mines; course in mining engineering, with a geological option leading to

the degree of Engineer of Mines, and a course in metallurgy, leading to the degree of Metallurgical Engineer. Graduate courses in mining and metallurgy leading to the degrees of Master of Arts and Doctor of Philosophy are also offered.

In addition to the instruction given at the institution, summer courses are given in metallurgy and in practical mining. Two weeks are spent at metallurgical works in studying the operations there carried out. The students are given individual and class instruction and are required to make complete descriptions of the various processes, including sketches of furnaces and apparatus. This course is held in the vacation between the third and fourth years, and in two divisions. The first, required of students in mining engineering, visits copper, lead, gold, and silver works; the second, required of students in mechanical engineering, visits iron and steel works. Students in metallurgy are required to attend both.

The summer school in practical mining is held in June and July, at some mine or mines selected for the purpose, in the vacation between the third and fourth years, and lasts six weeks. The course of instruction includes three weeks' detailed study of the plant and methods of working at some important mine or mines; one week practical mine surveying; one week excursion to other mines and mining regions; and one week geological work, surface and underground.

The course of study includes the subjects of shaft sinking, drifting, stoping, timbering, underground haulage, hoisting, mine drainage, ventilation, surface plant and machinery, mine buildings, shops, houses, water supply, drainage, organization, and administration. The students are divided into small squads and assigned each day to a foreman, or working gang of miners, or to a definite portion of the mines, for the study of some definite subject. Each squad of students is visited several times during the day by the instructor, who supplements the explanations of the miners and indicates subjects demanding special study and observation. Notes and sketches must be made by the students, and each evening they are examined and criticised.

In 1897 the summer school was held in Michigan. The detail work, occupying four weeks, was carried on in the mines of the Pittsburg and Lake Angeline Iron Company. Short visits were then made to the Lake mine of the Cleveland Cliffs Iron Company and the Lake Superior Section Sixteen mine, and finally a few days were spent in the copper district at the Atlantic mine and mill, the surface plants of the Calumet and Hecla and the Tamarack mines, and the Calumet and Hecla concentrating mills.

In 1898 the summer school was held in West Virginia and Virginia. The detail work was done in the bituminous collieries of the Caswell Creek Coal and Coke Company, near Bramwell, W. Va. Visits were then made to the Pocahontas, Peerless, Norfolk, Angle, Pulaski, Crozer, and Turkey Gap collieries, all situated in the Pocahontas coal field. The last week of the session was spent in the Cripple Creek iron and zinc region of Virginia, where the class visited the Bertha, Wythe, and Cedar Run mines, the Bertha zinc furnaces, and the Pulaski iron furnace.

The summer school of 1899 was held in the lead region of southeast Missouri and the Wyoming Valley coal field, near Wilkesbarre, Pa. Two weeks were occupied by study of the Central and Theodora lead mines at Flat River, Mo., and the concentration mill at which their ore is treated. Then from Wilkesbarre, as headquarters, the remainder of the session was devoted to visits to the Prospect, Dorrance, Maltby, Exeter, Stanton, Nottingham, Sugar Notch, and Glen Lyon collieries.

In 1900 the summer school was held in the Cripple Creek gold district of Colorado. Between three and four weeks were devoted to detailed study of the plant and methods employed in the Vindicator and Lillie mines. A week was then spent in making short visits to the Victor, Portland, Independence, Wild Horse, and Granite mines.

The summer school work in practical mining is required of students in the courses of mining engineering and metallurgy.

Equipment.—Metallurgical laboratory: In order to enable the student to carry out metallurgical processes on an illustrative scale, this laboratory is equipped with furnaces for roasting, for heating, and for melting in large and small crucibles, apparatus for electrolytic and hydro-metallurgical processes, a full-sized cupola furnace, and an English cupelling furnace for cupelling and for "bringing forward" and refining copper.

For high-temperature investigations the laboratory has several special furnaces, and it will be equipped for the current year with a large furnace heated by electricity.

This laboratory has also a collection of the various modern calorimeters, of calorimetric, optical, photometric, and several thermo-electric pyrometers, including an autographic attachment; apparatus for analyzing furnace gases, and equipment for preparing sections of metals; lathes, grinders, polishers, a micro-photographic camera, and several excellent microscopes especially adapted for examination of opaque objects; a sclerometer, and many other valuable instruments.

Of these, the Le Chatelier pyrometers and the apparatus for the microscopic study of metals are found especially useful, and much attention is given to their study.

Mining museum: The subject of mining is illustrated by collections as follows: Maps of coal and metal mines of this and other countries; working drawings, diagrams, and photographs of mine plant, and of mining and dressing machinery; models of mines and parts of mines and of mine plants; mining tools—picks, shovels, hammers, drills, blasting apparatus, lamps, safety lamps, anemometers, hand-power and machine drills; ores and dressing products from typical works in this and other countries; surveying instruments—geological compasses and clinometers, attraction compasses, dipping needles, hanging compasses and arcs, transits, lamp signals, rods, and apparatus for plumbing and measuring shafts.

Among the more notable exhibits are large relief models of two mines of the Cleveland Cliffs Iron Mining Company, of Michigan, a similar model of the Saratoga gold mine in Colorado, a set of three glass models and two relief models of the Copper Queen mine in Arizona, and a glass model of the Calumet and Hecla and Tamarack copper mines. There is also a large model of the St. Joseph Lead Company's dressing works at Bonneterre, Mo.

A very complete collection of working drawings of mine plant, and an unusually large collection of underground photographs, taken by magnesium light, are worthy of particular notice.

Mining laboratories: Seven large rooms in the basement and subbasement of Engineering are being equipped as laboratories for the department of mining. These laboratories are not intended to replace the careful study of mining methods and of the operations of ore dressing at the mines and dressing works in connection with the summer school of mining, but are intended to supplement such study, and in particular to afford opportunities that can not be obtained at the mines.

These laboratories will include—

The laboratory for mechanical assays, which contains small crushers, rolls, and screens, and conveniences for sampling, hand picking, jigging, and vanning small samples of ore, and for panning gold-bearing gravel; a Richards laboratory classifier, and several Vezin laboratory jigs have been added recently to the equipment of this room.

The laboratory for working tests will contain small power jigs, a hand jig, a buddle, a frame, a keeve, and other similar apparatus for working a ton or more of ore at a time.

The laboratory of dressing machinery will contain full-sized machines of standard types, each arranged so that the products, heads, middlings, and tailings are returned at once to the same machine for retreatment. With a small quantity of ore each machine can thus be operated as long as may be necessary, and the student is afforded an opportunity to become familiar with the adjustments of the machine and the tests of proper and successful working. The apparatus now being installed includes a two-sieve jig, a three-sieve jig, and a five-sieve jig, a round table, a Frue vanner, and a Wilfley table, and the necessary crushing and screening apparatus and classifiers.

The laboratory for milling gold and silver ores includes a stamp mill, copper plates, pan, and settler, which are arranged to be run in connection with the concentrating apparatus.

UNIVERSITY OF NORTH DAKOTA.

The course in mining engineering extends through four years and leads to the degree of Bachelor of Mining Engineering.

Equipment.—Rooms suitable for work in mining engineering as related to chemistry and geology will be fitted up in the basement of the new Science Hall. Connected

with the main-line shaft will be reducers conveying power to crushers, grinders, pulverizers, and other machinery necessary for the preparation of rocks and ores for furnace work. In a similar manner a small room will be provided as a tool room for constructing and repairing apparatus in this department. Adjoining the grinding and crushing room will be a furnace room equipped with a variety of furnaces, roasting ovens, and assay appliances. Connected with the furnace room will be a room for the storage of rock, material, and characteristic specimens, and adjoining this will be a balance and apparatus room for assay determinations.

CASE SCHOOL OF APPLIED SCIENCE.

The course in mining engineering extends through four years and leads to the degree of Bachelor of Science.

Equipment.—The metallurgical laboratory is supplied with furnaces for roasting and reduction processes, including a small reverberatory furnace, four smelting furnaces, and four muffle furnaces. There is also a Blake crusher, a Gates mill, a Frisbee-Lucop grinder, and small sample grinders.

OHIO STATE UNIVERSITY.

In the college of engineering there is a four-year course in mining engineering, leading to the degree of Engineer of Mines, and a short course of two years in mining. The short course is especially designed for young men who have had a practical experience in mines, and wish to study mine surveying, drafting, the problems of ventilation, drainage, haulage, mine operating, etc., as well as something of the sciences bearing upon their work.

Equipment.—The departments of mining and metallurgy occupy the east end of Chemical Hall. In the basement are the smelting furnaces, the assay laboratory, a room for rough work, and storeroom for supplies. On the first floor is the lecture room for metallurgy with a seating capacity for 40; a laboratory with desks for 16 students, a storeroom, a balance room, a private laboratory, and an office. On the second floor is the lecture room for mine engineering, a drafting room, a room for instruments, and an office.

The metallurgical laboratory has all the appliances for the most modern methods of technical analysis as practiced in iron and steel laboratories, including gas analysis. A furnace room in the basement is fitted for gold and silver assaying, with improved muffle and crucible furnaces. The lecture room in metallurgy has arrangements for projecting photographs of machines, mines, and furnaces for class illustration. There is also a photographic room with blue-printing facilities.

The mining department is equipped with all of the latest improved instruments and apparatus used in mine engineering, surveying, and the study of mine ventilation. There is a collection of models of mine machinery and supplies. The lecture room has arrangements for projecting photographs of machines, mines, and mine equipment for class illustration.

OREGON STATE AGRICULTURAL COLLEGE.

There is a four-year course in mining leading to the degree of Bachelor of Science, and a special course of two years in mining.

UNIVERSITY OF OREGON.

The school of mines and mining offers a four years' course leading to the degree of Bachelor of Science, and a five years' course leading to the degree of Bachelor of Science or to the degree of Mining Engineer.

Equipment.—The assay department contains two single Hoskins crucible furnaces, a double crucible furnace, and three Hoskins muffle furnaces; of these the largest

takes a Battersea "L" muffle holding 3 dozen cupels. All of these furnaces are worked from a central gasoline tank fitted with pressure gauge. Besides furnaces, all the ordinary equipment for assay work is at hand, such as rock crusher, bucking board, sieves, cupel, and other molds, tongs, trays, etc., and an amalgamating mortar, for free-milling tests of gold and silver ores. The assay outfit is capable of completing about sixty assays per day.

WESTERN UNIVERSITY OF PENNSYLVANIA.

The legislature of Pennsylvania, in the spring of the year 1895, appropriated to the Western University of Pennsylvania the sum of $50,000 for the establishment of a school of mines and mining engineering in connection with the university, to be designated as the Western Pennsylvania School of Mines and Mining Engineering, conditioning their grant upon the gift by the citizens of the State of an additional sum of $50,000 for the endowment and improvement of the course of scientific instruction in the university.

The mining engineering course offered by this institution extends through four years and leads to the degree of Mining Engineer.

LAFAYETTE COLLEGE (PENNSYLVANIA).

The course in mining engineering extends through four years and leads to the degree of Engineer of Mines.

Students in this course make frequent visits to the mines and quarries in the vicinity, and two weeks in the spring vacation are spent at some prominent mining region in the practice of mine surveying and in the study of practical mining. Students are advised to spend one long summer vacation during their course in actual work at the mines.

LEHIGH UNIVERSITY (PENNSYLVANIA).

This institution offers a four years' course in metallurgical engineering, leading to the degree of Metallurgical Engineer, and a four years' course in mining engineering, leading to the degree of Engineer of Mines. The latter course unites the branches of mining and metallurgy up to the end of the junior year. At this point the student will have had age and experience sufficient to survey the ground and learn whether his tastes or his opportunities direct him toward the mine or the furnace, and two options are offered, both leading to the degree of Engineer of Mines.

Frequent and regular visits are made to mines and furnaces in the vicinity. These visits are rendered valuable through the courtesy of the officials of the Bethlehem Steel Company and the Lehigh Valley Coal Company, by which classes with an instructor and individual students under certain restrictions are allowed access to the extensive metallurgical works of the former and to the mines of the latter in a manner which permits a regular and systematic work to be carried on during the term, as illustrative of the theory developed in the class room.

PENNSYLVANIA STATE COLLEGE.

The college maintains a four years' course in mining engineering, leading to the degree of Bachelor of Science, and a short course of two years in mining.

A large amount of practical work is required of students during the scholastic year as well as during the summer vacation. At the close of the freshman year one hundred hours are devoted during the summer to surveying; at the close of the sophomore year one hundred hours are devoted to mine surveying; and at the close of the junior year one hundred hours are devoted to inspection of mines.

Equipment.—In metallurgy the college has a line of ores of the metals, various products and by-products of the smelting furnaces, besides extensive and complete

illustrative series in the smelting of lead, silver, gold, copper, zinc, iron, and steel, and numerous other series illustrating throughout the various stages of the processes for the extraction of metals from the ores. Eight models illustrate the furnaces used in the metallurgies of iron, zinc, lead, and copper, and in the coking of coals.

In coal washing and ore dressing the equipment consists of a building supplied with large, perfect working models, a working model of a typical Western ore mill for treatment of argentiferous lead and copper ores, and a three-compartment jig with elevators and screens for preliminary sizing of the crushed product. There is also a large assortment of illustrative material consisting of the most improved tools, drills, lamps, cars, and appliances used underground.

SOUTH DAKOTA SCHOOL OF MINES.

The course extends through four years and leads to the degree of Bachelor of Science in mining engineering.

The lecture work in mining is supplemented by a summer school in mining held at various convenient places in the Black Hills, where the methods of mining, mine plans, and general features are studied.

Equipment.—The metallurgical laboratory contains a Dodge crusher, Cornish rolls, 3-stamp dry-crushing mill, and 3-stamp wet-crushing mill, each equipped with Tulloch automatic feed, amalgamated copper plates, Frue vanner, amalgamating pans and settler, sizing trommels, hydraulic separator, spitzkasten, Hartz jig, Bruckner roasting furnace, 24-inch water-jacket blast furnace, Baker blower, small cyanide leaching plant, Gates sample crusher, sample grinder, 4-horsepower water motor.

VANDERBILT UNIVERSITY (TENNESSEE).

The course in mining engineering extends through five years. The degree of Bachelor of Engineering is conferred at the close of four years and the degree of Mining Engineer on the completion of the five years' course.

Visits of inspection, under the supervision of one or more of the instructors, are made to structures and operations of professional interest not only in and about the city but to distant points, and carefully written reviews, giving minute details of the subjects examined, are required of the students.

Equipment.—The mining laboratory is supplied with a Gates ore crusher, a bank of assay and smelting furnaces, gas and hydrocarbon furnaces for cupellation and scorification, and the usual outfit of furniture, apparatus, and appliances for assaying and metallurgical work generally.

UNIVERSITY OF TEXAS.

The course in mining engineering extends through four years and leads to the degree of Engineer of Mines. Eight weeks of field work are required during the vacation between the junior and senior years.

UNIVERSITY OF UTAH.

A course in mining engineering was first offered by this institution in 1895. In 1901, by an act of the State legislature, the State School of Mines was formally established as a department of the University. The course in mining engineering extends through four years and leads to the degree of Bachelor of Science in mining engineering.

Frequent visits of inspection are made to the leading mining, metallurgical, electrical, and manufacturing plants of Utah. During the vacation between the junior and senior years the class is taken into the field for a period of six weeks, where various practical problems are solved in mine surveying. A complete survey is made of some mine, and each student is required to make all the computations and plat the field notes.

UNIVERSITY OF VIRGINIA.

The course in mining engineering leads to the degree of Mining Engineer. Instruction is offered in exploitation of mines, mining machinery, and ore dressing.

WASHINGTON AGRICULTURAL COLLEGE AND SCHOOL OF SCIENCE.

This institution maintains a four years' course in mining engineering, leading to the degree of Bachelor of Science, and a short course of twelve weeks in assaying.

A portion of the last two summers in college is given to mine examination, mine surveying, visits to concentrators and smelters, and to field geology. The students are required to keep systematic notes on this summer work and make regular reports on the same.

Equipment.—The mining and metallurgical building has been equipped for the double purpose of serving as a student laboratory and providing for working tests of all ores which may be sent for advice as to treatment from mining districts of the State of Washington and elsewhere. The building contains three floors. The upper floor, which measures 40 by 31 feet, is used for the storage of ore and for weighing, quartering, sampling, and hand dressing. On this floor are also an office room and cabinets and glass cases for ores and the smaller mining apparatus. The ore-dressing laboratory occupies the second floor of the building, and is equipped with a Gates rotary crusher, a pair of 9 by 4 inch rolls for fine crushing, screens, a Wilfley concentrator, a 3-compartment Hartz jig, and other apparatus. The lower floor is given up to the metallurgical laboratory. This laboratory, which has a brick floor, contains an Eaton 2-stamp mill, with plate, two hand-stamp mills, appliances for amalgamation, retort, a cyanide mill for making working tests on 100-pound lots, and a hand forge with apparatus. Power for running all of the machinery in this building is had from a 20-horsepower Jenney motor, placed in the ore-dressing department.

The assay laboratory is well equipped with all the appliances necessary for such work. One brick double-muffle furnace, with muffle 6 by 12 by 15, and one gasoline furnace, crusher, buckboard, and all tools for furnace work are available for student use.

UNIVERSITY OF WASHINGTON.

The school of mines offers five courses of study. (1) Mining engineering; (2) mining engineering with geology as an alternative; (3) metallurgical engineering; (4) short course of two years in mining engineering; (5) course in mining for prospectors, beginning on January 1 and continuing to April 1. The degree of Bachelor of Science is conferred on the completion of the first three courses.

It is required of all students in mining engineering that at the end of the junior year they spend from four to six weeks of the vacation in actual work in some mine, and that they hand in an exhaustive report of the work at the beginning of the senior year. In the course with the geological alternative two seasons must be spent in practical work in the field. Students in metallurgy are required to spend at least four weeks of the vacation at the end of the junior and senior years in study at some of the reduction works of the country or at some mining or milling plant where the metals are obtained from their ores by some of the various wet processes.

Equipment.—The engine room is provided with a large coal muffle furnace, Hoskins gasoline crucible and muffle furnaces, Caulkins combination gasoline and muffle furnaces, a Koenig furnace, a gas furnace, and wind furnaces for the use of coke and charcoal.

The ore-crushing and sampling room contains a Bosworth crusher, a Colorado Iron Works grinder and sampler, No. 1, and a Caulkins gyratory muller.

The preparation room accommodates from 18 to 20 students in the preparation of charges for the furnace.

The analytical laboratory consists of a general laboratory, a bullion room for the determination of the fineness of silver bullion, and an electrolytical laboratory.

WEST VIRGINIA UNIVERSITY.

This institution maintains a four years' course in civil and mining engineering leading to the degree of Bachelor of Science in civil engineering.

UNIVERSITY OF WYOMING.

The school of mines offers a four years' undergraduate course in mining engineering leading to the degree of Bachelor of Science, and a short winter course of six weeks in mining.

Students are required to visit mines of various kinds in the vicinity of the school and make personal examinations of methods and report.

Equipment.—The assaying department occupies five rooms and the students have the use of three single and one double furnace, a steam rock breaker, a hand crusher, sampling mill, six pulp and three button balances.

CHAPTER XLVI.

CURRENT TOPICS.

CONTENTS.—Teachers' pensions—Transportation of pupils to school—Higher commercial education—Corporal punishment—Coeducation—Foreign students in German universities—Compulsory attendance and child labor—Teachers' salaries.

TEACHERS' PENSIONS.

In the United States no teachers are pensioned from public funds. Voluntary beneficial associations have been formed in some cities and in other localities specified below. In certain States the laws provide for pension funds, the essential difference being that in this case participation is generally enforced upon all teachers. This feature of compulsion has been eliminated from the laws of Illinois and Ohio. In the former State the law applied only to Chicago, where opposition to it resulted in an amendment which provided for voluntary membership only. A consequence of this was that one-fourth of the members in Chicago withdrew, and that the annuity, which was at first fixed at $600, was reduced to $240. The following paragraphs show the varieties of organization, 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 (Cincinnati), Philadelphia, Brooklyn, and District of Columbia. Initiation fees, $1 to $10; annual dues, $5 to $40. Annuity, $5 per 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.

Pension or retirement funds are authorized by State legislatures for St. Louis, Boston, Brooklyn, New York City, Detroit, Chicago, Charleston, S. C., and Buffalo, and all cities in Ohio, California, and New Jersey. Dues vary little; they are generally 1 per cent of salary. Annuity, $250 to one-half of salary; maximum, $600. Minimum length of service with disability, twenty to thirty years; without disability, twenty-five to thirty-five years.

There are no new establishments of private annuity funds to be reported for 1900–1901, but the existing ones report progress, though some fears are expressed that the annual dues are generally too low, a fact which may lead to financial difficulties in the future unless special efforts are made to increase the funds by holding bazaars and securing donations.

The law passed in May, 1902, by the legislature of Ohio amends the law which authorized the cities of Cincinnati and Cleveland to maintain pension funds for teachers, and extends the benefits of such funds over all school districts of the State; that is to say, the school authorities of a district are granted the right to create a fund and retire teachers, but the act does not make it mandatory upon them. The fund is obtained by withholding $2 each month, or $20 a year, from the salaries of teachers who have declared their desire to become contributors and subsequently beneficiaries of the fund. This is the voluntary feature of the act mentioned before. The authorities may retire a teacher from service on account of mental or physical disability and apply the pension provisions after twenty years of service, provided three-fifths of that time have been spent in the service of the district or county and two-fifths of that time in other parts of the State or elsewhere. The term teacher includes principals and supervisory officers. The right to retire voluntarily and become a beneficiary is granted for both women and men teachers alike, after they have taught thirty years, with the same proviso as before. The amount of the pension paid is $10 a year for every year served, but in no case more than $500 a year. Both principal and income of the fund may be drawn upon to pay the pensions. The teachers are to receive certificates monthly showing what amount has been withheld from their salaries. In case a teacher resigns from the profession she may claim one-half of the sum she paid into the fund during her service in school. The act is explicit on the question as to who may serve as custodian of the fund, how it is to be invested, and on other details.

TRANSPORTATION OF PUPILS TO SCHOOL.

The practice of consolidating small schools and transporting the more distant pupils to a central (usually graded) school at the public expense has been resorted to in the following States to a greater or less extent: Connecticut, Florida, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, South Dakota, Vermont, and Wisconsin.

A Missouri law of 1901 permits of consolidation of schools, but without the feature of transportation. Some progress in the direction of consolidation has already been made in Louisiana and North Carolina under existing laws.

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 3 per cent of the total; yet in 1901 there were still in that State 2,896 ungraded schools against 1,349 graded. In Connecticut the proportion expended for transportation is minute (about one-tenth that of Maine) and decreasing, though "numerous small schools are inadequately maintained," and "children find the doors of their own schoolhouse closed and no other opened." (Conn. Rep., 1901, p. 13.)

These facts, taken in connection with the remarks of the State superintendents of Massachusetts and Pennsylvania quoted below, would seem to indicate that consolidation and transportation, in spite of their great and undoubted advantages, have been put into practice as yet only to a very limited degree even in those States where the most progress in this direction has been made, and that their future general adoption is uncertain. It is probable that the various objections and obstacles

to this plan for improved schools, which have been frequently rehearsed, have in practice more than outweighed its manifest benefits, except in cases where the diligence of school officials and an advanced public opinion have combined to prevail over obstacles and inaugurate a more efficient system of rural schools.[a]

Per cent of total expenditure used for transportation.

School year.	Maine.		Vermont.		Massachusetts.		Connecticut.	
	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	$47,739	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	.....	.....	151,773	1.07	.....	.....

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	849	$13.45
1898–99	1,652	12.64	773	13.91
1899–1900	2,062	12.85	639	15.36

In Vermont, the average annual cost per pupil for the 6 years tabulated has been $13.16, which, with a school term of 156 days, makes the expense of transportation about 8½ cents a day for each pupil. In Connecticut, with a school term of 190 days, the daily cost for 3 years has been about 7½ cents. These are averages. In individual cases the cost varies greatly according to the particular circumstances in each case.

It is the general experience that a saving of money is effected through consolidation of schools. Of the towns in Massachusetts that have tried the plan, 68 per cent report a less cost after consolidation, and only 8 per cent an increased cost.[b] Of 124 New Hampshire towns, 118 report less cost with conveyance as compared with maintaining local schools, 5 report the cost the same, and 1 the cost greater; 26 give the cost with conveyance as one-half of that with local schools, 8 give one-third, 7 give one-fourth, 3 give one-fifth, and 1 each one-sixth, three-eighths, two-fifths, and three-fifths.[c]

The testimony is very general that consolidation results in improved schools, and is well nigh unanimous that attendance is more regular.

[a] Chapter III, Vol. 1, of this Report (pp. 161–213) contains reports on this subject by a number of State superintendents giving in detail the experience of localities.

[b] 62 Mass. Rep. (1897–98), p. 456.

[c] 51 N. H. Rep. (1900), pp. 276–81.

PRESENT STATUS.

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 1899–1900 there were 639 children transported at a cost of $9,817. The law "has been immensely advantageous to the State" (Conn. Sch. Rep., 1901, p. 11).

Florida.—"Several counties have inaugurated the system of consolidating the smaller schools and transporting the pupils by wagons." (Fla. Sch. Rep., 1900, p. 19.)

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.)

"Forty counties have already begun the work of collecting pupils into larger groups by transporting them." (Ind. Sch. Rep., 1900, p. 529.)

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.

Sec. 2774 of the code provides that when a board is for sufficient reason 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 28 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 schoolhouse 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).

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. Sch. 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 returns indicate that the process of consolidating small and feeble schools is probably still going on, although it is possible that, if the process were at a standstill, the growth in population, with a certain pressure for better terms by those who convey children, might occasion the entire increase," i. e., in the amount expended. (65 Mass. Rep., 1900–01, 115.) For amount expended see p. 2397.

"The number of towns and cities that return expenditures for conveyance has now reached 274, and the expenditures range all the way from $6.25 in Hatfield to $2,640.75 in Lexington." (Ib., 116.)

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 there was a locality with twenty 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 three 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 endorsers 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).

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.

Nebraska.—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. (Nebr. School Law, 1899, 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." (Nebraska School Report, 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. (New Hampshire School 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.)

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. There are still in the State 3,552 districts (nearly one-third of the whole number) with an average attendance of 10 or less. (New York School Report, 1900, p. 55.)

North Dakota.—Schools with an average attendance of less than 4 on ten consecutive days may be discontinued. Two or more schools may be consolidated and pupils transported. (North Dakota General School Laws, 1901, sec. 704.)

Ohio.—In 1894 a special law was passed authorizing centralization and transportation in Kingsville, Ashtabula County. The experience of Kingsville is detailed at some length in the Report of this office of 1898–99, pp. 526–529, and in the first volume of this Report, pp. 161–164. 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 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 School 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 Report, 1901, p. 18.)

Pennsylvania has a law (dating from 1897) authorizing 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. (Pennsylvania School 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,[1] 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 upwards 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." (Pennsylvania School Report, 1901, P. VII.)

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. Two schools of Burrillville formerly cost the town $600 per year. Consolidated with others the cost for transportation was $427.50.

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 South Dakota School Report, 1900, p. 13.)

The reports of the county superintendents show that the question is much discussed and that a beginning has been made in three or four counties; elsewhere considerable opposition has been developed, principally on the part of parents.

Vermont.—On a written application from ten resident taxpayers of a town a portion of the school money, not exceeding 25 per cent, may be used to transport scholars who live 1½ miles or more from school. That transportation is growing in favor is attested by the fact that the expenditure for this purpose increased from $11,122 in 1893–94 to $26,492 in 1899–1900. In 1899–1900 there were 726 schools closed all or part of the year and 2,909 pupils furnished transportation. There were still, however, in the last term 201 schools of 8 pupils or less each, a decrease of 34 from the preceding year.

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 schoolhouse in the district." (Sch. Laws, Wis., 1901, sec. 430, 16.)

[1]The Pennsylvania law is closely modeled in certain features after the Ohio law. 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."

In towns which have adopted the township system the town school board may transport pupils in their discretion. (Sec. 524.)

There were, in 1900, 955 schools in the State having an average daily attendance of not more than 10. Professor Upham reports that there is no organized transportation of pupils, though three counties are contemplating it. (Wis. Sch. Rep., 1900, p. 22.)

HIGHER COMMERCIAL EDUCATION.

Courses of study for the higher education of young men desiring to enter business careers have been established within recent years by a number of the leading institutions of the country. Among the institutions offering such courses leading to a baccalaureate degree may be mentioned the University of California, University of Chicago, Northwestern University at Evanston, Ill., University of Illinois, Indiana University, Louisiana State University, University of Michigan, Nevada State University, Ohio State University, Central High School (Philadelphia, Pa.), University of Pennsylvania, Agricultural College of Utah, University of Vermont, and University of Wisconsin. The commercial course of study in these institutions extends through four years, or the subjects relating especially to commerce or to other business pursuits may be elected as a part of the four-year college course, usually in the last two years. Dartmouth College offers courses extending through two years, which are intended as graduate courses. The first year of the course may, however, be elected by seniors of the college.

In addition to the institutions mentioned above the New York University and the University of South Dakota offer courses of study extending through two years and leading, respectively, to the degrees of Bachelor of Commercial Science and Bachelor of Commerce. The University of Virginia offers a special course for young men desiring to enter the consular service. The course extends through three years, but does not lead to a degree. Other institutions offering courses of two or three years are Colorado Agricultural College, Drexel Institute at Philadelphia, Pa., University of the South at Sewanee, Tenn., Washington Agricultural College, West Virginia University, and University of Wyoming.

Considerable latitude in the election of studies is generally allowed by the several institutions, so that students are able to select such studies as may be especially valuable in fitting them for the particular career they may have in view. Thus, the Amos Tuck School of Dartmouth College offers instruction intended to prepare men to enter upon private banking, brokerage and investments, insurance, railroad service and water transportation, foreign trade, general mercantile or manufacturing businesses, journalism, consular service, or for active participation in municipal and civic affairs.

A detailed description of the instruction in commercial branches offered in a number of universities and colleges that have established colleges or courses of study for the higher education of business men, and a tabular statement showing the number of students in such colleges or courses, are given in Chapter XXV, Volume 1, of this Report.

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.)

Boroughs of Manhattan and the Bronx, New York City. (Rules and Regulations, 1900, p. 62, sec. 64–1.)

Borough of Richmond, New York City. (Manual and Course of Study, 1899, p. 9.)

Chicago, Ill. (Rules and Regulations, 1898, p. 28, sec. 62.)

Baltimore, Md. (Rules, 1901, p. 17, art. 18.)

Cleveland, Ohio. (Handbook, 1899–1900, p. 77, sec. 22.)

St. Paul, Minn., except to repel violence, etc. (Forty-second Annual Report, p. 228, 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.

For the borough of Brooklyn and the borough of Queens, New York City, there is no information at hand.

St. Louis, Mo.: May be administered only by a principal, or in his presence and by his consent. It must be avoided as far as possible. (Rules, 1897, p. 73, rule 47, sec. 4.)

Boston, Mass.: Forbidden in high schools and kindergartens and as to girls in grammar schools. 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, 1898, 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.: No recent information is at hand.

New Orleans, La.: May be inflicted only in extreme cases as a last alternative, and only by the principal or by his express authority. Must not be inflicted in the presence of the class or during lesson in which offense was committed. Blows upon the head and lonely confinement forbidden. (Rules and Regulations, 1896, p. 9, sec. 13.)

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 92*c*.)

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, 1900, 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. (Twenty-fourth Report Board of Education, 1901, p. 134, sec. 60.)

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, Twenty-sixth Annual Report Superintendent Public Schools, 1901, p. 124, art. 5, 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, 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. 12.)

Omaha, Nebr.: Not mentioned in Rules and Regulations, 1896.

Los Angeles, Cal.: Must be avoided if possible; switch or strap to be used; blows upon face or head forbidden. (Report, 1899–1900, p. 138, sec. 55.)

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.

COEDUCATION IN THE UNITED STATES AND IN FOREIGN COUNTRIES.

Coeducation, or the education of boys and girls in the same classes, is the general practice in the elementary schools of the United States. 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.

WOMEN IN SCHOOL ADMINISTRATION.

There are at present 2 women holding the position of State superintendent of schools, 12 that of city superintendent, 284 that of county superintendent. The status of women in respect to directive influence in school affairs is tersely summarized as follows:

Women may hold any school office in Colorado, Kansas, Idaho, Illinois, Indiana, Iowa, Louisiana, Minnesota, North Dakota, Oregon, South Dakota, Utah, and Wyoming.

Women are eligible to all local school offices under the general school laws in the following additional States and Territories: Arizona, California, Connecticut, Louisiana, Maine, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Tennessee, Texas (any position open to teachers), Vermont, and Wisconsin.

In several of the above-named States cities form districts under special school laws; where such is the case they are not included in the general provision. As a rule, however, women are eligible to the school boards of Northern and Western cities.

In the following additional States the relation of women to school administration appears to be restricted to the positions named: Alabama (county board), Kentucky (district school officer), Nevada and Oklahoma (district), Rhode Island (town), Washington (district).

The following tables show the number of women holding the office of superintendent of public schools in States, cities, and counties as reported to this office for the current year:

Women State superintendents of public instruction, 1900–1901.

State.	Name.	Post-office.
Colorado	Mrs. Helen L. Grenfell	Denver.
Idaho	Miss Permeal French	Boise.

Women city superintendents, 1900–1901.

City.	Name.
San Bernardino, Cal	Miss Lula Claire Bahr.
Southington, Conn	Mrs. Anna D. Pollard.
Evanston, Ill	Mary H. O'Brien (District No. 3.)
Augusta, Me	Mrs. Caroline S. Fogg, superintendent suburban and high schools.
Brewer, Me	Mrs. Mertie M. Curtis.
Old Town, Me	Miss Ardelle M. Tozier.
Orange, Mass	Miss Lizzie A. Mason.
Malone, N. Y	Sarah L. Perry.
Bristol, Pa	Louise D. Baggs.
Appleton, Wis	Carrie M. Morgan.
Neenah, Wis	Jennie S. Cooke.
Rhinelander, Wis	Myra Germond.

Women county superintendents, 1900–1901.

State or Territory.	Total number of county superintendents.	Number of women.
California	57	15
Colorado	57	32
Idaho	21	14
Illinois	102	8
Iowa	99	10
Kansas	105	24
Kentucky	119	19
Michigan	83	6
Minnesota	82	9
Missouri *a*	*a* 114	*a* 11
Montana	26	24
Nebraska	90	16
Nevada	14	1
New York	58	13
North Dakota	39	10
Oklahoma	24	6
South Dakota	53	18
Tennessee	96	2
Utah	27	3
Vermont *b*	14	1
Washington	36	8
Wisconsin	73	8

a Missouri has 114 county boards consisting of three members each, viz., a county commissioner, a member appointed by the county court, and a member appointed by the board of education. The number of commissioners is given in column 2 and the number of women commissioners in column 3.

b County examiners.

Woman suffrage as related to school affairs.—Women have like suffrage with men in Colorado, Idaho, Utah, and Wyoming. They may vote (1) on general school questions in Minnesota (at any election or at any district meeting), in North Dakota, and South Dakota; (2) on local school questions in Arizona, Connecticut (for town and district school officers), Florida and Indiana (district school officers), Illinois (district and township officers), Iowa (on issue of bonds or increase of tax levy), Kansas, Kentucky (if widowed parents or guardians or spinster guardians of school children), Massachusetts (town officers and disposition of school money), Michigan, Mississippi (if heads of families, for district school officers), Nebraska, New York (if parents and taxpayers), Montana (at district elections), New Hampshire, New Jersey (restricted from voting for members of boards of education), Ohio (for members of boards), Oklahoma, Oregon (widows with children to educate and taxpayers), Vermont (on all questions pertaining to schools), Washington (for directors), and Wisconsin.

FOREIGN STUDENTS IN GERMAN UNIVERSITIES.

The number of foreigners who are matriculated at the old German universities, not including the technological schools, agricultural, mining, and forestry academies, during the year 1901 was 2,606. These figures are somewhat below those of the preceding year, which were 2,698, but are much above those of the summer term of 1900, when 2,322 were matriculated. Of the number in 1901 (2,606) as many as 646 studied philosophy, philology, and history; 579 mathematics and natural sciences; 568 studied medicine; 313 studied law; 147 Protestant theology; 25 Catholic theology; 146 forestry and administration; 138 agriculture; 25 pharmacy, and 19 dentistry.

As to nationality of the foreigners, 717 are Russians. Other European countries are represented with the following figures: 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, 5; 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.

As regards the different universities, Berlin leads with 385 foreign students, followed by Leipzig with 370, Munich with 232, Heidelberg with 158, Halle with 141, Freiburg with 140, Göttingen with 102, Marburg with 81, Strassburg with 79, Jena with 60, Bonn with 56, Konigsberg with 47, Tübingen with 46, Würzburg with 45, Breslau with 36, Erlangen with 30, Giessen with 24, as also Greifswald and Kiel, Rostock with 18, and finally Münster with 8.

In the year 1835–36 there were only 475 foreign students, or 4.02 per cent of the total number 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, and in 1901 it was 7.3 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. In 1902 the number of foreigners in the 20 German universities rose considerably, namely, to 2,917. In the same year the number of foreigners in polytechnica was 2,489; in veterinary colleges, 45; in agricultural colleges,156; in forestry academies, 74; in mining academies, 304; in commercial universities, 195. Hence the total number of foreign students in German higher seats of learning at present is 6,180.

In the same year the Austrian universities and other higher seats of learning had 1,107 foreign students, while Switzerland had 2,522.

COMPULSORY ATTENDANCE AND CHILD-LABOR LAWS.

The table following is a revision (by this office) of that compiled by Madeleine W. Sikes for the Chicago Association of Collegiate Alumnæ and published in the last Report of the Commissioner of Education (pp. 2598–2602). In prosecuting the revision all the State laws of 1901 and 1902 were examined; the new legislation effected during those years occasioned changes involving 14 States to be made in the table.

Perhaps the most notable characteristic of recent compulsory school-attendance legislation is the trend in the direction of extending the period of required attendance so as to include the full school term, instead of limiting it to some specified portion thereof. The table as originally drawn showed only three States exacting attendance for the full term, or whenever the schools were in session, to wit: Massachusetts, Connecticut, and New York (in the latter State for children 8 to 12 only). There have since been added to the list 10 States—Colorado (in districts of the first and second class), Indiana, Maine, Maryland (limited to Baltimore city and Allegany County), Michigan (in cities having a police force), New Hampshire, New Jersey, Ohio, Pennsylvania (local school boards may shorten the obligatory term), and Rhode Island.

No attempt has been made in the table to note the States regulating the hours of labor of minors where labor is permitted. Such regulations are now very general.

The provision relating to educational restrictions on child labor are not complete for all the States. These provisions are varied and complicated, and can be ascertained exactly only by reference to the statutes of each State.

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, 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.[1]	
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 mines	
Alaska				21 years, in barrooms	
Arkansas				14 years, in mines	Children under 16 years, unable to read and write, may not be employed in mines.
California	8–14	Two-thirds of full term; 12 weeks consecutive.	First, not exceeding $20; subsequent, $20 to $50, with costs.	10 years, in any factory, workshop, or mercantile establishment. Certificate of age required under 16.	
Colorado	8–14	12 weeks; 8 consecutive. Full term, not less than 20 weeks, in districts of the first and second class.	$5 to $25	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.	Children under 14 years may not be employed in any business during school hours unless they have attended school 12 weeks during the year; under 16, unable to read and write, may not be employed in mines.
Connecticut	[2] 8–16	Full term	Not exceeding $5	14 years, in any mechanical, mercantile, or manufacturing establishment.	Children under 14 must have attended day school a prescribed period. Between 14 and 16 provisions similar to Maine and Massachusetts.
District of Columbia.	8–14	12 weeks; 6 consecutive	Not exceeding $20		
Florida				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 mercantile institution, store, office, laundry, manufacturing establishment, factory, workshop, or mine. Girls may not work in mines at any age. Certificate of age required under 16.[3]	
Indiana	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. Certificate of age required under 16.	Children under 16, unable to read and write English, may not be employed in foregoing employments except in vacation of public schools.
Iowa				12 years, in mines (boys)	

Kansas	8–14	12 weeks; 6 consecutive	First, $5 to $10; subsequent, $10 to $20.	12 years, in coal mines	Same as Arkansas, and must have attended school 3 months in the year.
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.	
Louisiana				12 years (boys), 14 (girls), in any factory, warehouse, or workshop.	Children under 14 must not be employed in foregoing employments, or in clothing, dressmaking, or millinery establishments, nor by itinerant musicians, unless they have attended school 4 months in preceding year.
Maine	7–14	Full term	Not exceeding $25, or imprisonment not exceeding 30 days.	12 years in any manufacturing or mercantile establishment. Certificate of age required under 16. Under 15, this certificate must state school attendance.	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. Such school attendance must continue during employment.
Maryland[4]	[5]8–12	Full term	Not exceeding $5	14 years, in mills and factories (except canning 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	[6]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). Certificate of age required under 16.	Children under 14 (see preceding column); over 14, who can not 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	[7]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 manufacturing establishments, hotels, or stores. Certificate of age required under 16. (Law does not apply to canning or evaporating works.)	Children under 16, unable to read and write, may not be employed in manufacturing establishments.

[1] See remarks introductory to the table.
[2] Not applicable to children over 14 lawfully employed and not enrolled at school.
[3] This certificate must contain: Name, place, and date of birth of child; in New York and Massachusetts and some other States, a statement of school attendance, personal description of the child, and other data.
[4] The provisions tabulated for Maryland (except in 5th column) are those of the compulsory attendance act of 1902, whose operation is limited to Baltimore City and Allegany County.
[5] To 16 unless regularly employed to labor at home or elsewhere.
[6] To 16 if wandering about public places without lawful occupation.
[7] 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.[1]	
State.	Age.	Annual period.	Penalty on parents for neglect.	Age under which specified employments are forbidden.	Educational restrictions on child labor.
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.
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	8–14	12 weeks; 6 consecutive	$5 to $25	14 years, in mines.	
Nebraska	7–14	Two thirds of school term	$5 to $25	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. Certificate of age under 16 years.	Children under 14, in foregoing employments (provisions similar to Maine).
Nevada	8–14	16 weeks; 8 consecutive	First, $50 to $100; subsequent, $100 to $200; with costs.		
New Hampshire	8–14	Full term	First, $10; subsequent, $20	12 years in any manufacturing establishment.	No child may be engaged under 14 years in any employment 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 Jersey	7–12	Full term	$1 to $25, or imprisonment 5 to 90 days.	14 years (girls), 12 years (boys), in factories, workshops, mines, or manufacturing establishments.	Children under 15 may not be employed in any business whatever unless they have attended school for 16 weeks in preceding year.
New Mexico	8–16	12 weeks	$1 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; when unemployed between 14 and 16.	First, not exceeding $5; subsequent, not exceeding $50, or imprisonment not exceeding 30 days, or both fines and imprisonment.	14 years, in factories and in mercantile establishments in villages and cities over 3,000 inhabitants. Certificate of age, school attendance, etc., required under 16.	Children under 16 (provisions similar to Massachusetts); but children over 14 and over 12 who can read and write English may be employed in factories and mercantile establishments, respectively, during vacation, without complying with the school requirements in other respects.
North Carolina				Under 21, may not be employed out of State without consent of legal guardian.	
North Dakota	8–14	12 weeks; 6 consecutive	First, $5 to $20; subsequent, $10 to $50, with costs.	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	[2] 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	8–14	12 weeks; 8 consecutive.			
Pennsylvania	[3] 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; 14 years in mines (boys); girls may not work in mines; 12 years in bituminous mines. Certificate of age required under 16.	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	[4] 7–15	Full term	Not exceeding $20	12 years, in factories, manufacturing or mercantile establishments. Certificate of age required under 15.	Children under 13 may not be employed except during school vacations.
South Dakota	8–14	12 weeks; 8 consecutive	$10 to $20 and costs; stand committed till paid.	14 years, in mines	Same as North Dakota.
Tennessee				14 years, in workshops, mills, factories, or mines.	
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.	
Vermont	8–14	20 weeks	$5 to $25	10 years, in manufacturing or mechanical establishments.	Children under 14 (provisions similar to Maine and Massachusetts).

[1] See remarks introductory to the table.
[2] To 16 if unemployed.
[3] Not applicable to children over 13 who can read and write and are regularly employed in useful service.
[4] Not applicable to children over 13 who are lawfully employed.

Statutory provisions relating to compulsory attendance and child labor—Continued.

COMPULSORY EDUCATION.				CHILD LABOR.[1]	
State.	Age.	Annual period.	Penalty on parents for neglect.	Age under which specified employments are forbidden.	Educational restrictions on child labor.
Washington	[2]8–15	12 weeks	$10 to $25; defective children, $50 to $200.	14 years, in mines (boys); girls may not work in mines.	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. Such attendance to continue during employment).
West Virginia	8–14	16 weeks	First, $2; subsequent, $5	12 years, in mines, factories, workshops, manufactories, or establishments where goods or wares are manufactured.	
Wisconsin	7–14	12 weeks	$3 to $20	14 years, in mines, factories, or workshops; 14 years, in mercantile establishments, laundries, or in telegraph, telephone, or public messenger service, except in vacation of public schools. Certificate of age required under 16 (but county judge, commissioner of labor, factory or assistant factory inspector may exempt any child over 12 from this act where labor is necessary to support).	
Wyoming	[3]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.	

[1] See remarks introductory to the table.
[2] 6 to 21, in case of defective children.
[3] Penalty only for child 7 to 16, or one living idly and loitering about public places.

TEACHERS' SALARIES IN CITIES.

Average annual salaries of teachers and supervising officers in cities of over 8,000 inhabitants, summarized by States, etc.

Cities of—	1899–1900.			1900–1901.		
	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	88,371	$59,223,566	$670.39	92,294	$63,433,167	$687.29
North Atlantic Division	43,358	30,978,507	714.48	45,135	33,772,007	748.24
South Atlantic Division	5,857	3,319,268	566.72	6,254	3,386,842	541.55
South Central Division	4,280	2,309,323	539.56	4,574	2,401,700	525.08
North Central Division	30,021	18,642,461	620.98	31,092	19,805,331	636.99
Western Division	4,855	3,974,007	818.54	5,239	4,067,287	776.35
North Atlantic Division:						
Maine	683	306,022	448.05	762	321,670	422.14
New Hampshire	525	273,461	520.87	527	278,288	527.97
Vermont	161	73,350	455.59	174	75,996	436.76
Massachusetts	8,714	6,349,889	728.69	9,003	6,574,107	730.11
Rhode Island	1,288	796,765	618.60	1,348	835,302	619.66
Connecticut	2,211	1,279,606	578.74	2,248	1,309,620	582.57
New York	16,775	14,282,374	851.41	17,628	16,356,674	927.80
New Jersey	3,877	2,315,801	597.31	4,092	2,535,050	619.50
Pennsylvania	9,124	5,301,239	582.02	9,353	5,485,350	586.49
South Atlantic Division:						
Delaware	252	124,804	495.25	272	132,061	485.50
Maryland				1,848		
District of Columbia	1,227	838,577	683.44	1,284	877,103	683.10
Virginia	696	330,241	474.63	745	369,599	495.84
West Virginia	326	141,195	433.11	343	141,746	413.55
North Carolina						
South Carolina	201	87,402	434.83	210	91,340	434.95
Georgia	795	419,760	528.00	857	436,910	509.81
Florida	265	84,636	412.85			
South Central Division:						
Kentucky	1,112	649,063	583.69	1,127	640,800	568.59
Tennessee	679	349,996	502.20	698	360,738	516.82
Alabama	292	133,455	457.04	296	142,125	480.15
Mississippi				169		
Louisiana	752	375,779	499.70	877	407,290	464.41
Texas	1,027	604,862	588.96	1,093	625,632	572.40
Arkansas	209	120,513	576.61	234	119,565	510.97
Oklahoma	70	24,632	351.89			
Indian Territory						
North Central Division:						
Ohio	5,842	3,622,847	620.14	5,952	3,830,405	643.55
Indiana	2,494	1,407,768	564.46	2,578	1,460,373	566.47
Illinois	8,100	6,035,583	745.13	8,371	6,404,339	765.06
Michigan	3,016	1,630,395	540.55	3,109	1,738,872	559.33
Wisconsin	2,433	1,334,581	548.53	2,478	1,393,689	562.41
Minnesota	1,876	1,178,746	628.33	2,016	1,291,102	640.43
Iowa	1,840	866,428	470.88	1,920	935,885	487.44
Missouri	2,921	1,715,684	587.36	3,086	1,826,775	591.96
North Dakota						
South Dakota	53	26,207	494.47	56	27,590	492.68
Nebraska	638	399,635	626.39	672	436,790	649.98
Kansas	772	399,587	517.60	809	435,511	538.23
Western Division:						
Montana	263	222,000	844.10	307	237,872	774.83
Wyoming						
Colorado	907	744,421	820.75	946	803,188	849.04
New Mexico						
Arizona						
Utah	383	206,931	540.29	401	231,268	576.73
Nevada						
Idaho						
Washington	609	375,306	616.26	712	430,777	605.02
Oregon	343	223,486	651.56	349	228,286	654.11
California	2,293	2,162,416	943.05	2,465	2,095,893	850.26

CHAPTER XLVII.

MISCELLANEOUS EDUCATIONAL TOPICS.

CONTENTS.—Need of a commission for investigating the negro problem.—Information relative to the appointment of cadets to the U. S. Military Academy.—Gardiner Greene Hubbard.—The school of comparative jurisprudence and diplomacy of Columbian University.—South Carolina State summer school for teachers.—The possibilities of Alaska.—Educational provisions of Cecil Rhodes's will.—Dr. William Henry Ruffner, and his work for popular education.—Burke Aaron Hinsdale.—What the Government fails to do for the people.—Hampton Normal and Agricultural Institute.—Ventilating schoolrooms by windows and fireplaces.—Catholic parochial schools in Eastern Massachusetts.—The college man as leader in the world's work.—Statistics of elementary education in foreign countries.

THE NEED OF A NATIONAL COMMISSION FOR INVESTIGATING THE NEGRO PROBLEM.

[From the report of Hon. J. L. M. Curry, chairman of the educational committee of the John F. Slater fund.]

Since 1860 the negro has attracted unusual attention, more thorough and scientific study, especially along ethnological and sociological lines, than ever before. In the East, because of increased modern discoveries, we have abundant archæological and historical material. On the contrary, among the negroes there is an utter dearth of such aids to investigation. No written documents, no tombs and palaces, no inspiring memories from Thermopylæ or Salamis, no objects teaching the actual life of the past, but we are confronted by a dreary, sterile waste, an arid nullity. As there is such little inducement to study the native land, the primitive home of the negro, the student must confine himself to those of the race who were torn from Africa and brought under the influence of other races, cults, and civilizations. Practically all periods are prehistoric, and no influence is traceable on other peoples. Early and later centuries are alike destitute of invention, commerce, literature, international relations. It is well that in studies we are having aids from Dubois, Washington, Thomas, Johnson, and others of partial negro ancestry. Every slaveholder knew that a characteristic of the negro, inherent or an evolution from his servile condition, was his secretiveness. No white person is the full confidant of the negro. It is doubtful whether the confessional secures a frank and full disclosure. Dr. Slattery, of Baltimore, after twenty-two years in the closest relations with the race, says "there is no white man living who has the negroes' entire confidence." With my well-known and gratefully acknowledged labors for the upbuilding of the freedmen, I have found it impossible to gain full testimony as to their social and religious conditions. The facts as they lie on the surface are not always a proper indication of what lies below.

During the last year numerous utterances, in press and public address by learned professors, investigators in social statistics, and by others of both races, have appeared, presenting various aspects of the ever-recurring negro problem. Some of these have been hopeful, but more have been tinged with darkest hues. Temperate and thoughtful discussion will eliminate error and bring out truth. Unfortunately, prejudice and ignorance blind us to facts, warp judgment, and injuriously affect conclusions. One writer, of negro ancestry, with large observation drawn from residence and official position both in the South and North, has in a recent, much-reviewed book, "The American Negro," presented a most doleful and pessimistic view of the negro question, giving an exaggerated and repulsive picture of faults and vices, of industrial, mental, and moral incapacity, of depravity in men and women, of insensibility to their own vileness, of party subordination, of inappreciation of duties and requirements of American citizenship. He emphasizes the need of "thoroughly safeguarding every step in the training of the negro with forceful and effective methods of instruction." What is imperatively needed is "a training of the perceptive, constructive, and executive faculties of man, in order that he may have an intelligent notion of what he undertakes to do and the faculty of knowing when and how to do it in the best possible way." Wise as are the disapproval of applying to negro children the same methods of education that are used in the case of white children of intelligent ancestry, environed with more or less cultured homes, and the insistence upon an industrial education, as covering the entire ground of the ordinary negro needs and wants, yet the educational committee and the chairman certainly, after long and anxious study of the problem in its manifold bearings, can not accept these doleful and discouraging conclusions. It is preferred to take the more rational and hopeful conclusions of other students, especially of Mr. Washington, whose strong and persuasive and buoyant testimony is more conducive to hopeful effort and to Christian teachings. My observations and reasonings make me to trust in the slow but sure progress, and in the ultimate attainment of a higher and nobler condition. What has been done is not what was wished, is often very disappointing—results sometimes not commensurate with the outlay—but it justifies continued and wiser efforts. The painful thing, after the experience of years, in connection with what has been written, of conservative or destructive character, is the "lame and impotent conclusion," the failure to meet admitted difficulties by practical and adequate suggestions and remedies. The anxious mind waits, seeks for a solution which remains unspoken. How are evils to be averted, dangers to be met, conditions to be changed, hopes to be realized? Where is the path which leads to safety, to light? Statesmanship is lacking, philanthropy accomplishes a little, and religion points to agencies and outcome which may require indefinite time.

In view of the circumstances, unprecedented and marvelous, connected with the negro, his advent to America, his enslavement, his history, his emancipation and the consequences thereof, public opinion should be slow to find fault, and should be charitable in seeking excuses and palliatives for errors and wrongs. The obstacles, inherent and ignorantly or criminally imposed, have been apparently insurmountable. Whatever there is in heredity, in unbroken millennial continuity of poverty, ignorance, barbarism, savagery, paganism, in the degrading influence of slavery and inferiority, has stood like an impenetrable barrier in the way of progress. Deplorable as slavery was to the Afro-American, there was some relief to the dark background. It made homogeneous a diverse negro race; it gave a language[1] and improved religion, habits of obedience, subjection to authority, regular and systematic labor, acquaintance with productive industries, food, shelter, and clothing, the benefit of kind treatment, the humanizing influence of contact with a cultivated race and those beneficent ameliorating influences which come from personal example and association with the refined, the pious, the free. Emancipation, intended for good, and

[1] A missionary in Africa, Bishop Penick, said that in his schools the boys had thirty-six languages.

lauded as a providential deliverance, as an open door to greater enjoyment of human and civil rights, has not produced the expected results. * * *

By a singular perversity of fact and reason, education, heretofore regarded as a priceless boon, as the cause and result of free institutions, of civilization, as a necessity to human development, to attainment of a higher life, worth millions of expenditure and the best administrative capacity, is now by some regarded as the source and provocative of crime, as incompatible with the best development of a race, and as so full of harm that it should be doled out most sparingly and under rigid limitations. The truer doctrine is, that remedies for social, political, and personal maladies are not material and legislative, not quick and direct, but by the slower and surer method of mental education and moral regeneration. The question of negro education, in itself, is a big one, of prodigious import, and we should get some lessons of patience and wisdom from the conduct of Great Britain, Holland, and Germany in their dealings with dependent and inferior races. An American, by a kind of peculiar instinct, evolved from his own history, turns to the church house and the schoolhouse as the pioneer factors in civilization and good government. During and immediately after the war of secession, the General Government, through the Freedmen's Bureau, undertook to furnish the means of education, but soon withdrew its support, and since, persistently and in inconsistent disregard of the claims of the negro and the obligations resulting from emancipation and enforced citizenship, has refused national aid for fitting the negro for his suddenly created and imposed rights and privileges. Religious denominations were prompt and liberal in devising schemes for education, and, by a blunder, from the evil effects of which the race has not recovered, dubbed the schools "colleges" and "universities," and adopted inapplicable and unattainable courses of study. Methods and courses of instruction, borrowed from advanced civilization, were sought to be applied to new and strange conditions, without reference to age, race, pursuits, environments, capacities. What these early established schools and others of like aim and character are doing and have done, deserve, despite serious mistakes, grateful commendation rather than censure and criticism. They should have encouragement and aid, but far more effective and wide-reaching agencies are needed. All these denominational and private schools reach but a small fraction of the uncountable mass of negro children. The total enrollment in the public schools of the South of negro children, in 1898–99, was 1,511,618, or 52 per cent of an estimated number of negro children of 2,912,910, and the public expenditure from State revenues for these children, from 1870 to 1901, was about $117,000,000.

The American Missionary Association, at its last meeting, said:

> While we are thankful to the forces of philanthropy and religion in the North, which have been able to do so much in planting schools and churches, and lifting the colored race up to a level of self-respect, the South has not failed in doing its part. Considering their means, they have taxed themselves heavily for the support of schools and have afforded nearly, if not quite, equal advantages to the children of former slaves as to their own.

What Hampton, Spelman, Tuskegee, Claflin, Tougaloo, and others are doing is a great blessing, but the aggregate attendance does not reach over 45,000. What of the millions that have not been, never can be, reached by these schools! Many people seem unwilling to recognize the great fact, the most important fact in our history, that these children can be reached only through the public, State-established, State-controlled, State-supported public schools, and that "free schools for all the people," the education of the illiterate, here, within our own ancient territorial limits, at our own doors, is the paramount issue, overshadowing all other questions, domestic or foreign, which can be presented to, or acted upon, by our people. This education is more vital to our internal peace and prosperity than are navies and territorial expansion to our external defense.

The association already referred to, probably the most effective of all agencies at the North in behalf of the education of the colored people, wisely says:

The public-school system, through the energy of wise leaders, men of higher education and skill, is gradually becoming perfected and is destined to become in the South, as it is in the North, the most potent of all factors for the uplifting, the saving, and the culture of the young people of our time.

That is the work for States, cities, the whole people, on general principles, with wide adaptation to racial needs, with revenues, State and local, supplied by taxation.

Unfortunately, in these late days, there is little intelligent, concerted effort of statesmanship to master this question or find a solution of the problem. Session after session of Congress goes by, and, after a few passionate speeches, Senators and Representatives reflect the feeling and wishes of the people when they pass the subject by without serious thought or a suggested remedy. This momentous question remains in huge proportions. Apprehensions of the wisest have not been allayed. The Slater fund has addressed itself conscientiously to doing what was possible with an inadequate income, recognizing manual, mental, and moral instruction as the true basis of reform and elevation. Other and stronger agencies are needed and their cooperation should be sought. National platforms and political parties and candidates for Federal offices turn, like the Levite, to the other side, and leave the suffering unhelped. Gigantic expenditures for necessary purposes and for favorite interests, running into the billions, are discussed at length and voted profusely, but not a word is heard in our national councils for the education of the negro, and not a dollar is offered to aid the States in the white man's burden. School revenues are insufficient, teachers are poorly paid and poorly prepared, houses are ill furnished. Great improvements are necessary. In Great Britain strong royal commissions are appointed for the investigation of questions of great moment, and ample time is given upon the understanding that the recommendations will be at once proposed as the basis of legislation. While we have had elaborate reports upon the relations between labor and capital and prolonged industrial commissions, we have had no official inquiry into the many-sided negro problem. Statesmanship, since the messages of President Lincoln, has avoided the question. There has been no pretense at suggestion or adoption of large and adequate and nonpartisan measures. We venture to commend to the President and the American Congress a thorough and exhaustive and impartial consideration of a question affecting seriously every possible interest of the country. A report similar to that of the recent committee on Ireland in 1896 would be invaluable for trustworthy information and as suggestive of appropriate legislation.

Mr. Slater made training of teachers from among the people requiring to be taught a special object of his beneficence. Every day enforces the wisdom of his requirement. There is no royal road to learning except through competent instructors. Nearly all the aided schools have departments of pedagogy. Would it not be possible, with State or city aid, to establish and maintain, as a model, a professional school which should combine teacher training, industrial training, kindergarten work, where better ideas of home life, the only basis of all true elevation, of personal purity, of morality in everything done, desired, or thought, of healthy manliness and womanliness, of right living by the light of personal and social duty as taught in the New Testament, of thrift, of sanitation, might be inculcated? Possibly a proposition to States or cities might now meet with better consideration and a cooperative response.

INFORMATION RELATIVE TO THE APPOINTMENT AND ADMISSION OF CADETS TO THE UNITED STATES MILITARY ACADEMY.

[Extract from the Official Register of the U. S. M. A.]

APPOINTMENTS.

How Made.—Each Congressional District and Territory—also the District of Columbia—is entitled to have one cadet at the Academy. Each State is also entitled to have two cadets at the Academy, from the State at large. Thirty are also appointed from the United States *at large*. The appointments (except those from the United States *at large* and from the District of Columbia) are made by the Secretary of War at the request of the Senator, Representative, or Delegate in Congress; and the 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* and from the District of Columbia are specially conferred by the President of the United States.

Manner of Making Applications.—Applications can be made at any time, by letter to the Adjutant-General, 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 also receive from the War Department a letter of appointment, and will be examined *with the regular appointee*. In the event of the failure of the principal to pass the prescribed preliminary examinations, the better qualified of the alternates, as determined at the preliminary examination, will be admitted. The alternates will not be allowed to defer their reporting until the result of the examination of the regular appointee is known, but must report at the time designated in their letters of appointment. The alternates, like the nominee, should be designated as nearly one year in advance of date of admission as possible.

ADMISSION OF CADETS.

Candidates selected for appointment 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 day 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.

Each candidate before he shall be admitted to the Academy as a cadet shall be shown, by the examination provided for in the preceding paragraph, to be 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.

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, 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 ——— ———. ——— ———.

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 will be admitted who is under seventeen, or over twenty-two 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 seventeen and eighteen years of age should not fall below five feet three inches in height and one hundred pounds in weight; if between eighteen and nineteen years, five feet three and one-half inches in height and one hundred and five pounds in weight; if over nineteen, five feet four inches in height and one hundred and ten pounds in weight. Candidates must be unmarried.

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, &c., &c.
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, &c.
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, &c.), lameness, contraction, unequal length, bunions, overlying or supernumerary toes, &c., &c.
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.	5. Accosted.	9. Derelict.	13. Imperative.	17. Orally.	21. Salad.
2. Abutted.	6. Acme.	10. Despondent.	14. Kerosene.	18. Preference.	22. Tidiness.
3. Accessibility.	7. Bachelor.	11. Disperse.	15. Mnemonics.	19. Presbyterian.	23. Triple.
4. Acclivity.	8. Compass.	12. Erase.	16. Neuter.	20. Raisin.	24. Villain.

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 either accepted or rejected candidates for admission, no candidate should fail to provide himself in advance with the means of returning to his home in case of his rejection.

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 examinad 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*.

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 United States 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 $\dfrac{5\frac{1}{2}+\frac{7\frac{1}{4}}{0.5}-1.725}{\frac{4+3.45}{2\frac{1}{2}}}$ to an equivalent decimal.

Multiply .0578 by .4.

Change .013 to an equivalent fraction whose denominator is 135.

Deduce a method for finding the greatest common divisor of any two integers which can not readily be factored.

Find the greatest common divisor of $26\frac{1}{4}$, $28\frac{2}{3}$, and $29\frac{1}{6}$.

How many men would be required to cultivate a field of $2\frac{5}{8}$ acres in $5\frac{1}{4}$ days of 10 hours each, if each man completed 77 square yards in 9 hours?

5 cubic feet of gold weigh 98.20 times as much as a cubic foot of water, and 2 cubic feet of copper weigh 18 times as much as a cubic foot of water. How many cubic inches of copper will weigh as much as $\frac{7}{8}$ of a cubic inch of gold?

English shillings are coined from a metal which contains 37 parts of silver to 3 parts of alloy; one pound of this metal is coined into 66 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 U. S. dollar will contain the same amount of silver as 1 English shilling?

What is the difference in grains between $42\frac{2}{3}$ lbs. Av. and 42.375 lbs. T.?

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 $a-\Big[5b-\Big\{a-(3c-3b)+2c-(a-2b-2c)\Big\}\Big]$.

Find *L.C.M.* of $6(a^3-b^3)(a-b)^3$, $9(a^4-b^4)(a-b)^2$ 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 $3\frac{3}{7}$ hours, *B* and *C* in $5\frac{1}{7}$ 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 2,000 barrels worth $7.85 a barrel?

Solve $\left.\begin{aligned} x+\frac{3}{y}&=\frac{7}{2} \\ 3x-\frac{2}{y}&=\frac{26}{3} \end{aligned}\right\}$.

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.

Solve $\left.\begin{aligned} 2y^2-4xy+3x^2&=17 \\ y^2-x^2&=16 \end{aligned}\right\}$

Simplify $\dfrac{(3+\sqrt{3})(3+\sqrt{5})(\sqrt{5}-2)}{(5-\sqrt{5})(1+\sqrt{3})}$

Solve $\sqrt{2x+7}+\sqrt{3x-18}=\sqrt{7x+1}$

Find the geometrical progression whose sum to infinity is $4\frac{1}{2}$, 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 hypothenuse 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 boook 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. Spencer.

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 Pittsburgh, Pa., what States would you pass on the left?

20. How many large islands are there in the Hawaiian group? Which is the largest? Which is the most important?

21. Going westward on the 35th 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 U. S. 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 "Virginius 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.* Spottsylvania. *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 in 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 it 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 Carthagenian and two great Roman generals.
17. Who was Augustus Cæsar? 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 first of September and continue until the first of June. Examinations of the several classes are held in January 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 $540 per year, to commence with his admission to the Academy. 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 violations 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; six pairs of uniform white gloves; two sets of white belts; *eight white shirts; *four night shirts; twelve white linen collars; twelve pairs of white linen cuffs; *eight pairs of socks; *eight pairs of summer drawers; *six pairs of winter drawers; *twelve pocket handkerchiefs; *twelve towels; two clothes bags, made of ticking; *one clothes brush; *one hairbrush; *one toothbrush; *one comb; one mattress; one pillow; four pillowcases; eight sheets, two blankets, and one quilted bed cover; one chair; one tumbler; *one trunk; one account book; one 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 United States 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 United States 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. Davies's Legendre's 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. Böcher's College Series of French Plays, Vol. II. *Spiers's and Surenne's French Pronouncing Dictionary. *Roget's Thesaurus of English Words. *Webster's Dictionary. De Peiffer's French Pronunciation.
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, &c.	Instruction in fencing with rapier and broadsword, and bayonet exercise, and military gymnastics.

Course of study and books used at the United States Military Academy—Continued.

SECOND YEAR—THIRD CLASS.

Department.	Course of study, text-books, and books of reference.
Mathematics.	C. Smith's Conic Sections and Solid Geometry. Church's Descriptive Geometry, with its application to spherical projections, shades, shadows, and perspective. Bass'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. Böcher's College Series of French Plays, Vol. II. Roemer's Cours de Lecture et de Traduction, Vol. II. Revue Militaire de l'Etranger. The Weekly Figaro. Eco de Madrid. Edgren's Compendious French Grammar. *De Peiffer's French Pronunciation. *Spiers's and Surenne's French Pronouncing Dictionary. Monsanto and Languellier's Spanish Grammar. Knapp's Spanish Grammar. Knapp's Spanish Reader. Traub's Spanish Verbs and Spanish Pronunciation. Ramseys's Elementary Spanish Reader. *Seoane's Neumann and Baretti'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 contouring, 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 Equitation. 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 the construction of ponton, spar and trestle bridges, and surveying.

THIRD YEAR—SECOND CLASS.

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.
Chemistry, mineralogy, and geology.	Tillman's Descriptive General Chemistry (2d edition). Tillman's Elementary Lessons in Heat (2d edition). Tracy's Anatomy, Physiology, and Hygiene. Thompson's Elementary Lessons in Electricity and Magnetism (new and revised ed.). Tillman's Important Minerals and Rocks. Le Conte's Elements of Geology (4th edition).

Course of study and books used at the United States Military Academy—Continued.

THIRD YEAR—SECOND CLASS—Continued.

Department.	Course of study, text-books, and books of reference.
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. Practical instruction in the School of the Cannoneer—Seacoast Artillery. Theoretical instruction in Drill Regulations for Light Artillery. Practical instruction in the Schools of the Troop and Squadron—Cavalry, and Equitation. *Dyer's Handbook 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. Practical and theoretical instruction in military signaling.

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 Fortification. 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. Flander's Manual of the Constitution.
History and historical geography.	Duruy's General History. *Labberton's New Historical Atlas.
Practical military engineering.	Demolitions. Practical instruction in the construction of ponton, trestle, and spar bridges; in the preparation and application of siege materials; and laying out field and siege works. Practical instruction in military reconnaissances on foot and mounted; in field telegraphy, night signaling, and the use of the heliograph. *Ernst's Manual of Practical Military Engineering.
Natural and experimental philosophy.	Practical instruction in astronomy.
Drill regulations, U. S. Army.	Practical instruction in the Schools of the Soldier, Company and Battalion—Infantry; of the Troop and Squadron—Cavalry; 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 in customs of service and military etiquette; lectures on hippology, on age of horse, horseshoeing, stable management, and practical work at stables, &c. United States Army Cavalry Drill Regulations. *Firing Regulations for Small Arms. *Manual of Security and Information, by the Department of Tactics. *Dyer's Hand Book for Light Artillery.
Ordnance and gunnery.	Bruff's Ordnance and Gunnery. Ingalls's Ballistic Tables.

Statement showing the per cent of failures of candidates for West Point at each of the places of examination in March, 1901.

Place of examination.	State.	Number examined, mental.	Percentage failed mentally.
West Point[a]	New York	96	11.45
Fort McHenry	Maryland	21	33.33
Fort Thomas	Kentucky	16	22.2
Fort McPherson	Georgia	10	70
Jackson Barracks	Louisiana	3	66.6
Fort Sam Houston	Texas	5	80
Fort Sheridan	Illinois	11	27.27
Jefferson Barracks	Missouri	5	60
Fort Leavenworth	Kansas	7	42.85
Fort Snelling	Minnesota	10	20
Fort Logan	Colorado	3	33.3
Fort L. H. Roots	Arkansas	3	66.6
The Presidio of San Francisco	California	4	
Vancouver Barracks	Washington	7	42.85
Camp McKinley	Hawaii	1	100
Total percentage		202	[b]28.21

[a] The majority of candidates examined at West Point came from the three coaching schools at Highland Falls, N. Y.
[b] Average.

GARDINER GREENE HUBBARD.

[The following biographical notices of Gardiner Greene Hubbard are taken from an address delivered by the Rev. Teunis S. Hamlin, D. D., at the memorial services held at the Church of the Covenant in Washington, D. C., December 13, 1897, and from addresses by Mr. A. Graham Bell and Miss Caroline A. Yale, LL. D., at the memorial meeting of the National Geographic Society held in the city of Washington January 21, 1898, and published in the National Geographic Magazine for February, 1898.]

FROM THE ADDRESS BY REV. TEUNIS HAMLIN.

Gardiner Greene Hubbard was descended from an educated and gentle ancestry on both sides for many generations. Physically, mentally, and morally his heredity, and so his personal nature, were of the best. He was born in Boston August 25, 1822. His father, Samuel, an alumnus of Yale and a doctor of laws from Yale, Dartmouth, and Harvard, was an accomplished lawyer, and during his last years a member of the supreme court of Massachusetts. His grandfather, William, was a successful merchant. Back of this the family is English, its first representative in America being William Hubbard, a graduate of Harvard in 1642; pastor for 38 years at Ipswich, Mass., and historian of New England. His mother, Mary, was the daughter of Gardiner Greene, of Boston, one of the most prosperous and eminent men of his day.

After careful preparation at the then as now excellent Boston schools, Mr. Hubbard took a full course at Dartmouth in the class of 1841 and at once entered upon the study of law at Cambridge. Admitted to the bar in 1843, he entered the office of Benjamin R. Curtis and remained with that eminent firm until its head came to this city to take his seat upon the Supreme Bench of the United States. For twenty years he practiced his profession in Boston and for five years longer in this capital, to which he was drawn by considerations of health and by our salubrious climate. It is so long since Mr. Hubbard laid down his profession (almost twenty years) and he has since become so eminent in so many other activities that his real greatness as a lawyer has become obscured; but he was thorough in this as in all else. He

was associated with Webster and other great men in many notable cases. Both Dartmouth College and Columbian University gave him a doctorate of laws. * * *

Mr. Hubbard very early evinced the far-sighted enterprise and the broad and active public spirit that characterized him to the last. Fixing his residence in Cambridge, he threw himself at once into all its municipal interests. He became president of the company that built the first street railroad in this country outside of New York City—that, namely, between Cambridge and Boston. He was for some ten years a member of the State board of education of Massachusetts. In 1860 he was led, by the result of serious sickness in one of his own children, to carefully investigate the possibility of teaching deaf-mutes to speak. The idea had originated in Germany and been successfully applied in a few cases; but it remained for Mr. Hubbard to make this, like several other things lying dormant or inefficient, widely or universally available. Convinced by personal study of what might be accomplished, and with an object lesson before him in his own household, he gathered a half dozen pupils, employed a teacher, and opened a school in Chelmsford, near Boston, to which he was a most generous contributor for several years. Meanwhile he applied to the legislature for a charter, only to be met with doubts and discouraged as a visionary. But he persevered; took the pupils of his school, and even his own little daughter, before a legislative committee to demonstrate his success, and finally secured the founding of the Clarke school at Northampton, the best of its kind in the world, which he organized, of whose board of trustees he was the first president and a member till his death, and which, in telegraphing its condolence, says it "recognizes an immeasurable loss." In this great achievement Mr. Hubbard opened the benefits and delights of language and of association, on practically equal terms with their fellow-men, to a multitude that had hitherto been doomed to live apart and to miss many of life's sweetest joys. His keen interest in this work never lagged, and he has for many years been first vice-president of the American Association to Promote the Teaching of Speech to the Deaf. This alone would entitle him to be called a benefactor of mankind.

These services, together with his high standing as a lawyer, and his very efficient labors as a commissioner from Massachusetts to the Centennial Exposition at Philadelphia, had given Mr. Hubbard a national reputation; and in 1876 President Grant appointed him chairman of a special commission to investigate the entire question of railway mail transportation. His work here was characteristically thorough, and is to be chiefly credited with the present excellent condition of that important branch of the public service. From that time distinguished political preferments have been repeatedly offered him; but though the compliment was fully appreciated the offer was always declined, since he believed independence of action to be best, both for himself and for the causes that he loved and aimed to promote. During his residence of nearly a quarter of a century at this capital he has been the trusted friend and counselor of Presidents and statesmen, and has exercised a strong, if indirect, influence upon national and international affairs. He was a wise and staunch friend of arbitration. He believed that the Government should use its post-offices as telegraph stations. He was vitally interested in the free library of this city. He had long urged what is just now happily coming anew to the front, the establishment here of a true national university upon the lines drawn by Washington. He was an active and efficient trustee of the Columbian University. He cherished the keenest interest in his alma mater, was president of her alumni association in this city, and provided a lectureship at the college which is filled by his close and cherished friend, ex-Senator Dawes. President Tucker says: "The college honors the memory which has become a part of its lasting possessions." He was a regent of the Smithsonian Institution, and eminently fitted to be, for he was committed mind and heart and soul to "the increase and diffusion of knowledge among men."

And so, while not himself a specialist in science, Mr. Hubbard became a promoter of science, and in a remarkable degree a friend of scientists. He felt a hearty and honest pride in our city's leading position as a scientific center in this country. Every earnest student of science was sure of his sympathy and encouragement. Nowhere outside of his own household will he be more missed than in the goodly scientific fellowship here, as nowhere has he been more honored and beloved. It was this fondness, probably, that led him to cast such a wealth of thought and labor into the National Geographic Society, the beloved child of his old age. He carried it daily upon his heart. He planned for it constantly. He was never too busy or too weary to consult and act for its welfare. He had willing and efficient helpers, but no one will be more quick than they to say that the president made it what it was, easily the leading organization of its kind in the United States. The estimation in which he was held among the scientific men of the national capital is shown by the fact that he was thrice elected president of the joint commission of the scientific societies of Washington, and held that honorable position from the formal organization of the commission, in 1895, until his death.

But, if not a technical scientist, Mr. Hubbard's intense sympathy with science was supplemented by a wide and far from inaccurate knowledge. He was a close student of the electric or magnetic telegraph, and the late president of the Western Union Company said he had done more than any other man to make the service of that great corporation popularly available. His capacities in such directions were widely recognized, and for many years he was first vice-president of the American Association of Inventors and Manufacturers. One of his last labors was filling the semiscientific position of commissioner of awards at the Tennessee Exposition. At the cost of immense care and very wide and protracted correspondence he formed his jury of fifty experts, and then spent three busy weeks in Nashville in directing and supervising their labors. So highly was his work appreciated that when death came there lay upon his desk an invitation to do the same thing next year at Omaha.

It was this scientific leaning, combined with a fine commercial talent and matured business judgment, that enabled him to render to the telephone that inestimable service by which, perhaps, he will be most widely known and longest remembered. In no sense its inventor, Mr. Hubbard's unfaltering faith in its possibilities fitted him to take this product of the splendid genius of his son-in-law, Professor Bell, and make it practicably available and commercially profitable. When the invention—one of the greatest of the century—was to all intents and purposes complete, it had brought with it an enormous task. "A new art was to be taught to the world, a new industry created, business and social methods revolutionized." Mr. Hubbard was the man for the hour. "It does speak," cried Sir William Thomson; and Mr. Hubbard added, "I will make the world hear it." He did. What men thought a toy he showed to be a machine of priceless value. He brought it into hourly use in this country, in England, on the continent of Europe, organizing the International, Oriental, and other companies, until, in less than a quarter of a century, it is conveying thought in every civilized language, and has become, more quickly than any other invention of history, a necessity of daily life and an untold blessing to mankind.

REMARKS BY MR. A. GRAHAM BELL.

Mr. A. Graham Bell, president of the National Geographic Society, spoke as follows:

In March, 1864, Mr. Hubbard brought into the Massachusetts legislature a bill for the establishment of an oral school for deaf children. The schools of this country were taught by means of spelling on the fingers and by means of the French sign language. Many persons had suggested that oral schools like those in Germany, where the deaf had been taught to speak and to learn to read from the lips, should

be established in America; but none had been established, until in March, 1864, Mr. Hubbard made the first attempt to establish a school where deaf children could be taught to speak and to understand speech by the motions of the mouth without resort to signs or manual spelling on the fingers.

It is not my purpose to fully set forth his efforts in this direction, but simply to direct attention to the magnitude of the work that has resulted from those efforts. Last year there were more than 5,000 deaf children in the schools of the United States learning to speak and to read from the lips. There were over 3,600 pupils who were taught by the oral method alone, without resort to alphabets or the sign language. The percentage of pupils taught by speech since these early efforts of Mr. Hubbard's has gone on increasing, increasing, increasing, until we know now with absolute certainty that the time will come when there will no longer be any deaf or dumb in this country, for all shall be taught to speak without resort to spelling or the French sign language. The instrumentalities through which this wonderful change has been effected are largely the Clarke school at Northampton, Mass., and the organization of a society to promote the teaching of speech to the deaf, known as the American Society. There are three great results that were originated by the movement of 1864: First, the teaching of speech to the deaf; second, lowering the age of instruction to the deaf (at that time no attempt was made to teach deaf children under 12 years of age), and last, but not least in importance, the employment of women as teachers of the deaf. Before that time the instructors were largely men, but the necessity of teaching speech to the very little child led to the employment of women. This fact and the improvement in the methods have been the secret of success in teaching speech to the deaf, and the work is now largely in the hands of women.

REMARKS OF DR. CAROLINE A. YALE.

Miss Caroline A. Yale, vice-president of the American Association to promote the teaching of speech to the deaf, and principal of the Clarke school at Northampton, gave the following history of the movement in behalf of the deaf:

Among all the interests of Mr. Hubbard's life, possibly none extended over a longer period or was more deeply rooted in his rich nature than his interest in the education of the deaf. In this, as in many other departments of his activity, he seemed possessed of prophetic vision. In his own little child's voice he heard the prophecy that deaf children might speak, and to him is due, probably more than to any other one man, the fact that all America has realized the fulfillment of that prophecy.

The results of the teaching of his own little child, made deaf by illness in early childhood, by means of lip reading and speech, without the use of signs or the manual alphabet, were so satisfactory that Mr. and Mrs. Hubbard were confirmed in their opinion of the importance of very early instruction for deaf children and of the superiority of the oral method of instruction. They were most anxious that this method should be fairly tried, and felt strongly that such trial could not be made satisfactorily in any of the already established schools, which employed the sign method and to which pupils were seldom admitted under 10 or 12 years of age.

The story of Mr. Hubbard's efforts to establish a school in Massachusetts in which instruction should be given through lip reading and speech alone may most fittingly be told in his own words. He writes that previous to that time "the sign language was believed in this country to be the best and only efficient method of instruction for the deaf. The reports of the Hon. Horace Mann in favor of the German system of articulation had attracted attention, and gentlemen from our oldest institutions had been sent abroad to examine into the subject. Their reports were only partially favorable, and the efforts to engraft the German system of articulation upon

the French system of signs then in use in our country proved a failure." So when in 1864 Mr. Hubbard presented a petition to the legislature asking for a charter for a school it was the first attempt to establish a school under the oral method in a country where for fifty years the sign method had been firmly established.

He says: "This application was opposed by the friends of the American Asylum, on the ground that it was a visionary project and attempting the impossible. Dr. Samuel G. Howe, of South Boston, earnestly seconded the petition and appeared with me before the legislature. Our efforts were unsuccessful and our proposition was rejected. I determined to show that it was not a visionary project, and meeting Miss Rogers, who was then teaching a deaf girl by articulation, we determined to organize a small school, so that when we again appealed to the legislature we could show the results of our new system. A small fund was raised. Our plan was advertised in the papers and after six or eight months we found six pupils, with whom we opened a school at Chelmsford, under the care of Miss Rogers."

Miss Rogers began teaching her first pupil a few months after the failure of the first attempt to establish a school. Mr. Hubbard watched the work of this little school with most intense interest, for from the first the full import of the experiment seemed clear to his mind. If it was successful, it meant speech for the deaf and the English language through speech; if it failed, it meant a deeper silence and a strange language of signs used in place of the language of home and country. The success of the school exceeded their expectations, and in 1867 an effort was made to secure its incorporation. Mr. Hubbard wrote: "Mr. Talbot and myself called on Governor Bullock and asked him in his message to the legislature to refer to our school and favor an application we intended to make for a charter for it. To our great surprise, he told us that he had that morning received a letter from a gentleman in Northampton offering $50,000 if a school for the deaf could be established in Northampton."

Governor Bullock did refer at considerable length to the offer of Mr. Clarke and recommended the establishment of a school for the deaf in the Commonwealth of Massachusetts. That portion of his message was referred to a special committee of the senate and the house, of which the Hon. Lewis J. Dudley, of Northampton, was chairman on the part of the house. Long, earnest, and sharp were the debates held before the committee. The advocates of the sign method still felt that a fearful mistake was being made. The Massachusetts State board of charities, of which the Hon. F. B. Sanborn was secretary, heartily indorsed the movement toward the establishment of the new school. Mr. Dudley had become a convert to the oral method and used his utmost influence to forward the movement. The act of incorporation was secured, and Mr. Clarke expressed his purpose to give the school the bulk of his remaining property.

The little experimental school of Miss Rogers was closed. Its zealous and devoted teacher and her pupils became the nucleus of the Clarke school in Northampton, which opened in October, 1867. Mr. Hubbard was made president of its corporation and for the first ten years of its existence gave the school much personal attention.

In 1890 the American Association to Promote the Teaching of Speech to the Deaf was founded by Dr. Alexander Graham Bell, the husband of the little child whose need of special instruction first led Mr. Hubbard to take an interest in the instruction of the deaf. The specific objects of its organization were to aid schools for the deaf in their efforts to teach speech by training teachers and by disseminating information in regard to methods of speech teaching. Into Dr. Bell's plans for this new organization Mr. Hubbard entered with all the enthusiasm which he gave to his early work. He was its first vice-president, and the wisdom of his counsel and the strength of his purpose have done much to guide the association through the difficulties of its first years of work and to give it the position which it now holds as the most influential and effective organization connected with the education of the deaf in

this country—probably in the world—its membership including, in addition to a large number of teachers, many other persons like Mr. Hubbard and Dr. Bell, who are most effective promoters of the work of the association.

The influence of these two institutions, in the founding of which Mr. Hubbard bore so active a part—the Clarke school and the American Association to Promote the Teaching of Speech to the Deaf—has been most widespread, both in this country and in Europe. To-day one-half of all the teachers in the schools for the deaf in America are teachers of articulation, and over one-half the pupils in those schools are taught speech.

ANNUAL REPORT OF THE DEAN OF THE SCHOOL OF COMPARATIVE JURISPRUDENCE AND DIPLOMACY OF THE COLUMBIAN UNIVERSITY, WASHINGTON, D. C.

JANUARY 8, 1902.

To the president and board of trustees of the Columbian University:

In presenting the annual report of the School of Comparative Jurisprudence and Diplomacy, permit us to express our appreciation of the support given and the facilities furnished to the school by the president and board of trustees. The extended notice which the school has received in the public press and from distinguished men, the uniform approval of its establishment and proposed work, the necessity of having men specially trained for the public and diplomatic service of the United States and a body of lawyers thoroughly conversant with the subjects of comparative jurisprudence and international law fully justify the wisdom of establishing the school.

The school was opened November 15, 1898. The occasion was honored by the President of the United States and members of his Cabinet, together with many other distinguished men in public life, many of whom have since aided us with their counsel and by lectures delivered before the school upon subjects of special interest to our students.

At the commencement in June, 1899, we graduated from the one-year course 53 men and conferred upon them the degree of master of laws. In June, 1900, we conferred the degree of master of laws upon 47, the degree of master of diplomacy upon 10, and the degree of doctor of civil law upon 27 men. In 1901 we conferred the degree of master of laws upon 21, the degree of master of diplomacy upon 2, and the degree of doctor of civil law upon 23 men. This year we have in the school 48 students in the regular course and 11 students pursuing special courses.

The regular courses of instruction in the school are as follows:

LAW SECTION (LEADING TO THE DEGREE OF MASTER OF LAWS). ONE YEAR.

1. *Regular course.*—Constitutional law of the United States, conflict of laws, international law, Roman law, transportation and interstate-commerce law, comparative politics.

2. *Elective course.*—Comparative constitutional law, administrative law, colonial law.

3. *Conferences for review and examination.*—Constitutional law, conflict of laws, international law, Roman law, transportation and interstate-commerce law, comparative politics.

LAW SECTION (LEADING TO THE DEGREE OF DOCTOR OF CIVIL LAW). TWO YEARS.

1. *Regular course, first year.*—Constitutional law of the United States, comparative constitutional law, conflict of laws, international law, Roman law, transportation and interstate-commerce law, comparative politics, political geography, colonial law, Latin and French, German or Spanish (special).

2. *Elective course.*—History of diplomacy of the United States, history of treaties to which the United States has been a party, administrative law, statistics and social economics.

3. *Conferences for review and examination.*—Constitutional law of the United States, conflict of laws, international law, Roman law, transportation and interstate commerce law, comparative politics and political geography.

4. *Regular course, second year.*—Comparative politics, comparative jurisprudence: laws of India, Egypt, Palestine, and Greece; Roman law to and including the time of Justinian; general view of the law in Europe during the middle ages; the extension of the Roman law into some of the modern states; common law of England, its history and extension into some of the modern states; jurisprudence of England and her colonies, France, Germany, Austria-Hungary, Italy, and Spain; international law, interstate commerce law, Latin, and French, German, or Spanish (special).

5. *Elective course.*—Practice of diplomacy of the United States, international arbitration, history of European diplomacy and treaties, international trade, finance.

6. *Conferences for review and examination.*—Comparative politics, comparative jurisprudence, international law, interstate commerce law.

DIPLOMATIC SECTION (LEADING TO THE DEGREE OF MASTER OF DIPLOMACY), TWO YEARS.

1. *Regular course, first year.*—Comparative politics, political geography, history of diplomacy of the United States, history of treaties to which the United States has been a party, international law, commercial geography, statistics and social economics, French, German, or Spanish (special).

2. *Elective course.*—Constitutional law of the United States, comparative constitutional law, conflict of laws, administrative law, colonial law.

3. *Conferences for review and examination.*—Comparative politics and political geography, history of diplomacy of the United States, history of treaties to which the United States has been a party, international law, commercial geography, statistics and social economics.

4. *Regular course, second year.*—Comparative politics, practice of diplomacy of the United States, organization of the State Department, duties of ambassadors, ministers, and consuls, international arbitration, history of European diplomacy and treaties, European diplomatists, international law, international trade and commercial geography, finance, French, German, or Spanish (special).

5. *Elective course.*—Law of ancient nations, common law of England, course in comparative jurisprudence.

6. *Conferences for review and examination.*—Comparative politics, history of diplomacy of the United States, organization of the State Department, duties of ambassadors, ministers, and consuls; international arbitration, history of European diplomacy and treaties, international law, international trade and commercial geography, finance.

In this connection we recommend the following changes and additions:

1. That the subjects of common law pleading, equity practice and pleading, testamentary practice and pleading, moot court work, and legal ethics be added to the elective course in the section leading to the degree of master of laws. All these subjects except legal ethics are now taught in the law school, and students in the school of comparative jurisprudence and diplomacy can take these subjects in the law school without any additional expense.

2. That the course in the law section leading to the degree of doctor of civil law be extended to three years, and the subject of administrative law be added to the required examinations in the second year, the student devoting the first two years to the subjects named in the course, and the third year to the preparation of a thesis. The student's attendance upon lectures not being required in the third year, he should be charged only one-half the regular tuition.

3. That the two following sections be added to the courses:

ECONOMIC AND FINANCIAL SECTION.

1. *Regular course.*—Political economy, two years. Public finance—The nature and functions of money and credits, international circulation, the sources of Government revenue, bond issues, etc., two years; banking, one year; foreign commerce and tariff legislation, one year; statistics and currents of international trade, one year; comparative commercial and maritime legislation, one year; comparative administrative organization, two years; general subject of administration in the United States, including the functions of government, modes of exercising executive power, organization of departments, methods of transacting business, etc., two years; appropriations and fiscal legislation of the United States, two years; public accounts, one year.

2. *Elective course.*—Statistics and social economics, one year; transportation and interstate commerce, one year; colonial legislation and comparative colonial policy, one year; comparative fiscal legislation, including that of England, France, Germany, Austria-Hungary, etc., one year; public works, one year.

3. *Conferences for review and examination.*—Public finance, banking, foreign commerce and tariff legislation, political economy, comparative administrative organization, general subject of administration.

ADMINISTRATIVE SECTION.

1. *Regular course.*—Constitutional history, legislative and parliamentary law of the United States; one year. General subject of administration in the United States, including the functions of government, modes of exercising executive power, organization of departments, methods of transacting business, etc.; two years. Comparative administrative organization; two years. Constitutional history of England, France, Germany, and Austria-Hungary; one year. Public finance—the nature and functions of money and credits, international circulation, the sources of Government revenues, bond issues, etc.; two years. Political economy; two years. Foreign commerce and tariff legislation; one year. Statistics and social economics, including the principles of social economics, elements of industrial society, systems of industry, etc.; one year. Civil Service—classification, commission, etc.; one year.

2. *Elective course.*—Comparative civil legislation; one year. Public health, sanitation—national and international regulations, etc.; one year. Colonial legislation and comparative colonial policy; one year. Public works; one year.

3. *Conferences for review and examination.*—Constitutional law of the United States, comparative constitutional law, administrative law, finance, political economy, statistics and social economics.

Degrees and certificates appropriately representing work done should be given to students upon the recommendation of the faculty.

With these additions the courses in the school would cover the whole field of international activities and public law. The law section would cover the subjects of international law, the two great systems—the Roman and the common law, the comparative study of the laws of modern States, transportation, and interstate commerce; the diplomatic section, the subjects of treaties, international negotiations, and that protection extended by a nation to its subjects traveling or doing business within the territory of other nations; the section on finance and economics, the subject of money and international exchange, the law governing the distribution of surplus products; and the section on administration would cover the functions of government—studied comparatively—and give the student a knowledge of the methods by which States perform their functions. This would cover the entire field of human activity in national and international affairs. The lawyer who desires to fit himself

for practice before international tribunals and to become a counselor for great industries carrying on business over the world would take the legal section as his major course, electing such other courses as he desired. The student who desired to fit himself for the diplomatic service would take the diplomatic section as his major course. He who desired to engage in banking, international, or industrial pursuits involving international trade would take as his major course the economic and financial section. And the student desiring to fit himself for public service in the United States would take as his major course the administrative section.

Each of these sections and subjects should be in charge of distinguished educators of wide reputation, whose conduct of the courses would command the highest respect and confidence; and the corps of lecturers should be increased by availing ourselves of the experience and knowledge of more of our public men at the national capital. Provision should also be made for short lecture courses by professors of other universities who have distinguished themselves upon any of these subjects. The aim and object of the administration should be to gather into the school as many learned men as possible who have experience and knowledge upon any of the subjects treated, to give to our students the benefit of their discussions. This would bring a very influential body of men to the nation's capital, and the school would become of national importance for postgraduate study and research.

This enlarged work necessarily means increased expenditure. It can not be expected that the income from tuitions alone will be sufficient to maintain the school with the courses above outlined. An endowment is therefore necessary, and immediate steps should be taken to secure it. The time seems to be favorable for the establishment of such a school upon a broad and permanent basis. There is now a generous disposition on the part of wealthy men to endow institutions for which there is a pressing demand. It is admitted by everyone who has considered the subject that there is a great demand for education of this kind in the United States; that those who are to fill places in the public service at home and abroad should be specially fitted by thorough study along the lines indicated, and that this education can be better secured in a school wholly devoted to these subjects and located at the national capital.

The facilities in Washington for the study of national and international questions are the very best. Men are here who are making law and diplomatic history. The national legislative body, the Supreme Court of the United States, and the great departments of the Government furnish men especially competent to speak upon these questions and to discuss them from the present point of view. We need only a permanent faculty to take charge of the courses and conduct the regular class-room work in conjunction with our lecture courses to make the school the strongest and the most influential and instructive center of learning upon these great questions.

There are two ways of securing endowments—first, by a general fund, and, second, by the endowment of chairs in the different courses. A fair presentation of our work and plans, with the hearty cooperation and influence of the faculty, board of visitors, and the board of trustees, just at this time, would, we believe, secure splendid results, and establish the school upon a permanent and enduring basis, with ample facilities for doing this larger work.

The importance of the work and the popularity of the school are growing. With increased facilities, the best talent in all of its courses, and good management, there is no single organization existing to-day which gives promise of exercising wider or more beneficial influence upon the future political life and history of this nation. Forty years ago commerce ran beyond State lines, and to-day our trade, influence, and political activities have outrun the national boundaries. We are a world power. To conduct this trade and exercise this influence wisely we must have an order of men specially fitted to consider and determine international and diplomatic questions.

The number of students in this field of learning will rapidly increase, and if properly trained their influence will not only be great within the nation but international in its extent.

Fortunate is the man who, by liberal gifts of money, time, or talent, connects his name with such a work and such an order of men.

Respectfully submitted.

For the faculty: CHARLES W. NEEDHAM, *Dean.*

SOUTH CAROLINA STATE SUMMER SCHOOL FOR TEACHERS.

The State of South Carolina has for several years held two summer schools of four weeks each, one for white teachers and one for negroes.

In 1901 the State school for white teachers was held at Converse College, Spartanburg, under the direction of State Superintendent John J. McMahan. The attendance surpassed all previous records; 614 were enrolled—nearly one-fifth of the white teachers of the State. The greater number were from the city or town graded and high schools. Every county in the State was represented.

Among the different courses was one on manual training, by Prof. Wm. C. A. Hammel, of the Maryland State Normal School. The classes were enthusiastic, volunteering extra work in the afternoons in order to make all the models for a complete course. They frequently gave five hours a day to this subject while carrying on other studies. This year 57 entered upon the work and 34 finished the course. These represented many town graded schools, and expected to introduce manual training when their sessions began this fall.

Professor Hammel also conducted courses in school physics. These were very largely taken by young men, principals of town and village schools, anxious to find the means to introduce elementary science in their own schools. The apparatus, made under Professor Hammel's directions out of material provided at small cost by the summer school, represented thousands of dollars worth of apparatus if it had been purchased from the manufacturers. Although inexpensive, it was found to be the more effective for teaching purposes, for the process of making has also its educational value.

A course in State history was given by Prof. R. Means Davis. Dr. Jas. H. Carlisle, president of Wofford College, gave in six lectures personal reminiscences of men and conditions in South Carolina before the war.

Dr. Wm. H. Burnham, of Clark University, gave a course of 12 lectures (two weeks) on the characteristics of the teaching profession.

Other courses were held in pedagogy, primary methods, the principal elementary and secondary branches of study, drawing, singing, nature study, etc.

The course on supervision, however, was considered by Superintendent McMahan as having in it the most of significance and promise. It was designed particularly to give instruction to teachers aspiring to become leaders in the profession, principals or superintendents. A class of 67 men, including graduates from every college in the State, public and private, each with several years' teaching experience, attended. Superintendents' round tables were held frequently, where superintendents and principals and students in attendance on the summer school interchanged experiences and views.

THE POSSIBILITIES OF ALASKA.

By C. C. Georgeson, of Sitka, Alaska.

Special agent of United States Department of Agriculture in charge of Alaska investigations.

He would have been considered a rash prophet who five years ago had the temerity to predict that Alaska would one day become a great and powerful State.

Yet to-day such a prediction would not be ascribed to prophetic sight, but simply a common-sense view, a foregone conclusion, based on the resources and possibilities inherent in the Territory. The change of opinion is due to the fact that it has been demonstrated that Alaska has agricultural possibilities of a high order. The development of agriculture will enhance the value of the other vast and varied resources of the Territory a thousand fold. It will make it possible to work the extensive placer mines not rich enough in gold to pay at the present prices for foodstuffs, as well as the enormous deposits of low-grade quartz ores found nearly everywhere in the mountains.

Alaska has been maligned, abused, and totally misunderstood. It has been regarded as a frozen, worthless waste, whose only value consisted in its seal fisheries, and totally incapable of furnishing homes for a civilized people. These ideas are still current even in quarters where one would naturally expect to find a knowledge of the facts. Through the instrumentality of Secretary Seward Alaska was purchased from Russia in 1867 for the sum of $7,200,000. It has already paid for itself many times over, and still we have scarcely begun to realize how enormous the resources are. What the profits to the lessees of the sealing privilege have been will probably never be made known, but it is interesting to note that the rentals received or due the Government for the lease of this privilege from 1870 to 1895 amounted to almost the original cost of the territory, namely, $7,192,540.41 (Senate Doc. No. 81, Fifty-fourth Congress, second session); and as to the income from mines, it is commonly reported that more than an equal sum has been taken from a single mine near Juneau, to say nothing of the millions taken out in other places.

Alaska has an area of 591,000 square miles, in round numbers; that is to say, it is as large as all of the United States east of the Mississippi River, exclusive of the four States of Florida, Georgia, Alabama, and Mississippi. It requires an effort of the mind to grasp the significance of such an expanse of territory. There never could be a greater misconception in regard to a geographical fact than the popular idea that it is a snow-covered, inhospitable waste, and it is strange that this idea should be so persistently propagated and disseminated among the people. As a matter of fact, you can travel from one end of the Yukon to the other in summer time and never see snow. You see, on the contrary, a tangle of luxuriant vegetation, large forests, and such delicacies as wild raspberries, red currants, huckleberries, and cranberries in profusion. In places the grass grows as high as a man's shoulder. At Holy Cross Mission I desired to photograph some cattle—native born, reared by the fathers—and for that purpose asked that they be turned into a meadow reserved for hay. To my astonishment I found that the cattle were totally out of sight when they got into the grass, which reached above their backs.

Alaskan tourists are largely responsible for the false conception which is abroad in regard to the agricultural possibilities of the country. The high mountain range which skirts the seacoast is covered with snow and glaciers. It has a rugged, forbidding aspect. People who go as far north as Skagway and back again to Seattle in a two weeks' trip fondly imagine that they are studying Alaska, and that they are quite prepared to pass judgment on the whole Territory, when, as a matter of fact, they have not been within 200 miles of the one hundred and forty-first meridian, where Alaska proper begins. To get anything like a correct idea of Alaska one must go inside.

WHAT EXPERIMENT HAS PROVED.

Facts ought to carry greater weight than theories founded on misconception. Now, the facts are that all the hardy vegetables are grown with marked success all over Alaska south of the Arctic Circle, except on the coast of Bering Sea. I have never seen finer potatoes, cauliflower, cabbage, kale, pease, lettuce, and radishes than have been grown at the experiment stations at Sitka and Kenai. At Dawson I have seen a magnificent display of native-grown vegetables, comprising all the hardy kinds; and at the chamber of commerce rooms of that town are displayed fine samples of barley, oats, and wheat in many varieties, perfectly normal in all particulars, and grown there by a local experimenter. At Eagle I have seen all the foregoing crops, and in addition a luxuriant growth of sweet pease, poppies, mignonette, and a host of other flowers in full bloom. At Holy Cross Mission I ate new potatoes, cauliflower, cabbage, carrots, beets, lettuce, and radishes in the beginning of August—all produced in the mission gardens. At Rampart, in latitude 65, a station was established by the Department of Agriculture in the summer of 1900. Winter rye, seeded there in August of that year, lived through the winter perfectly under a good covering of snow. Although the temperature fell to 70° below zero, it came out in the spring in perfect condition, and matured grain by the first of August, 1901. Barley seeded in May of the latter year was ripe by the middle of August. At the headquarters station at Sitka I have for three years past grown as fine spring wheat as one would wish to see (samples of it may be seen at the Department of Agriculture), and barley and oats have been grown there successfully for four years. These grains have likewise been grown successfully at the experiment station at Kenai, on the Kenai Peninsula. This station is situated in a region where there are thousands of square miles of land available for farming and grazing. Capt. W. R. Abercrombie, who constructed the trans-Alaskan military road, at my request seeded the past summer small quantities of wheat, barley, and oats at Copper Center, in the Copper River Valley, and he writes me that they all matured. Ripe oats were seen last September by Mr. Isaac Jones, an employee of the Department of Agriculture, on a tributary to the Fortymile, in about latitude 64. Two Wisconsin men, Messrs. H. C. Nicolai and D. H. Clark, started to farm at Skagway two years ago. In September of last year I saw considerable fields of oats, potatoes, and cabbage grown by them. On Admiralty Island, near Killisnoo, a man named Thomas Baker has been growing vegetables and grains for years with noted success. Small patches of grain have been matured at Kadiak, at Afognak, at the Moravian Mission on the Kuskokwim River, and at many other places. At Fort Selkirk an American named Frank Bach, and at Dawson two brothers named Morgan, also Americans, have secured from the Canadian Government tracts of upward of a hundred acres of land each, which they are farming successfully.

STOCK RAISING.

Cattle are kept at every considerable settlement in Alaska, except perhaps at Nome. They all do well. The treeless region to the westward of Sitka is especially well suited to cattle and all kinds of live stock. The Alaska Commercial Company has kept cattle, sheep, and Angora goats at Kodiak for many years, and they required but little feed and shelter, except in an occasional storm during winter. The data on these experiments were published in the report to Congress on the Alaska Investigations for 1899. The natives at Kenai and Ninilchik, on Cook Inlet, have kept cattle for half a century or more. At the latter place they have upward of thirty head. But few breeding cattle have as yet found their way into the interior, but horses are quite numerous there. In this connection it is of interest to note that in spite of the extremely cold winters in the interior there are many instances on record in which horses abandoned by prospectors in the fall have survived the winters and

come out in the spring in fair condition. Mr. Mark E. Bray, an American miner, told me last summer that he used five mules in his mining operations on one of the tributaries of the Tanana. He abandoned them when he went out in the fall, it being too expensive to buy feed for them in Dawson, where he wintered. When he returned to the diggings the following April he found four of them alive and well; the fifth had been killed by the Indians. In the fall of 1899 Mr. Jack Dalton turned loose 45 head of pack horses he had used in carrying provisions over the Dalton trail, and in the spring of 1900 he found 43 of them alive and well and in fair condition.

AGRICULTURAL LANDS.

There are extensive areas of grass land in many parts of the interior. Mr. Isaac Jones, already referred to, made a reconnoissance last summer between Eagle, on the Yukon, and Valdes, on Prince William Sound. The distance between these two points as the trail runs is about 435 miles. He examined some 15 miles on either side of the trail, thus covering an area of 30 miles wide by 435 miles long. Within the boundaries of this strip he estimates that he saw 2,000,000 acres of pasture and farming land. In the region occupied by the Kechumstuk Indians, north of the Tanana, and especially along the South Fork of the Fortymile, he reports that he crossed a meadow with the grass waist high for a distance of 8 miles. He also learned of horses which had run at large for two years in this region. The Kechumstuk Indians have given a new name to cattle. They call them "McKinley moose," and Americans were known to them as "McKinley men." The chief of the village had secured an American flag, which he hoisted on a tall pole whenever he learned that white men were in his territory. There is some hope for the civilization of a tribe which cherishes such sentiments. Mr. Jones's description of the country is highly interesting. It forms part of my report now before Congress.

WHAT IT MEANS.

The development of agriculture in Alaska means the settlement and development of the Territory. It means the making of homes, a permanent population, the rapid development of the mineral resources, the creation of wealth, the building of a State. If, on the other hand, no foodstuffs can be produced in Alaska, a large population is impossible, and it could never become a State. We can not imagine the possibility of sustaining even 100,000 people there if all that they required to support life must be brought from the States, 1,000 miles distant, and carried hundreds of miles more from the ports of entry to the mining camps and villages in the interior. Under such conditions development of the natural resources must languish. Agriculture is the backbone of prosperity. An adequate food supply is the first essential to the growth of population, to prosperity, to greatness, and if this factor were lacking in Alaska, it would be doomed to remain a scantily populated Territory. States with little or no agriculture make no growth. Look at Nevada, for instance. But it is fortunate for Alaska, and therefore for the whole country, for the growth of any section benefits the whole, that she has agricultural possibilities to an extent which will make the fullest development of her resources practicable. Alaska can furnish homesteads of 320 acres each to 200,000 families. She has abundant resources to support a population of at least 3,000,000 people. Such a population would mean a volume of trade which would yield an immense and permanent income to the coast States. There are people who fear that the development of agriculture would prejudice the mining interests. Nothing could be further from the truth. On the contrary, it would be of the greatest possible help to the mining industry. It would reduce the cost of living, make labor more plentiful, and therefore cheaper, and give rise to better transportation facilities. It would then become possible to work the low-grade mines with profit, and to materially increase the profits of the good mines.

THE EXAMPLE OF FINLAND.

The foregoing statements are borne out by the example of Finland. This little country lies wholly north of the sixtieth parallel. Alaska reaches 6° south of this latitude. Finland is less than one-fourth the size of Alaska, and its agricultural area is less than 50,000 square miles, yet in 1898 Finland had a population of over 2,600,000 souls. Agriculture is the chief industry. Only about 300,000 people are city dwellers. They export large quantities of dairy products, live stock, flax, hemp, and considerable grain, and the population has increased some 825,000 in the last twenty-eight years, and this in spite of a very considerable emigration. The conditions in Alaska from an agricultural standpoint are more favorable than those of Finland. We have a larger agricultural area, somewhat warmer summers, and the mines will yield the best possible home market. When the fishing industry of Alaska is developed, it will engage the labors of hundreds of thousands of people, who must be fed in large measure from the farms. Alaska has a coast line of 26,000 miles, practically all of which affords splendid fishing ground. The salmon is as yet the only fish which has attracted attention. There are thousands of square miles of cod banks, the enormous halibut grounds have not been touched, and the myriad shoals of herring go by unheeded. An oil and guano factory has been established for some years at Killisnoo, a little village some distance from Sitka, in which the herring is utilized. There is room for fifty such enterprises. The guano sells readily for $30 per ton.

WHY ALASKA IS NOT SETTLED.

With such facts as to resources, why is Alaska not settled? Simply because settlers can not get title to land. There is much inquiry for land, but when the would-be settler learns the status of affairs he changes his plans. To get title the settler must first buy soldiers' additional homestead script, which can be located on unsurveyed lands. This will cost him anywhere from $5 to $15 an acre. Then he must deposit in the surveyor-general's office an amount which will cover the cost of the survey. United States deputy surveyors charge $15 to $20 a day and traveling expenses in Alaska. He must also pay for the office work, entries, etc. The result of all this is that a piece of raw land in Alaska will cost him as much as a good, improved farm in almost any State. Such conditions are prohibitive, and Alaska will not be settled as long as they prevail. Again, a homestead of 80 acres, which the law allows, is not large enough. Stock raising must, of necessity, become a leading branch in Alaska farming, and 80-acre stock farms will scarcely be much in demand. Three hundred and twenty acres would be more in harmony with conditions which require considerable pasture land to make farming a success. Would it not be a wise policy to make the land absolutely free to bona fide settlers? The great expense necessary to reach the Territory with work animals, implements, and all that is required for a start, and the hardships incident to pioneer life in a rigorous climate, far from civilization, entitle the pioneer to special consideration. The development of the Territory depends upon his work. He must blaze the way and bear the brunt of the battle. His courage, endurance, and self-sacrifice constitute the very foundations on which the State must be reared. The exploitation of the Territory's resources by wealthy corporations will not enrich or build the State. It is the pioneer, the settler, the home maker, who, with ax and grubbing hoe, subdues the wilderness and forces unwilling nature to yield him a livelihood; who nurtures a family; who rears the schoolhouse and church. It is he who is the State builder, and every practicable means employed to aid him in the onerous task will further the development of the Territory.

EDUCATIONAL PROVISIONS OF CECIL RHODES'S WILL.[1]

AN IMPERIAL AND INTERNATIONAL EDUCATION SCHEME.

[The testamentary dispositions of the late Mr. Rhodes contained in his will, dated July 1, 1899, and certain codicils, one of which was signed on January 18 last, the day he left England, have been published. Mr. Rhodes has appointed as his executors and trustees the Earl of Roseberry, Earl Grey, Lord Milner, Mr. Alfred Beit, Dr. L. S. Jameson, Mr. L. L. Michell, and Mr. B. F. Hawksley.

The following paragraphs in the will are those relating to education.]

INSTRUCTION OF THE PEOPLE OF RHODESIA.

I give free of all duty whatsoever my landed property near Bulawayo, in Matabeleland, Rhodesia, and my landed property at or near Inyanga, near Salisbury, in Mashonaland, Rhodesia, to my trustees hereinbefore named, upon trust that my trustees shall, in such manner as in their uncontrolled discretion they shall think fit, cultivate the same respectively for the instruction of the people of Rhodesia.

I give free of all duty whatsoever to my trustees hereinbefore named such a sum of money as they shall carefully ascertain and in their uncontrolled discretion consider ample and sufficient by its investments to yield income amounting to the sum of £2,000 sterling per annum and not less, and I direct my trustees to invest the same sum, and the said sum and the investments for the time being representing it I hereinafter refer to as "the Inyanga fund." And I direct that my trustees shall forever apply in such manner as in their absolute discretion they shall think fit the income of the Inyanga fund and any rents and profits of my said landed property at or near Inyanga in the cultivation of such property, and in particular I direct that with regard to such property irrigation should be the first object of my trustees.

AN AGRICULTURAL COLLEGE.

For the guidance of my trustees I wish to record that in the cultivation of my said landed properties I include such things as experimental farming, forestry, market and other gardening, and fruit farming, irrigation, and the teaching of any of those things, and establishing and maintaining an agricultural college.

ORIEL COLLEGE.

I give the sum of £100,000 free of all duty whatsoever to my old college, Oriel College, in the University of Oxford, and I direct that the receipt of the bursar or other proper officer of the college shall be a complete discharge for that legacy, and inasmuch as I gather that the erection of an extension to High street of the college buildings would cost about £22,500, and that the loss to the college revenue caused by pulling down of houses to make room for the said new college buildings would be about £250 per annum, I direct that the sum of £40,000, part of the said sum of £100,000, shall be applied in the first place in the erection of the said new college buildings, and that the remainder of such sum of £40,000 shall be held as a fund by the income whereof the aforesaid loss to the college revenue shall, so far as possible, be made good. And inasmuch as I gather that there is a deficiency in the college

[1] These extracts from Cecil Rhodes's will, together with the introductory matter in brackets, are reprinted from the School Board Chronicle (London) of April 12, 1902. The boldness, novelty, and comprehensiveness of Mr. Rhodes's projects for international education, and the peculiar conditions attached to the filling of the American scholarships at Oxford, have given rise to considerable discussion and speculation in this country.

revenue of some £1,500 per annum, whereby the fellowships are impoverished and the status of the college is lowered, I direct that the sum of £40,000, further part of the said sum of £100,000, shall be held as a fund by the income whereof the income of such of the resident fellows of the college as work for the honor and dignity of the college shall be increased. And I further direct that the sum of £10,000, further part of the said sum of £100,000, shall be held as a fund by the income whereof the dignity and comfort of the high table may be maintained, by which means the dignity and comfort of the resident fellows may be increased. And I further direct that the sum of £10,000, the remainder of the said sum of £100,000, shall be held as a repair fund the income whereof shall be expended in maintaining and repairing the college buildings. And finally, as the college authorities live secluded from the world and so are like children as to commercial matters, I would advise them to consult my trustees as to the investment of these various funds, for they would receive great help and assistance from the advice of my trustees in such matters; and I direct that any investment made pursuant to such advice shall, whatsoever it may be, be an authorized investment for the money applied in making it.

EDUCATION OF YOUNG COLONISTS.

Whereas I consider that the education of young colonists at one of the universities in the United Kingdom is of great advantage to them for giving breadth to their views, for their instruction in life and manners, and for instilling into their minds the advantage to the colonies as well as to the United Kingdom of the retention of the unity of the Empire; and whereas, in the case of young colonists studying at a university in the United Kingdom, I attach very great importance to the university having a residential system such as is in force at the universities of Oxford and Cambridge, for without it those students are, at the most critical period of their lives, left without any supervision; and whereas there are at the present time 50 or more students from South Africa studying at the University of Edinburgh, many of whom are attracted there by its excellent medical school, and I should like to establish some of the scholarships hereinafter mentioned in that university, but owing to its not having such a residential system as aforesaid, I feel obliged to refrain from doing so; and whereas my own university, the University of Oxford, has such a system, I suggest that it should try to extend its scope so as, if possible, to make its medical school at least as good as that at the University of Edinburgh; and whereas I also desire to encourage and foster an appreciation of the advantages which I implicitly believe will result from the union of the English-speaking peoples throughout the world, and to encourage in the students from the United States of North America, who will benefit from the American scholarships to be established for the reason above given at the University of Oxford under this my will, an attachment to the country from which they have sprung, but without, I hope, withdrawing them or their sympathies from the land of their adoption or birth: Now, therefore, I direct my trustees as soon as may be after my death, and either simultaneously or gradually as they shall find convenient, and if gradually, then in such order as they shall think fit, to establish for male students the scholarships hereinafter directed to be established, each of which shall be of the yearly value of £300, and be tenable at any college in the University of Oxford for three consecutive academical years.

COLONIAL SCHOLARSHIPS.

I direct my trustees to establish certain scholarships, and these scholarships I sometimes hereinafter refer to as "the colonial scholarships."

The appropriation of the colonial scholarships and the numbers to be annually filled up shall be in accordance with the following table:

Total number appropriated.	To be tenable by students of or from—	Number of scholarships to be filled up in each year.
9	Rhodesia	3 and no more.
3	The South African College School, in the colony of the Cape of Good Hope.	1 and no more.
3	The Stellenbosch College School, in the same colony	1 and no more.
3	The Diocesan College School of Rondebosch, in the same colony	1 and no more.
3	St. Andrew's College School, Grahamstown	1 and no more.
3	The colony of Natal, in the same colony	1 and no more.
3	The colony of New South Wales	1 and no more.
3	The colony of Victoria	1 and no more.
3	The colony of South Australia	1 and no more.
3	The colony of Queensland	1 and no more.
3	The colony of Western Australia	1 and no more.
3	The colony of Tasmania	1 and no more.
3	The colony of New Zealand	1 and no more.
3	The Province of Ontario, in the Dominion of Canada	1 and no more.
3	The Province of Quebec, in the Dominion of Canada	1 and no more.
3	The colony or island of Newfoundland and its dependencies	1 and no more.
3	The colony or islands of the Bermudas	1 and no more.
3	The colony or island of Jamaica	1 and no more.

AMERICAN SCHOLARSHIPS.

I further direct my trustees to establish additional scholarships sufficient in number for the appropriation in the next following clause hereof directed, and those scholarships I sometimes hereinafter refer to as "the American scholarships."

I appropriate two of the American scholarships to each of the present States and Territories of the United States of North America, provided that if any of the said Territories shall in my lifetime be admitted as a State the scholarships appropriated to such Territory shall be appropriated to such State, and that my trustees may in their uncontrolled discretion withhold for such time as they shall think fit the appropriation of scholarships to any Territory.

I direct that of the two scholarships appropriated to a State or Territory not more than one shall be filled up in any year, so that at no time shall more than two scholarships be held for the same State or Territory.

CONDITIONS.

My desire being that the students who shall be elected to the scholarships shall not be merely bookworms, I direct that in the election of a student to a scholarship regard shall be had to (i) his literary and scholastic attainments; (ii) his fondness of and success in many outdoor sports, such as cricket, football, and the like; (iii) his qualities of manhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindliness, unselfishness, and fellowship; and (iv) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his schoolmates, for those latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim. As mere suggestions for the guidance of those who will have the choice of students for the scholarships, I record that (i) my ideal qualified student would combine these four qualifications in the proportions of three-tenths for the first, two-tenths for the second, three-tenths for the third, and two-tenths for the fourth qualifications, so that, according to my ideas, if the maximum number of marks for any scholarship were 200 they would be apportioned as follows: Sixty to each of the first and third qualifications and 40 to each of the second and fourth qualifications; (ii) the marks for the several qualifications would be awarded independently as follows (that is to say): The marks for the first qualification by examination, for the second and third

qualifications, respectively, by ballot by the fellow-students of the candidates, and for the fourth qualification by the head master of the candidate's school; and (iii) the results of the awards (that is to say, the marks obtained by each candidate for each qualification) would be sent as soon as possible for consideration to the trustees or to some person or persons appointed to receive the same, and the person or persons so appointed would ascertain by averaging the marks in blocks of 20 marks each of all candidates the best ideal qualified students.

No student shall be qualified or disqualified for election to a scholarship on account of his race or religious opinions.

Except in the cases of the four schools hereinbefore mentioned, the election to scholarships shall be by the trustees, after such (if any) consultation as they shall think fit with the minister having the control of education in such colony, province, State, or Territory.

A qualified student who has been elected as aforesaid shall, within six calendar months after his election, or as soon thereafter as he can be admitted into residence, or within such extended time as my trustees shall allow, commence residence as an undergraduate at some college in the University of Oxford.

The scholarships shall be payable to him from the time when he shall commence such residence.

I desire that the scholars holding the scholarships shall be distributed among the colleges of the University of Oxford, and not resort in undue numbers to one or more colleges only.

Notwithstanding anything hereinbefore contained, my trustees may, in their uncontrolled discretion, suspend for such time as they shall think fit, or remove, any scholar from his scholarship.

ANNUAL SCHOLARS' DINNER.

In order that the scholars, past and present, may have opportunities of meeting and discussing their experiences and prospects, I desire that my trustees shall annually give a dinner to the past and present scholars able and willing to attend, at which I hope my trustees, or some of them, will be able to be present, and to which they will, I hope, from time to time invite as guests persons who have shown sympathy with the views expressed by me in this my will.

GERMAN SCHOLARSHIPS.

By codicil executed in South Africa, Mr. Rhodes, after stating that the German Emperor had made instruction in English compulsory in German schools, establishes 15 scholarships at Oxford (5 in each of the first three years after his death) of £250 each, tenable for three years by students of German birth to be nominated by the German Emperor, for "a good understanding between England, Germany, and the United States of America will secure the peace of the world, and educational relations form the strongest tie." The tenor only of this codicil has been cabled from Cape Town.

DR. WILLIAM HENRY RUFFNER AND HIS GREAT WORK FOR POPULAR EDUCATION.[1]

In the year 1823, at Lexington, Va., was born Dr. Henry Ruffner, who has been called the Horace Mann of the South. His father, Dr. Henry Ruffner,[2] a distinguished Presbyterian divine, was for many years the president of Washington Col-

[1] From the Virginia School Journal, May 1, 1902.

[2] Author of a "Proposed plan for the organization and support of common schools in Virginia," printed in the Report of the Commissioner of Education for 1899-1900, Vol. 1, pp. 381-397.

lege, now Washington and Lee University, and it was here that the subject of this sketch was educated, and from this college he received the degree of M. A. in 1845. He afterwards took three courses in psychology, one under his father at Washington College, another at Union Theological Seminary, Hampden Sidney, Va., and the third under Dr. W. H. McGuffey, at the University of Virginia, thus fitting himself, though unconsciously, for the great part he was to play in the educational future of Virginia. He also gave much attention to political economy, which subsequently proved of great assistance to him when fighting in defense of State education. Throughout his life, however, his strongest bias was toward the physical sciences, causing him always when relieved from his public duties to give his time and labor to geological and agricultural pursuits. Courses in theology in the institutions of his own State, as well as at Princeton, N. J., prepared him for the ministry, and from 1849 to 1851 he was chaplain at the University of Virginia. Leaving the University in 1851, he became pastor of the Seventh Presbyterian Church, Philadelphia, where a series of lectures delivered by him on the relations of science and Scripture attracted much attention. While in Philadelphia he united with Stephen Colwell in 1852 in a movement to develop more prominently the benevolent features of Christianity. In aid of this cause he wrote a book entitled "Charity and the Clergy," which was severely criticised by the religious press, but which would accord with the practice of the present time.

In 1853 he resorted to farm life as a means of restoring his broken health, and did not resume his clerical work, though it was not until 1874 that he was by his own request relieved of his ministerial office by the Lexington presbytery.

It was in 1870 that Dr. Ruffner was called to the work which will cause his name always to be held in grateful remembrance by the friends of education in Virginia. In seeking a superintendent for the public free schools, provided for by the new constitution, the legislature elected Dr. Ruffner, he having been nominated in caucus on the first vote in a company of fifteen candidates. This was the only office he ever asked for, and his adviser and indorser was Gen. Robert E. Lee, to whose powerful influence, as well as to the zeal and eloquence of his friend and townsman, Hon. William A. Anderson, he was probably indebted for his election. When elected the new superintendent of public instruction had had no experience in the work, and, while he had served as trustee on the boards of several colleges and academies, was entirely ignorant of the details of public school systems. In a private letter to a friend Dr. Ruffner says: "The question you asked me has been often asked me, namely, 'How came you, with your previous career, to devise a satisfactory school system in so short a time?' To this I have sometimes answered luck, sometimes, inspiration, and sometimes, common sense. I think that the last is the true answer. Dr. McGuffey resolved my intellectual forces into common sense."

It was indeed "inspired common sense" which enabled him to report to the legislature in less than thirty days after his election a scheme for a school system so satisfactory that he was at once required by the committee on schools and colleges to prepare a school bill to be considered by the legislature. In seventeen days the bill of forty pages foolscap was complete, and Dr. Ruffner asked for criticism from Dr. Barnas Sears, agent of the Peabody fund, who had been superintendent of public instruction for Rhode Island and president of Brown University, but he suggested no change. He then asked Prof. John B. Minor, of the University of Virginia, to review the bill critically, which he did, making some suggestions in matters of detail, and giving in some sentences a better legal shape to the language, but making no change in the general cast of the document. There was much opposition to free schools in both houses, and the bill was unpopular, but by his powerful and convincing arguments before the committees Dr. Ruffner succeeded in bringing over many of the members to his views, and the bill was passed after prolonged discussion. The danger was not yet over, however, for Governor Walker

declared he could not sign the bill if prepayment of the capitation tax should be required of the parents, and it was only after considerable persuasion that he was induced to sign it, five minutes before the adjournment of the legislature, July 11, 1870.

Now began the difficult work of organizing the schools and getting them in good working order. The new superintendent neglected no public or private opportunity of interesting the people in universal education, which he had always advocated, even in his college days, going so far as to exclaim in a debate: "If slavery renders it necessary to keep the negroes in ignorance, I say down with slavery!" At the first regular meeting of the board of education the work of appointing superintendents was begun. A public educational meeting was held in the hall of the house of delegates, and the next day a meeting of county superintendents was called and continued for two days for the purpose of instructing them in their official duties. The Educational Association of Virginia indorsed Dr. Ruffner's election, and the Educational Journal became the official organ of the public schools, as well as of the association, Dr. Ruffner being editor in both departments and writing much for the advancement of the work. In April of 1871 he made a Northern tour, visiting public schools and normal schools. Graded schools and teachers' institutes were novelties in Virginia, but being manifestly useful features in any school system special attention was given to their establishment. The public mind needed to be informed on these subjects, and this information the superintendent was indefatigable in disseminating by means of the Educational Journal, monograph circulars, letters, and addresses. The cities led in the matter of graded schools and the larger towns soon followed. The superintendent prepared a scheme for the grading of country schools, which was commended and published by the Department of Education at Washington. There was great difficulty in conducting institutes from scarcity of instructors, but the State superintendent and some of the best teachers studied the methods most approved, and instructed the teachers at county institutes and summer schools.

They were greatly aided by the Peabody fund through Dr. Barnas Sears, the agent. The State sometimes received from this source as much as $30,000 in one year. By this means lecturers from Virginia and other States were employed, and excellent instruction was given in every section. During his administration Dr. Ruffner visited every county in the State except six, visiting the schools, lecturing at institutes, and making addresses on court days in the court-houses on public education.

Notwithstanding the overburden which he was bearing, in 1872 the superintendent was made the custodian of $500,000 of bonds bought by the board of education. Not being a bonded officer he earnestly sought to be relieved of this care, but succeeded in getting rid of the bonds only by drawing a bill and lobbying it through the legislature, when they were turned over to the second auditor. He was made a member of the board of visitors, charged with the heavy duty of creating the Agricultural and Mechanical College at Blacksburg, and appointed to draft the plan for the organization of the projected college. Its proper character of a technical school founded on a limited amount of literary studies was entirely unknown to the Virginia people. Hence two serious dangers had to be encountered in the beginning—first, in defining the province of the school, and, second, in filling the chairs. The superintendent of public instruction was required to originate the whole scheme of instruction and management. His report on the proper character of the new institution was accepted by the board of visitors after much opposition, and may be found in the school report of 1872. The technical features of the college were not and could not be developed in its early years, but gradually its true mission came to be discerned, until at present the Virginia Polytechnic Institute begins to realize the ideal in the mind of its projector.

In the early days of the schools the book question gave rise to an acrimonious canvass. Most of the books offered being new and untried in Virginia, the selection was a tedious process. The question was presented in two parts: First, does the constitution require that one and only one book on each subject shall be allowed in the public schools of the State? This occasioned a bitter discussion, actuated on one side by commercial motives chiefly. It was finally agreed that two books on each subject should be selected and the choice between them referred to the local boards. This broke the killing one-book scheme. The second feature of the scheme was the actual selection of the two series of books. This was followed by a canvass of the State by the publishers, which was educational in its effects, and not attended with any efforts at bribery as far as known.

A formidable trouble in the early years of the school system grew out of the well-known funding act, whose operation, as interpreted by the auditor of public accounts, was to divert large sums of school money every year toward paying the tax-receivable coupons, and in this interpretation he seemed to be sustained by the supreme court of the State. In this emergency the superintendent defended the right of the schools to the money which had been alienated, going so far as to undertake to overthrow the argument of the supreme court. This brought him attacks from various quarters. The auditor answered him in pamphlets, and he was called to account by the legislature and had to fight before five committees at once. But truth and justice prevailed, and the legislature passed an act drawn by the superintendent requiring the auditor to pay back every dollar of the school money which had been paid to the creditors of the State. Though twice invited during his twelve years' term of office to become president of a college, Dr. Ruffner declined in each case, having given himself heart and soul to the upbuilding of educational interests of his native State. When, however, superseded in office on account of a change in State politics, he gladly turned to his favorite pursuit, and at once accepted an appointment to make a geological reconnoissance of 500 miles for a railroad across three States.

In 1884 he was again pressed into the service of State education by his election as president of the female normal school to be established at Farmville. Having urged the establishment of such a school in all his reports, Dr. Ruffner felt it his duty to accept. The organization of the school was left entirely in his hands, and under his wise management it soon became a potent factor in the educational advancement of the teaching force of the State. The respect and confidence inspired by its president gave the normal school a standing which as a new feature in State education it would not otherwise have had, and brought many students to take advantage of the courses presented by its gifted head.

After organizing the school and getting it equipped with expert teachers, and having, as he thought, impressed the proper character upon it, he relinquished the presidency in June, 1887, in order that he might give his whole time to the more congenial work of making geological examinations and reports on mineral properties. This geological work he continued until he reached the age of 75. From the foregoing sketch it will be seen that to the statesmanlike and far-seeing wisdom of Dr. William H. Ruffner, Virginia is indebted for her system of public schools. Every important move that has been made in the State since 1870 in the cause of public education has had Dr. Ruffner as its inspiration, and to him is owing the establishment of the system of schools on a strong and enduring basis. In the incipiency of the system none but a man of his vigorous intellect, unwavering courage, and powerful argumentative ability would have been able to defeat all the opposition arrayed against it in legislative halls, in the gubernatorial chair, and on the judicial bench. While at present he is known outside the State chiefly as a scientist, in the years that are rolling swiftly toward us, when the education and preparation of youth for the future shall seem to us the most important function of the State, Dr. Ruffner

will take his place as one of the foremost men of his time, and one of the greatest benefactors, not only of his own State but of the South as well.

At his home in Lexington, notwithstanding his advanced age, Dr. Ruffner is now engaged in a history of Washington and Lee University, spending his leisure moments in writing historical sketches, and always giving interested attention to the progress of the world in general, and especially of Virginia, in moral, political, and educational affairs.

BIOGRAPHICAL SKETCH OF PROF. BURKE AARON HINSDALE.

[The life work of Prof. Burke Aaron Hinsdale, both as a teacher, and as a student and writer of American history, has had such a marked influence upon the theory and practice of teaching in the United States that it has been deemed of importance to publish an authentic account of his career, together with some estimates of the value of his work by competent persons who were personally familiar with it.

The following account of his life is taken from the biographical sketch published by Prof. Samuel Carroll Derby, A. M., of the Ohio State University, in the "Quarterly" of the "Old Northwest" Genealogical Society, of which he is the historian.]

Burke Aaron Hinsdale, son of Albert and Clarinda Elvira (Eyles) Hinsdale, was born at Wadsworth, Medina County, Ohio, of New England ancestry, March 31, 1837, and died at Atlanta, Ga., November 29, 1900. He was the second of five children, and the eldest son. He grew up amid the toil and struggles of a pioneer household, but amid ever-improving conditions and a widening outlook. Mr. Hinsdale's early education was gained in the district school. He was a bright and studious boy, who early had the courage to protect smaller boys from the bullying propensities of their larger fellows. In a debating society connected with the district school of the neighborhood he took a prominent part and won local renown for cogent arguments.

At the age of 16 (in 1853) he was sent to the newly established Western Reserve Eclectic Institute, which by a natural growth became in 1867 Hiram College. One of his latest papers was an historical address, which he wrote for the semicentennial of the institute—an address that, coming from the writer's heart and specially intended for the founders and friends of Hiram College, has interest and value for more than those who have personal relations with the institute and its successor. The paper is a luminous and suggestive account of an important phase of the educational movement in Ohio fifty years ago. At the institute, to which Mr. Hinsdale went in November, 1853, "the social environment was bald and realistic to a degree almost to defy idealization." Of the instructors, Mr. Hinsdale says that they had education adequate to their work; that they were skillful teachers, and that they devoted themselves, heart and soul, to their students. Of one of these instructors (Almeda Booth) he wrote that he considered her the "most masterful woman teacher" he had ever known. At the institute Mr. Hinsdale met Mr. Garfield, who was a few years his senior. These gifted young men soon formed a lifelong friendship. In 1857 Mr. Garfield became the head of the institute, and under his leadership there came a new era at Hiram; "more attention was now given to education as education, and less attention to making preachers." Some friction and heat attended the change.

Mr. Hinsdale was a hard student who read eagerly in a wide range of subjects. A singularly retentive memory aided him in gaining a vast store of accurate information. His first teaching was done in a district school in the township of Franklin, Summit County, in the autumn of 1855 and following winter, and the three succeeding winters at other places in that part of Ohio. He taught district schools winters

only; the remainder of the year was spent in study at Hiram or in work upon the home farm. In 1860 Mr. Hinsdale began to teach at Hiram as a pupil assistant, and thus defrayed a part of his expenses. It is to be hoped that they were proportionate to his compensation. "I remember distinctly," he writes, "that when I began to teach algebra here in 1860 the syndicate paid me $16 a term for one class, or about a dollar a week."

Two years later he married, and with the aid of his wife taught for one year a "select school" at Sharon, Medina County, and the next year, aided by his sister, a similar school at Solon, Cuyahoga County. He preached also for some time at Solon, and afterwards at Cleveland, where he assisted in editing the Christian Standard, but after he entered upon college work, in 1868, he preached less frequently; he felt that his proper vocation was that of teacher and author, though during his presidency at Hiram his pulpit discourses were highly acceptable to thoughtful hearers.

In 1870 Mr. Hinsdale was chosen president of Hiram College. Though only 33 years old, the new president was, without question, the natural successor of General Garfield. For twelve years Mr. Hinsdale held this arduous and honorable position, and in it toiled terribly. He was at once professor, lecturer, preacher, author, administrator, and financier. Three works of a theological cast were published by him during the years he was at Hiram: The Genuineness and Authenticity of the Gospels, 1872; The Jewish-Christian Church, 1878; and Ecclesiastical Tradition, 1879. Some other papers written during these years appeared in Schools and Studies, 1884.

Mr. Hinsdale naturally was deeply interested in the nomination of his close friend, General Garfield, for the Presidency, and at the request of the Republican national committee prepared a campaign text-book, and made several speeches in Ohio and Indiana. After the death of General Garfield Mr. Hinsdale published a book with a biographical introduction, entitled President Garfield and Education, 1882, and the following year collected and edited General Garfield's works in two volumes.

In the spring of 1882 Mr. Hinsdale, more to his own surprise than to that of those who were aware of his rapidly growing reputation, was tendered the superintendency of the Cleveland public schools. After some hesitation he accepted this unexpected call, entered upon that larger field in the autumn of 1882, and held the position for four years. Mr. Hinsdale began this new work with characteristic vigor and made a careful study of the condition and needs of the schools under his charge. Many of his suggestions are contained in his annual reports, which did not follow the stereotyped lines of most school reports. They appealed strongly to thoughtful educators. For the more immediate aid of the teachers a pamphlet, the Cleveland School Bulletin, was issued monthly. It seems clear that Mr. Hinsdale modified the school system of Cleveland in a wholesome fashion, though at first he may have been less familiar with details of administration than men of a different experience. The fact that four years after Mr. Hinsdale left Cleveland, overtures were made looking toward his return thither is good evidence that his services in that city were not unappreciated by those who directed its school system.

A high authority in education says: "His writings from the beginning were very valuable as exciting a profounder habit of thinking with regard to educational theory and practice in the common schools." In later years Mr. Hinsdale wrote less upon educational theory and more upon the history of education in this country, a field in which his contributions are of permanent value and the latest are the best. In this field Mr. Hinsdale had no superior and hardly a second.

At the end of his service in Cleveland Mr. Hinsdale's reputation was such that in 1887 he was elected professor of the science and the art of teaching in the University of Michigan. He began its duties February, 1888, and held that position the remainder of his life. In the interval between his superintendency at Cleveland and his going to Ann Arbor, Mr. Hinsdale wrote The Old Northwest, perhaps his most important and widely known work; a revised edition of it appeared in 1899.

Dr. Hinsdale's interest in history was influential in shaping his instruction in education; he dwelt by preference upon the history of educational development rather than on present educational theories, though the latter were not neglected in his lectures.

Dr. Hinsdale found at Ann Arbor his true place, and his life there was happy and fruitful beyond any previous measure. There is the best evidence that while at the University of Michigan he was counted peculiarly sane and free from "fads" in his teaching, a valuable and faithful college officer, a strong debater who persuaded by force of argument rather than by the graces of oratory, a man of untiring industry sustained by a robust constitution, which enabled him to produce numerous volumes on various subjects, not to mention frequent contributions to periodicals, reports made to various associations, and public addresses on many themes.

Pressed by all these burdens, Dr. Hinsdale took a full share of the multifarious duties which devolve upon the members of an active college faculty. There is no doubt that he overtaxed his unusual strength and shortened his life by excessive toil. How prolific his labors as an author were, is seen by the list of his books published after he went to Ann Arbor, viz: The American Government (1891), How to Study and Teach History (1893), Jesus as a Teacher (1895), Teaching the Language Arts (1896), Studies in Education (1896), Civil Government of Ohio (1896), Life of Horace Mann (1898), The Art of Study (1900), which Superintendent Maxwell styles "Professor Hinsdale's most important contribution to educational theory."

A history of the University of Michigan, on which he spent no little research, is now in the hands of the printer. During the past year he also prepared a monograph on The Training of Teachers, which won a medal at the Paris Exposition. Besides these he has contributed largely to educational journals, and has written numerous reviews and pamphlets.

Dr. Hinsdale's merit gained academic recognition and he was given the degree of A. M. by Bethany and Williams Colleges, that of Ph. D. by the Ohio State University (1887), and the degree of LL. D. by Ohio University.

He held membership in the Michigan State Teachers' Association and Schoolmasters' Club, and in the National Educational Association, of whose council he was president in 1897, and was one of the commitee of twelve on rural schools. In addition to these professional relations Dr. Hinsdale was a member of the Historical and Archæological Society of Ohio, an early and interested member of the "Old Northwest" Genealogical Society, a part of whose name was borrowed from Dr. Hinsdale's best known work, an honorary member of the Historical Society of Virginia, and a member of the American Historical Association, and was connected with other educational and religious societies.

A bibliography of his numerous books and contributions to periodicals and reports to various associations is given in the Educational Review for February, 1901, pages 197–199. Partial lists of his historical papers and pamphlets may be found in the annual reports of the American Historical Association, especially in that of 1889, pages 277–279. Careful sketches of Dr. Hinsdale, prepared by competent hands, are also to be found in the Educational Review for February and March, 1901. These naturally are largely concerned with his work in education.

During Dr. Hinsdale's visit to Europe, 1891–92, he made a careful study of the school systems of various European states, and the first account of Italian schools under the new kingdom published in the United States was prepared by him.

In education Dr. Hinsdale was an early and prominent advocate of more opportunity for the individualism of the student; the schools, he said, "handle classes better than they teach pupils." He was one of the first to discuss the correlation of related subjects; he saw with exceptional clearness the necessity of making the civilizing and refining studies stronger in the elementary schools by supplementary reading and other means.

Dr. Hinsdale was also quick to see and urge the necessity for special school laws for our city systems, whose failings none saw more clearly or discussed more sanely and wisely. In all that he said and wrote a massive common sense was as conspicuous as his learning and intense earnestness.

Physically Dr. Hinsdale was noteworthy for a sturdy frame and the appearance of strength and endurance. He was not a person with whom one would take liberties; strangers often thought him somewhat blunt and cold in manner, not understanding the absolute honesty and frankness of his character which those who knew him well valued at their true worth.

In Dr. Hinsdale inherited qualities and tendencies found ample expression; his tireless industry, his almost brusque frankness, love of books, fertility as a writer, inclination to radical thinking and conservative utterance, small patience with cant, "fads," and fools, candid study, rugged character, deep religious nature—all are more or less distinctly outlined in his ancestry. In him nature and circumstances were happily united to produce the accomplished scholar and the strong man. We may safely adopt President Angell's well-considered words:

He was generous in his judgments of others, but independent and fearless in forming and expressing his opinions of measures, whether educational, political, or religious. There was a noble manliness in him, an upright and downright integrity of make, an inspiring devotion to whatever is uplifting for men, which commanded universal respect and esteem, and which will make his memory ever dear to all of us who had the good fortune to know him.

LIST OF BOOKS PUBLISHED BY DR. HINSDALE.

The Genuineness and Authenticity of the Gospels (1872).
The Jewish-Christian Church (1878).
Ecclesiastical Tradition (1879).
Republican Text-Book for the Campaign of 1880.
President Garfield and Education (1882).
The Works of James Abram Garfield (1883).
Schools and Studies (1884).
The Old Northwest (1888); revised edition (1899).
The American Government, National and State (1891).
How to Study and Teach History (1893).
Jesus as a Teacher (1895).
Teaching the Language Arts (1896).
Studies in Education (1896).
Horace Mann and the Common School Revival in the United States (1898).
The Art of Study (1900).

CONJOINTLY WITH MARY L. HINSDALE.

History and Civil Government of Ohio (1896).
History and Civil Government of Pennsylvania.

PROFESSOR HINSDALE AS A LITERARY MAN.

Dr. Hinsdale has become one of the most prolific writers among the educational men of the country. Those of us who knew him well had come to look for a new volume from his pen about every year, and, in addition to this, there were his contributions to the Dial and to other publications, his occasional addresses, and his papers before educational bodies. But notwithstanding the great amount that he wrote and published, nowhere do we find any indication of haste or carelessness in preparation. He is always master of his subject—always conscientious, thoughtful, suggestive. His style is like the man—simple, direct, unadorned, forceful. He had no use for tinsel rhetoric to ornament his sentences. He had little patience with it in others; he never resorted to it himself. He wrote because he had something to say, and he said it with a clearness that awakened interest and carried conviction. The one quality of mind conspicuous in all his writings is his thorough sanity.

His Old Northwest and his Horace Mann are good illustrations of the thoroughness with which he did whatever he took in hand, and they will continue to be authorities on their respective subjects for long years to come. His occasional addresses, like the one delivered not long ago at the time of the celebration at Hiram, are models of their kind, and his papers before educational bodies were always welcomed and always received with commendation by all thoughtful listeners. His volumes on specifically educational subjects, like How to Study and Teach History, and Teaching the Language Arts, rank among the best works of their class produced in this country.

It is sadly but emphatically true that he put his life into his books. They are a noble monument to his memory, and he who would know him may read him in their pages. They have furnished and will continue to furnish instruction and inspiration to thousands of teachers all over this land, and so it may be well said that through them, though he be dead, he will still teach.

E. W. Coy,
Hughes High School, Cincinnati, Ohio.

A GREAT EDUCATOR.

My acquaintance with the late Prof. B. A. Hinsdale dates from his connection with the schools of Cleveland as superintendent. I noticed on first meeting him that he was a man of unusual character and ability, and that he had high ideas of educational scholarship. He commenced writing on questions relating to the theory of education and with reference to educational history in this country, more particularly the latter theme. His contributions on this subject are of permanent value, and future investigators will gladly use his labors. Systematic students like Professor Hinsdale grow rapidly in proficiency as time goes on, and the later and latest writings of Professor Hinsdale may justly be considered his best. He fell in what should have been the midst of his course, and the cause of education in America suffers great loss in his death. The consolation left for us is that he worked so earnestly and completed so much.

W. T. Harris,
United States Commissioner of Education.

PROFESSOR HINSDALE AS A CRITIC AND REVIEWER.

For the past ten years or so Dr. Hinsdale has occupied a prominent position among the Dial's most valued reviewers, and his death leaves a gap which it will be hard to fill. In the earlier days of the Dial the more elaborate reviews of important works in American history were written by Dr. W. F. Poole, a critic of very great force and authority in this field. After Dr. Poole's death Dr. Hinsdale began taking up this line of work, and it is a high but well-merited tribute to say that he, more than any other writer on the staff, succeeded to the position that had been held by Dr. Poole. His work showed the same thoroughness of preparation, the same comprehensive knowledge, the same open-mindedness and sincerity, the same power of forcible and clear expression. Of all the writers on American history that the Dial has had, these two—Dr. Poole and Dr. Hinsdale—stand preeminent. Dr. Hinsdale had reviewed also many educational books for the Dial, and his authority in this field is of course universally known. But it was in American history that his deeper scholarly interest seemed to lie, and the best and most vital work which he did for us was called out by publications in this department. It is a sad thought that its pages will know his vigorous and ready hand no more.

Francis F. Brown,
Editor the Dial.

DR. HINSDALE AS A RELIGIOUS WRITER.

Professor Hinsdale's contributions to our periodic religious literature began as far back as Lard's Quarterly, and probably earlier, but at that date I became acquainted with his writings. He has written very little since then that I have not read, including his religious books. For a number of years his contributions to our religious literature have been limited almost entirely, if not quite so, to the Christian-Evangelist. While the present writer was conducting a Christian quarterly he contributed also to that. As a religious writer he was characterized by breadth of sympathy, by spiritual penetration that went at once to the heart of his subject, and by philosophic breadth which caused him to look at religious truth as part of universal truth, in which it held the commanding place. He had no taste for those petty differences which divide sectaries, but he loved to deal with what is fundamental in Christian faith and life. He was a scholarly writer and was wont to deal with his subject in the light of history. He had the historic instinct largely developed, and would have succeeded admirably as a writer of religious history as well as he did in writing the history of his country. For scholarly breadth, for spiritual penetration, for his ability to trace the evolution of religious thought in the history of the world, for sanity of judgment on the great problems of the times, he stood in the very front rank of writers on religious themes, and the productions of his pen have left a permanent influence on the religious brotherhood with which he was connected.

J. H. Garrison,
Editor of The Christian-Evangelist, St. Louis, Mo.

WHAT THE GOVERNMENT FAILS TO DO FOR THE PEOPLE.[1]

By Hon. J. L. M. Curry, General Agent of the Peabody and Slater Funds.

In February, 1880, the trustees of the Peabody education fund presented a memorial to Congress, accompanied by a masterly argument, which proceeded from a committee composed of Mr. Stewart, Chief Justice Waite, and Mr. Evarts, inviting attention "to the vital necessity of national aid for the colored population, and especially to the great masses of colored children who are growing up to be voters under the Constitution of the United States." At other sessions the subject was presented anew to the country. The general agent of the fund has presented two petitions to Congress, appeared three times before the Senate and House Committees on Education, and urged the matter before assemblies North and South. At the late Southern Educational Association in Richmond, Va., the very able and accomplished head of the Bureau of Education, Dr. William T. Harris, felt constrained to call the attention of the country again to this vital subject, this paramount issue. Hitherto the Government has not concurred in the views of the trustees, but has cruelly and suicidally turned a deaf ear to arguments which seemed to be irresistible, and this refusal only makes more obligatory the patriotic sacrifices of the Southern States.

WHAT THE PEABODY FUND HAS DONE.

Three results from the Peabody education fund may be indisputably claimed:

1. State school systems have been permanently established, are growing in efficiency every year, and are more securely embedded in the hearts of the people. Education is now regarded as a function of government, and no tax on property is considered more legitimate than that levied for the support of the schools. The

[1] This is reprinted from the Chicago Record-Herald, June 8, 1901, where it appeared as a paper of the Record-Herald's Current Topics Club, being paper No. 17 under the general head "What the Government does for the people."

leading normal schools are the direct result of the personal influence and effort of the general agents and of timely assistance rendered from the fund.

2. Hostility to or prejudice against the education of the negroes has been largely removed or greatly softened, and this dependent class is recognized as entitled with the white people to the benefits of the system, to which by taxation they contribute only a trifle. In thirty years the Southern States have given about $110,000,000 to the education of the late slaves and their descendants. What Mr. Winthrop forcibly said has grown into a political maxim, that "slavery is but half abolished, emancipation is but half completed, while millions of freemen with votes in their hands are left without education."

3. In Mr. Peabody's devotion to his country there was something beautiful, touching, and assimilating. Such expressions as "beloved and common country," "our great country," "the whole of our dear country which I have loved so well," were frequently on his lips, and his matchless gift initiated an era of good feeling, for it "was the earliest manifestation of a spirit of reconciliation toward those from whom," said Mr. Winthrop, "we have been so unhappily alienated, and against whom we of the North have been so recently arrayed in arms." The indebtedness to a Northern man, the laborious efforts of trustees and agents, the enlarging and elevating influence of the general education of the masses, the reflex influence upon higher institutions of learning, have tended to efface sectionalism and bring the lately belligerent portions of our common country into closer relations of friendship and fraternity.

CAREER OF GEORGE PEABODY.

George Peabody was born in Danvers, Mass., now Peabody, Mass., February 18, 1795. His parents were humble, but respectable, and his education was obtained in a common village school. In his early life he was compelled to work for his support. This necessity took him to different places until he found himself at Georgetown, in the District of Columbia. He removed to Baltimore, and as the result of great energy and business capacity soon established houses in Philadelphia and New York. In 1837 he took up his abode permanently in London as a merchant and money broker, where he rose to respect and distinction, and established a character for business shrewdness and integrity surpassed by none in the world's metropolis. Living the rest of his life in England, he was intensely an American, without loss of local attachments and personal friendships. During the troublous periods of the war he was ardent in his patriotism and a devoted friend of the Union. When peace was made he was deeply sympathetic with those who had suffered most during the privations and sorrows of the terrible struggle.

HIS GREAT GIFT TO THE SOUTH.

Mr. Peabody became renowned for his beneficence, which was never spasmodic or the result of hasty action, but conducted on fixed principles, after mature and most thoughtful examination. Before he decided upon his munificent gift, which made him the greatest benefactor the South ever had, he considered what he purposed with the utmost care and deliberation, and called to his counsel prominent men whom he had known intimately in public or business life. Among these were Bishop McIlvaine, Mr. Corcoran, and Mr. Winthrop. To the last of these he unfolded confidentially his plans with fullness and clearness, stating that from the earliest years of his manhood he had contemplated a disposition of his property which would do great good to his fellow-men. The letter of gift finally agreed upon shows in every line the pursuasive influence of Mr. Winthrop's statesmanlike and comprehensive suggestions. The animating principle of the gift was inscribed upon the seal of the fund and was given by him as a sentiment at the bicentennial celebration at Danvers—"Education, a debt due from present to future generations."

The gift of private persons in the United States for education have surpassed in number and amount any made in other parts of the civilized world. Rockefeller, Stanford, Carnegie, Clark, Smith, Armour, Cupples, Brookings, Hearst, Slater, Johns Hopkins, Colgate, Vanderbilt, Morgan, and others have enrolled their names among the immortals by their large contributions, but these have been mainly for universities, for advanced education, for those able through parents or guardians to accomplish their honorable ambitions. Peabody, with a big heart, broad American and humanitarian views, gave to the poor, the destitute, and declared that it was for the promotion "of the intellectual, moral, or industrial education among the young of the more destitute portions of the Southern and Southwestern States of the Union—those portions of our beloved and common country which have suffered from the destructive ravages and the not less disastrous consequences of civil war."

THE VALUE OF HIS GIFT.

He required that the benefits of his gift should be "distributed among the entire population, without other distinction than their needs and the opportunities of usefulness to them." In order to appreciate the timeliness and value of this immense contribution to the needs of the people, it is necessary to recall the fact that at the time of the gift the South was in a state of apparently hopeless impoverishment. At the close of the war corporations were suspended, banks were closed, railways were dismantled, securities were depreciated or made valueless, business was paralyzed, wives were widowed, children were orphaned. Academies and colleges had been closed. The young had been arrested in their educational plans. The country was in a state of stagnation, exhaustion, poverty, and bankruptcy.

For the administration of the trust Mr. Peabody selected fifteen distinguished men, at the head of whom was Mr. Winthrop, who devoted with unrelaxing zeal and hopefulness the greater part of his time to the successful management of what he said was the greatest honor of his life. Among the men chosen were Governor Fish, Bishop McIlvaine, General Grant, Admiral Farragut, Mr. Rives, Mr. Evarts, Governor Graham, Governor Aiken, and Mr. Riggs. From that time to this, as death has released some of them from duty, their places have been filled by men of equal distinction and ability. These trustees fortunately selected as general agent Dr. Barnas Sears, a ripe scholar, an expert in education, of unfailing tact, courtesy, and common sense. With a full mind and the personal suggestions of Mr. Peabody—for he lived nearly three years after the gift and attended two of the meetings—Dr. Sears performed with consummate discretion and ability his delicate duties, and under his supervision the trust was inaugurated and began its career of wide usefulness.

The first step under Dr. Sears, growing out of his study of the situation, was to lay foundations for the establishment of public-school systems. It needs to be borne in mind that under the ancient régime no public school system providing universal education existed at the South. There was no system adequate to the education at public expense of the white youth, and the peculiar social system forbade the education of the negroes. Sparse population made permanent systems difficult, if not impossible. Slavery was now fortunately abolished, and by the fourteenth amendment national citizenship was created and co-occupancy of the same territory by two distinct races, with the same civil rights and privileges, made the education of the negroes a social, political, and industrial necessity. The South had had academies and colleges of high order, equal to any in the land, turning out products in manhood and womanhood not inferior to those in any civilized country, but there was no system on the statute book adapted to the needs of the entire population. Free schools for all the people was the only sufficient scheme to carry out Mr. Peabody's clearly expressed intentions and to put the South on a plane of equality, in capability

and mental attainments, with States which had had for years well-devised common schools. Obviously the first indispensable step was to create a healthy and sustaining public opinion and to organize that opinion for legislative and community action. Dr. Sears chose his residence at Staunton, Va., visited every Southern State, spoke in cities and towns, addressed legislatures, utilized the public press, stimulated the establishment of schools by giving to them liberal aid from the Peabody fund, always on the simple and wise principle of helping those who help themselves.

DIFFICULTIES THAT WERE OVERCOME.

The difficulties in the way of using the income effectively, according to the fixed plan, are not easy to realize. Soon the applications for aid were numerous, urgent, and annoying. Some were worthy, some were dishonest, many were wildly utopian, and the half, if granted, would have exhausted the whole fund in less than a year. Ingenuity and invention were put actively at work to devise schemes for getting hold of some of the money, which had been magnified into untold millions. Theorists, visionaries, sects, crazy people, were among the persistent applicants. Fixed rules had to be established and adhered to with firmness, patience, wisdom, and good temper. Work was begun by selecting in the States a few schools at radiating centers, to illustrate by examples the best methods of teaching and to exert a healthful diffusive influence in favor of free schools for all citizens.

To use the apt words of Professor Harris, of Richmond College, the idea was to supplement judiciously and helpfully, so as "to secure the just mean between concentration for strength and diffusion for relief." A part of current expenses was contributed to stimulate the people to self-exertion in the good cause, and this amount was determined in some degree by the amount of money raised by a State tax, local tax, or voluntary contributions. The aided schools were to be graded, to have at least 100 pupils, to continue in session nine or ten months, and to have free tuition. Teachers, discipline, text-books, and all such questions were left to the State or local authorities; yet, while disclaiming all purpose of interference with the school authorities, the trustees claimed "absolute discretion" in giving or withholding funds, refused to distribute according to population or in proportion to destitution, and were guided in their action by what would be productive of beneficial results and contribute to the furtherance of the purpose, which was frankly avowed and always kept prominently in view. All along it was declared that this aid to independent schools was a temporary expedient, and that the schools must become a part of the general system of State-controlled institutions, or the help would be withdrawn.

RESULTS OF THE WORK.

Schools—excellent, well taught, well managed—sprung up throughout the South, and the experiment was so satisfactory, good schools became so popular and such a recognized necessity, that in the course of a few years every State had in organic law or on statute books and in practical operation a system of public schools modeled with some necessary changes upon systems which had worked well in sister States in the North and West. When these systems were established, as had been assiduously worked for, the trustees no longer helped independent schools, but gave their aid only to free schools, carried on under State auspices, and acted in cooperation with State educational authorities. For twenty years or more not a dollar has been given to any school which has not been, in whole or in part, under State administration and aided by State revenues.

The improvement of State systems of public schools was the next logical step. Excellence has been rewarded and the income of the fund is now almost exclusively used in teacher training. The Peabody Normal College at Nashville, in which all

the Southern States are allowed a definite number of free scholarships, has grown to be a great institution, with 31 teachers and 600 students, male and female, and receives the major part of the annual income of the fund. Under the wise and masterly management of President Payne, this college now ranks among the best of its kind in the Union. Through the active influence of the agents and the timely pecuniary cooperation of the fund, normal schools have been established in nearly all the Southern States, and to these schools, if of a high order and supported and controlled by the State, liberal aid is given. Teachers' institutes, held annually in the different States under the management of State superintendents, are encouraged, so as to furnish to the public-school teachers, especially to those who have not enjoyed pedagogic training, instruction from experts and the most successful teachers who can be obtained. Some of the States have now several normal schools, and in this effort to increase the qualifications of teachers and to require an advancing standard the negroes have largely shared.

MEN WHO ADMINISTERED THE FUND.

Since the origin of the trust in 1867 there have been only two general agents between whom there was unbroken and intimate friendship, and often close and confidential conference. The present agent, familiar from the first with the policy and plans and acts of Dr. Sears, has felt it a duty and a privilege to follow in the footsteps of his predecessor and thus accomplish most effectually the beneficent and patriotic purpose of the great founder of the trust. He visits once or twice a year the schools receiving help and has had the honor and privilege of addressing more legislatures than any other American ever had.

Besides the names mentioned in the original trust, the trustees, chosen from both sections, now include such men as Bishop Whipple, Dr. Greene, Governor Porter, J. Pierpont Morgan, William A. Courtenay, Chief Justice Fuller, Judge Somerville, Ambassador Choate, Judge Fenner, President Gilman, Senators Wetmore and Hoar, President McKinley, and Richard Olney. Such men and their predecessors, giving without remuneration time and thought to the management of this world-renowned benefaction, have had a happy and unifying influence upon the sections that can not be overestimated.

The fund was reduced to $1,000,000 by the refusal of Mississippi and Florida to pay their bonds. The income from the remainder is used in the work which has been described. Since 1867 nearly $3,000,000 has been paid out by the treasurers, mainly on recommendation of the general agents. When it is said that that most eminent and experienced financier, J. Pierpont Morgan, is the treasurer, one may know that the finances are managed without diminution for salary and with consummate and unparalleled skill.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

By Principal H. B. Frissell, D. D.

This institution is located in Hampton, Elizabeth City County, Va. It was founded in 1868 by Gen. S. C. Armstrong, and is neither a Government nor a State school, but is controlled by a board of 17 trustees representing seven different denominations, no one of which has a majority. It is devoted to the practical education of negro and Indian youth, and has mechanical, agricultural, and academic departments.

Total number of students in 1900–1901 was as follows:

	Male.	Female.	Total.
Negroes	496	422	918
Indians	65	54	119
Total			1,037
Number of teachers	24	27	51
Number of other employees	28	28	56
Total number teachers and employees			107

Average age of pupils, 18.

Discipline, military.

NORMAL DEPARTMENT.

The normal department offers a two years' course of instruction in the following subjects:

History of education.
Theory of education.
School organization and administration.
Psychology and child study.
Educational classics.
Negro and Indian society
Arithmetic.
Literature and history.
Geography.
Nature study.
Manual training.
Form and color.
Domestic science.
Physical training.
Music.
Library methods.

Courses are also offered in cooking and dressmaking, leading to special normal diplomas. The Whittier preparatory school of 395 children is used as a school of observation and practice for this department. During 1900–1901 there were 28 students (19 women and 9 men—4 Indians, 24 negroes) taking the two-year advanced course; 9 received normal diplomas; 10 others have finished the first year of the normal course, and the remainder are taking post-graduate courses in agriculture, business, or electricity.

The normal department is comparatively small, because it has but recently been established as a separate department in the effort to increase the requirements for a teacher's certificate and to send out better-equipped teachers for the negro and Indian races. It is increasing in numbers each year.

ACADEMIC DEPARTMENT.

There were during the last session 605 students in this department—363 male and 242 female. They were classified as follows:

	Male.		Female.		Total.
	Indian.	Negro.	Indian.	Negro.	
Day school.					
Senior	3	24	2	12	41
Middle	7	32	3	34	76
Junior	15	24	22	63	124
Special				4	4
Preparatory	15	22	19	25	81
Night school.					
Senior		4			4
Middle	6	55			61
Junior	12	130		33	175
Preparatory	2	12		25	39
Total	60	303	46	196	605

The following subjects are taught in the academic department:

Agricultural science.	Bible study.
Hygiene.	Civics.
Geography.	Drawing.
Arithmetic.	Penmanship.
History, United States and general.	Gymnastics.
English.	Physics.
Reading and literature.	Bookkeeping.

Manual training: Basketry, sloyd, bench work, wood turning, forging, sewing, and cooking.

Every student is taught agriculture and manual training. The pupils enter at 16 and 17 with but little previous training, and the course of study is adapted to their needs. All studies are made to center about agriculture and home life. Girls are taught all the arts that pertain to housekeeping, including mattress making, painting, papering, repairing chairs and latches, and the care of a garden and of poultry.

All students are obliged to work with their hands one or two days in each week and are enabled in this way to pay a portion of their board, which is $10 per month.

Forty-one students received academic diplomas in June, 1901.

TRADE DEPARTMENT.

The number of students who have been given instruction in trades during the past year is as follows:

Blacksmithing	25
Wheelwrighting	15
Carpentry	38
Tailoring	20
Painting	10
Tinsmithing	1
Steam fitting	5
Machinist's trade	13
Bricklaying	6
Harness making	5
Shoemaking	9
Upholstering	11
Printing	7
Total	165

The students in the finishing class in carpentry last year were given for half the year one-half day each at bricklaying, painting, and tinsmithing, four hours at wood turning, and six hours at designing small houses and estimating the material for them. The rest of each week was spent at the carpenter's bench. Such an "all-around" course enables the carpenter to plan a house, estimate its cost, and finish it in every detail. All tradesmen have mechanical drawing and attend night school for academic studies. All learn also to make estimates in their various trades.

Most of the trade courses are three years in length; the first year being spent in the trade school, the second in one of the productive industries, and the third in the trade school. A regular course of technical instruction is given in each department. Sixteen tradesmen received certificates in nine different trades in June, 1901.

AGRICULTURAL DEPARTMENT.

Of the 795 acres embraced in the school's two farms, 500 are under cultivation by students.

The following crops and products have been raised or made, and sold either to the school or to outside parties:

Wheat	bushels	600
Corn	do	8,030
Oats	do	500
Potatoes	do	1,860
Turnips	do	545
Onions	do	43
Beans	do	150
Other vegetables	do	1,500
Fruit	do	215
Melons	number	4,000
Pumpkins	do	5,000
Hay	tons	240
Butter	pounds	3,500
Milk	gallons	75,000

Stock belonging to school as follows:

Horses	33
Mules	8
Cattle	258
Swine	126
Fowls	1,200

The subjects taught in the agricultural department are classified thus:

Special.—Chemistry, botany, insect life, history of agriculture, farm accounts, soils, drainage, horticulture, animal industry, dairying.

Senior.—Animal industry, dairying, stock breeding, stock feeding.

Middle.—Soil water, farm drainage after cultivation, rotation of crops, plant propagation, insects, and plant diseases, manures and manuring.

Junior.—Plant life, soils, insect life.

Whittier preparatory.—Nature study, practical work in school garden (2 acres with 200 individual plats).

Twenty acres of the school land are used as an experiment station; and four as a model farm, which is managed by a student so as to show how to maintain a moderate sized family on a small piece of land.

The institution sends weekly and monthly weather reports to the Central agricultural station.

SUMMER NORMAL INSTITUTE.

A school of methods is held in July each summer, the expenses of which are borne by the State of Virginia and the Hampton Institute. During the last session there were 347 teachers enrolled, representing 15 States and Territories, 127 being from Virginia. Industrial as well as academic courses were offered and were chosen by a large percentage of the teachers. All the industrial classes were full to overflowing within three days after the opening of the institute.

INDIANS.

There have been 119 Indians in attendance during the past year—65 boys and 54 girls. They have been classified with the negro students and have therefore had the same number of teachers and have studied the same subjects; 46 boys have taken trades, 4 have had a special course in agriculture, 4 boys and 5 girls have been working with families in the north, 4 girls have had a special seamstress course, and 48 girls have had instruction in sewing and housework. All the Indian girls have

had instruction in lace making, as well as in the various forms of manual training taught in the school.

The tribes represented are as follows:

Oneida.	Arickara.	Ponca.
Seneca.	Winnebago.	Apache.
Tuscarora.	Mohave.	Caddo.
Onondaga.	Chippewa.	Navaho.
Stockbridge.	Creek.	Yuma.
Cherokee.	Shawnee.	
Sioux.	Papago.	

FINANCES.

The entire school plant is valued at		$783,000.00
Value of land	$57,000.00	
Value of buildings	565,000.00	
Value of equipment (exclusive of library)	155,500.00	
Value of library (11,000 volumes)	5,500.00	
Total endowment		926,636.15
Annual income (including voluntary contributions)		184,539.07
Income from productive funds (endowment)	43,123.68	
Income from the General Government	37,148.27	
For maintenance of Indian pupils	$18,485.58	
Appropriation through State of Virginia (one-third of interest on land-scrip fund investment)	10,329.36	
One-third of allowance to Virginia from "Morrill fund"	8,333.33	
Income from other sources	5,488.06	
Benefactions for current expenses	98,779.06	
Benefactions received during the year for endowment		37,588.00
Benefactions received during the year for permanent improvements		21,656.00
Annual expenditures		169,277.99
Salaries of teachers and other employees	$70,927.25	
Net cost of industrial departments, including salaries of instructors	17,237.11	
All other expenses	81,113.63	
Amount credited to students for labor		48,466.58

Students are not charged tuition. It is paid by individuals and associations in annual gifts and interest from scholarship funds.

Annual academic scholarship	$70.00
Annual industrial scholarship	30.00
Permanent academic scholarship	2,000.00
Permanent industrial scholarship	800.00

THE METHOD OF VENTILATING SCHOOLROOMS BY WINDOWS AND FIREPLACES.

By W. T. Harris.

Undoubtedly the ideal plan for warming and ventilating houses includes a fresh-air shaft, bringing down the air from the top of the building, heating the same, and forcing it into the schoolroom by a fan moved by steam or other power. The feet should be kept warmer than the head, consequently the foul-air flues should be placed near the floor. This ideal plan is generally considered an expensive luxury,

too expensive for use in most places. I can remember that twenty years ago many of the buildings in Chicago were heated and ventilated on this plan. By simply turning a register the inflow of hot air could be stopped at once, and the inflow of fresh, cool air substituted. The steam engine which furnished the hot air was placed in a small building just outside of the building used for school purposes. I have never inspected schools elsewhere that were heated and ventilated in so satisfactory a manner.

The brief remarks which I shall make in this paper are devoted to the question of interest in the great majority of schoolhouses in this country—houses that depend on windows and doors and chimney flues for their ventilation, and for heating depend upon stoves or hot-air furnaces, or steam coils. The universal tendency when the air of the schoolroom becomes too hot is to raise a window and let in the cold air from the bottom. The consequence of this is a direct draft upon the backs or shoulders of pupils sitting near the window. Pupils at a distance from the window get some of the fresh air without danger from the current of air caused. It seems to me that very many cases of ill health in later life can be traced back to carelessness in this matter of direct ventilation from the window upon the pupil. The seeds of future rheumatism were then planted. Rheumatism, it is well known, leads to heart disease. In case the lungs are the weakest point, consumption may set in first, especially where the effect of sitting in a draft of air produces a bad cold instead of rheumatism.

Inasmuch as the cold stream of air falls to the floor on entering the room and diffuses itself around the floor, it tends to produce cold feet. Hence the ventilation of the room from the bottom of the window is sure to be inimical to the health of the pupil.

But the child must have fresh air. Foul air deteriorates the blood and lowers the tone of the whole system, thus inviting disease. The child must have fresh air, but the fresh air must be introduced through the top of the window, and not through the bottom. This is the point that I wish to emphasize. If the window is not constructed so as to be lowered from the top, it can easily be changed. A portion of the supports of the window can be cut out with a chisel, so as to allow the upper sash to be lowered to the distance of 1 foot or more. Then two buttons may be fixed, one of which supports the window within 1 inch of the top and another that supports it when lowered a foot or more. This change should be made in all the windows and not merely in a few of them. Every schoolroom should have at least four windows. Each of these four windows should be so constructed that the upper sash may be lowered.

In cold, sharp weather, or very windy weather, when the air is mild, the upper sash of each of the four or more windows of the schoolroom should be lowered 1 inch from the top. The cold air from without enters the space above the window and meets the hottest air in the room. It is heavier and descends toward the floor, creeping down the side of the window and the wall of the room and becoming heated in its passage. During its descent it also diffuses itself more or less, and in no case does it strike the backs or shoulders of the pupils, provided that there is an aisle, as there ought to be, between the pupils' desks and the wall of the room. Moreover, when it reaches the floor it has become so much modified and warmed it does not cause a cold chill to the feet of the children.

If the weather is warm or mild, and there is little breeze stirring, the windows should all be lowered from 6 inches to a foot. This will introduce a much larger inflow of fresh air, but it will hold its course to the floor near the wall or down the window without striking the shoulders of the pupils. In case, however, of cold weather, or of windy, mild weather, the volume of air pouring through an aperture a foot wide would be projected forward into the room like a cataract, and would reach the pupils and do them harm. Everyone knows that the hot

air rises toward the top of the room and remains as a sort of reservoir of air above the point at which fresh air is introduced. When the window is raised from the bottom and not lowered from the top, the persons seated on the other side of the room not affected by the inflow of air feel the oppressing effect on the body of stagnant air in the top of the room. This is instantly removed upon opening the ducts at the top of the room, because all of the air in the top of the room is set in motion by the process.

I have said that all of the windows, and not some of them, should be lowered from the top. It will not do to fix one window alone and suppose that is sufficient for the purpose of ventilating a whole schoolroom. It will do something, but what it does will not be well done. For, in order to affect the air of the whole room, it will be necessary to lower the window too much, and the consequence will be the creation of a too brisk current, the formation of a cataract of air, as it were, which will flow outward from the wall into the schoolroom so far as to strike the pupils sitting nearest that window. All of the windows should be lowered, and no more than is necessary to produce the change of air in the whole room by the descent of a thin sheet of cold air down the windows and the wall to the floor.

This method of ventilating the rooms is not a matter of mere theory, but has been tested by me during many years' practice. Any schoolroom that has four windows to it may be ventilated by this process in a fairly serviceable way. But it is quite important that there should be ventilating flues at the bottom of the room opening into a large ventilating flue surrounding the smokestacks which carry off the heat of the furnace. There is a sort of sour schoolroom air which the school visitor remembers vividly. This schoolroom smell can not be removed effectually except by ventilators at the bottom of the room. The ventilation by means of the tops of the windows that I have already described gives a fair supply of fresh air to all in the room, but it is not quite adequate to remove this schoolroom smell here spoken of. The ventilating flue at the bottom of the room opening into the smokestack is supposed to draw the air out of the bottom of the room by the draft of the heated air ascending the smokestack. By the term "smokestack," I refer to the iron pipes within the chimney through which the smoke and gases from the fuel escape up the chimney. A space left around this smokestack and open all the way to the top of the chimney furnishes the ventilating flue which is found to do the service in schoolhouses. When the building is not heated by furnace and the volume of air in the ventilating flues is not heated, there will not be a draft sufficient to suck out the sour and fetid air from the bottom of the schoolroom. An open fireplace in some part of of the schoolroom will answer this purpose admirably if a small fire is kept in it constantly, even in summer. A kerosene lamp of small size will do wonders by causing an ascending current of air which draws out the bad air at the bottom of the room.

In case the room is heated by a stove, the stove should be a large one, so that the door may be left open after the coal is ignited. The draft which carries the steam and gases up the chimney also draws out the bad air from the lower part of the room. In case wood is used, and an open door occasions too rapid combustion of the fuel, some other plan must be adopted. The old Franklin stove or fireplace makes the best ventilator, though a poor heater. Its heating capacity may be increased sufficiently by lengthening the pipe and carrying it around the top of the room before connecting it with the chimney.

I should have said above that when the outdoor temperature is 80° F., or above, the windows may be raised from the bottom a foot or so, and lowered from the top as much as possible.

There are devices of oblique boards placed at the bottom of the window, or at the top of it, which are intended to deflect the current of air upward, and thereby pre-

vent its injurious effects on the shoulders of the pupils. I do not doubt that these devices are of some use, but in my experience I have never known them to be so good as the plan of lowering the windows from the top simply—that is, 1 inch in cold weather and a foot or more in mild weather; the reason, I suppose, to be this: That the oblique board serves to prevent the inflow of air when there is no breeze stirring outside of the schoolroom. For air, when still, refuses to climb over the oblique board, just as water, or any other fluid, refuses to climb over its bank. The oblique arrangement will work only when the wind blows toward the schoolroom.

Of all methods of heating the schoolroom by direct radiation, hot-water pipes extending around the room, connected with means of admitting fresh air under the pipes, is the best that I have seen. The steam coil is apt to overheat and injure the quality of the air, although this may be rendered unnecessary by a more liberal supply of coils. The stove and the fireplace heat the schoolroom unevenly, but they furnish a natural means of ventilation, while the steam coil or the hot-water pipes demand some auxiliary process for ventilation, a process which is sometimes neglected, however. If ventilation is not provided for, the steam or hot-water heating apparatus may prove quite injurious to the health of the pupils.

CATHOLIC PAROCHIAL SCHOOLS IN EASTERN MASSACHUSETTS.[1]

In 1872 the present limits of the Catholic diocese of Boston were fixed, and Boston was, in 1875, made an archiepiscopal see. These limits are the counties of Suffolk, Middlesex, Essex, Norfolk, and Plymouth (with the exception of the towns of Mattapoisett, Marion, and Wareham).

There were Catholic schools in some form among the Indians during the colonial days, and perhaps for others, but the "first Catholic school" on record in New England was opened at Boston in 1820 by the Right Rev. Bishop Cheverus, and was taught by the Ursuline nuns.

The Right Rev. Bishop Fenwick (1825–1846) made great efforts to promote Catholic education for all classes of Catholic people. He established a day school in Boston for boys and girls in 1826, when the Ursulines moved to Charlestown, and in 1831 introduced the Sisters of Charity from Emmitsburg to open free schools for girls. A classical department for boys, taught by the right reverend bishop and his clergy, was opened before 1829, and afterwards was called the Holy Cross Seminary (1835), a boarding and day school for the education of young gentlemen, chiefly for the Church.

This school was practically closed in 1837, when Mount St. James Seminary was opened at Worcester, now and since 1845 known and honored as Holy Cross College.

The free schools under the Sisters of Charity increased rapidly, while the Ursulines, after the burning of Mount St. Benedict's Convent in 1834, never regained a strong foothold.

The Catholics were very poor; in fact, with much outside help, they raised only $9,000 in nine years to purchase a home for the Sisters on the corner of Pearl and High streets. It was, therefore, difficult to support schools.

Their efforts, however, were not relaxed and a new development characterized the Catholic school movement. Schoolmasters from Ireland came to New England, and settled wherever Catholics were gathered. At times they opened schools on their own responsibility, and trusted to the parents for their pay.

This will, in part, explain an historic remark in the United States Catholic Directory for the years 1845 to 1849, under "Boston." "There are common schools for

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[1] The following account is taken from a pamphlet with the title "Historical sketch of the growth of Catholic parochial schools in the archdiocese of Boston," by Rev. Louis S. Walsh, supervisor.

both male and female children in most (?) of the cities and towns of this diocese having Catholic teachers. In Lowell they are supported at the public expense, but in all other places at the expense of the parents of the children, aided by collections in the churches."

Boston, Salem, Lowell, Lawrence, and other places saw the rise and fall of several Catholic schools under the discipline and educational methods of these schoolmasters, who were assisted by young and elderly ladies of the various parishes. It was simply the Irish, and later the German or French "school" imported.

The lack of means and the scarcity of religious teachers made constancy and progress difficult, but in 1849 a more systematic and very successful movement was begun by the introduction of the Sisters of Notre Dame of Namur, in Belgium, who had a few years before, in 1846, opened their first school in the United States at Cincinnati.

The Notre Dame Sisters were established in Boston by Father McElroy, S. J., and on November 13, 1849, opened their convent on Stillman street. On the following Tuesday morning they assumed charge of St. Mary's girls' school, replacing two lay teachers.

Their development in the archdiocese has been marked and steady, and to-day they rank first in numbers among the religious teaching communities, having a novitiate and normal training school at Waltham, three academies (at Berkeley street, Roxbury, and Lowell), and 22 parochial schools, in which girls and in many places primary boys are taught.

In 1855 there were in all Massachusetts, then forming the diocese of Boston, only five free Catholic schools for girls, taught by Sisters, and a few schools for boys taught by lay men and women. In 1866 there were ten schools for girls and four for boys, with probably a few others not noted in the Directory.

From 1866 to 1872 the progress was slow, while the diocese was narrowed in territorial limits; in the latter year there were 13 Catholic parochial schools, eleven for girls, namely: St. Mary's, Holy Trinity (German), St. Stephen's, Sts. Peter and Paul, Holy Redeemer, and Assumption in Boston, St. Patrick's in Lowell, St. Mary's and St. James in Salem, St. Mary's at Lawrence, all the above under the Sisters of Notre Dame; also St. Mary's, Cambridgeport, under the Sisters of the Congregation of Notre Dame of Montreal. Two schools for boys remained, namely, St. Mary's at Boston and the Holy Trinity (German), both under lay teachers, while the schools for boys at Salem, Lowell, and Lawrence had been closed, chiefly on account of financial difficulties.

Thus far no systematic efforts for the education of boys had been made. The Sisters of Notre Dame of Namur had been teaching in many places the small boys, but did not wish to teach the larger boys. Their rule and constitution do not expressly forbid this work, but the traditions and customs and very words of their religious profession or vows restrict them to the "instruction of girls."

This fact is shown by developments, the numerous applications for Sisters from various parts of the country, and the actual urgency in Boston to supply a new school with teachers, all combined to make the introduction of some other teaching community a necessity, and a notable movement was inaugurated when, in 1873, the Sisters of St. Joseph, from Flushing, in the diocese of Brooklyn, were introduced into the Boston diocese at Jamaica Plain. The congregation of the Sisters of St. Joseph was founded at Puy, in France, in 1650, and was first established in the United States at St. Louis, in 1836, whence it has spread over the country. The Sisters, not long after their establishment in Boston, were constituted a diocesan community, in the sense that his grace the most reverend archbishop became their superior.

The mother house and novitiate, established first at Jamaica Plain, was transferred in 1885 to Cambridge (Fresh Pond), where an academy for girls was also opened. In 1891 both were removed to Allston.

The Sisters of St. Joseph opened schools for boys and girls of all grades, and now teach in eight parochial schools, also in the Daily Industrial Home for Girls at Neponset, and in 1899 opened a day and boarding school for deaf mutes at Jamaica Plain.

The introduction of this congregation was rapidly followed by the establishment of several other religious communities of women, that teach boys and girls of all grades, and of four orders of Christian Brothers to teach large boys.

In 1873 there were perhaps three or four fairly good school buildings in the 13 parishes then having schools; to-day 62 parishes have schools in 74 buildings (not including basements of churches or convents), for the most part modern and well equipped; 42 of these buildings are brick. The valuation of school property, including all the convents, is not far from $4,500,000. In 1873 there were 11 schools for girls and 2 for boys. To-day there are 65 for girls and 61 for boys.

Then there was no high school, now there are 10 high schools for boys and 25 for girls.

In 1873 there was only one religious community teaching in the diocese, if we except the Sisters then teaching at Cambridgeport, and replaced soon after, in 1876, by the Sisters of Notre Dame of Namur. To-day there are 17 orders of Sisters, having 664 teachers, and 4 orders of Christian Brothers, having 75 teachers with nearly 50 lay teachers.

The priests of the parish teach Christian doctrine in many schools, and in few places teach other branches, as natural science, history, music, etc.

In 1873 there were not more than 6,000 pupils, while to-day there are at least 38,200 pupils, according to the statistics of June, 1900. In January, 1901, the statistics show for parochial schools of the archdiocese of Boston 40,273 pupils and 820 teachers.

In the meantime a new impetus was given to the Catholic school movement by the legislation of the Third Plenary Council of Baltimore in the year 1884. Recalling and reviving all the previous laws, new decrees, more urgent, more detailed, and explicit, were issued by the fathers of the council, and all pastors and people were again earnestly exhorted to provide Catholic schools, with an equipment and training not inferior to the standards of the best public schools. The results are seen in the great increase of schools from 1884 to 1900. In the school year 1888–89 a school board was appointed for the archdiocese of Boston. In 1897 a supervisor of schools was appointed, Rev. Louis S. Walsh. He has made a personal visitation of every school in the archdiocese during the past two and a half years, and presented to the Archbishop of the diocese a report on the diocesan system of schools, and on each individual school.

In all New England, where in 1820 1 Catholic school was opened, there are to-day about 325 schools and 122,000 pupils.

In these various facts, figures, and estimates the pupils in the Catholic academies and in the Catholic charitable institutions have not been included.

General recapitulation.

Parishes having schools	63
Schoolhouses:	
Stone	2
Brick	40
Frame	32
Basements	5
In convents	10
Total	89

Schools.	For boys.	For girls.
High	10	25
Grammar	42	55
Primary	61	65

Teachers.	Primary.	Grammar.	High.	Superior.	Total.
Sisters	349	237	34	44	664
Brothers	29	36	4	6	75
Laymen	3	1	1	1	6
Lay women	23	16	2	.....	41
Total	404	290	41	51	786

Pupils.	Boys.	Girls.	Total.
High	108	542	650
Grammar	4,940	7,123	12,063
Primary	11,222	14,254	25,476
Total	16,270	21,919	38,189

THE COLLEGE MAN AS LEADER IN THE WORLD'S WORK.[a]

By Prof. R. H. Thurston,

Cornell University.

In the twentieth century the college man is, more than ever before, the leader of the world. Mind leads the world; mind ultimately is the ruler of the world. That mind leads the world which is not simply developed into maximum intellectual perfection; it is that mind which, perfected and strengthened and given symmetry and vigor, is also made most thoroughly at one with the world. It is not enough that the man shall be a great scholar, or the greatest of scholars; nor is it enough that he shall represent the highest culture and possess the most vigorous brain; nor can learning, even learning united with wisdom and culture, however magnificent the whole, in union give leadership in this world.

A primary requisite of leadership is close and strong connection with the great world to be led. This union being assured the true leader gains and holds his leadership by the exercise, in unrivaled power and with unequaled tact and judgment, of those talents which have been reenforced by the no less indispensable learning and culture and wisdom; these united confer leadership. Ultimately, also, it must be remembered that the greatest mind can never lead if apart from the world and out of touch with those who are to be led. Any man of good sense and rich in humanity, even though unlearned and without extraordinary genius, will sooner acquire leadership than the wisest and greatest man of genius the world at the time possesses, lacking this firm hold upon those who should follow.

He who would lead must have this compound constitution and must acquire the useful forms of learning and the hardly less valuable forms of culture, for such purposes, and he must cultivate that wisdom and tact and those virile qualities which are all-essential to perfect success. He who would lead must be prepared closely to follow leaders preceding him, and the requisites for following leaders in the front ranks are substantially the same, apart from the peculiar genius of the general of the army, as for leadership itself. And each should be well prepared to follow, each in his proper place, and there to be content while most efficient. * * *

[a] A commencement address, Case School of Applied Science. Reprinted from the Popular Science Monthly, February, 1902.

A century ago there was but one recognized form and method of education—what is now termed the classical—composed of studies of the ancient languages and literatures, comparatively lean and narrow as they are; the elementary mathematics, to the extent now attained in the secondary schools; a homeopathic dose of physics and chemistry; a little French; and a somewhat larger, if less palatable, dose of "philosophy." The century has been one of extension, broadening, elevation, diversification, and systematization of education, and of the incorporation into the curriculum of the modern languages and literatures; the modern physical sciences experimentally developed; the arts, fine and useful, so far as capable of scientific treatment; and the principles and practice of the professional schools, including the latest and most strictly taught of the group, the school of engineering and its associate professional schools of every sort. The whole evolution of the century has been consistent in every field and technical, "practical," education is simply one of the elements of a complete and perfect evolution of modern life.

The world now acknowledges its need of the college man, and my own letter files are crowded with calls for competent men far in excess of the number available; while the number seeking even improved situations is small, and I know of none out of work, unless ill. At the top, the space is enlarging, though it is always ample for tiptop men. Formerly positions paying $5,000 were rare, now the college-bred man is coming forward when $10,000 positions are seeking, and failing to find, the men who are competent to fill them satisfactorily. Generals are, comparatively, still more rare than ever, even though training for generalship is going on at an unprecedented rate and the opportunities are multiplying for great men and good men and capable men as never before. * * *

The leaders of even the world of business are educated men, as a rule. Morgan, the leader of finance to-day, is a college man, a graduate of Göttingen. None of this class of men is likely to advocate the endeavor of a people to become a crowd of wealthy boors rather than a nation of gentlemen, scholars, and wise men. The great financiers of the country are now usually college men; the heads of railways are often of that class, even though they have begun at the foot of the ladder; all distinctively learned men are of that class; our greatest men in literature, science, and art are practically all educated and cultivated men; the inventors of the telegraph and the telephone were both educated, and in fact learned, men; all the great men in medicine and surgery are college men; all the great lawyers and every great jurist on the bench is of the same rating. We make our Presidents of learned men and usually of college men. The same is true of the members of their Cabinets, of the judges on the Supreme Court bench, of the chiefs of bureau, and practically all men in highly responsible positions. Our foreign ministers and ambassadors, where reflecting special credit upon their country, like Lowell and White and Hay and Choate, have been not only college men, but distinguished for their attainments in the highest fields of academic learning.

In engineering no man will in the coming generation have even an average chance of success professionally without uniting to the essentials characteristic of a "general of industry" in generations just past the now hardly less essential requisites furnished him by systematic instruction in the sciences underlying his art and the applied sciences and the scientific methods fundamental to his profession. Now and then a man may get on, and even possibly attain a high or leading rank, but it will be at enormous sacrifice of strength, energy, and physical vigor; and when he reaches his goal it will prove that he has gathered "apples of Sodom" for a "Barmecide feast," and he will mourn, as have so many before him, the lack of that which makes a life of independence and of liberty in expenditure worth having. He will probably, as have so many before him, if his long life of self-seeking has not poisoned his character and killed all his sympathies, seek the next best thing and try to help other later youth of ambition and energy secure what he so greatly needs.

While it is largely true, as has been asserted by more than one such man—like the fox in the fable seeking to justify his amputated tail—that the prizes of our time and our country are now being often grasped by the uncultivated and unlearned man, the fact is mainly due to the circumstance that these men of to-day are mainly uneducated through the misfortune that they were born too soon and before higher education had come to be general and suitable to the conditions of modern life. In another generation this situation will be modified in the direction of giving these opportunities to educated men in vastly larger proportion. Meantime every successful man lacking education, learning, and culture recognizes to-day either that he has also lacked wisdom if deliberately declining to secure an education when young, or that he has been extremely unfortunate if deprived of that privilege by force of circumstances. Not a man of them but envies his poorest acquaintance who possesses the essentials of content in a life outside the narrowing and engrossing pursuits of a business life. He lacks preparation for precisely what all his energies have been directed toward—making suitable provisions for a profitable and happy life on a higher plane.

Visiting the famous Homestead Steel Works some years ago, the gentleman who was taking me through the mills pointed out a strong, good-looking, and evidently masterful man standing on the top of a set of heavy roll housings in the armor-plate mills and remarked: "That man is paid more than your college president," and, indicating another who was directing work not far away, and who evidently belonged to the same class—the most intelligent of mechanics—he said: "That man is getting pay exceeding that of any one of your professors." Both men were soiled and grimy, dressed in overalls, and, as occasion arose, ready to take a hand in the work; and to the unaccustomed eye of the casual visitor they would seem to be day workmen, but one familiar with such scenes would instantly detect the bearing and manner of the born general, prepared through natural force of character to command. They were men from the ranks—active, ambitious, good workmen; strong, proud, yet pleasant in their intercourse with all about them, and perfectly well prepared for their places by knowledge, experience, and natural fitness.

Why were these skilled mechanics paid the salaries of college presidents and of college professors? The answer is simple: They could make themselves so useful and so necessary in the business that the proprietors could make money by employing them, large as was their compensation. Precisely the same principle operates when the presidents of great corporations receive tens of thousands of dollars as salary, or fifty thousand or a hundred thousand. The directors of such enterprises do not give away a hundred thousand dollars simply out of kindness; their enormous interests compel them to seek out the one fittest man in all the country, the man who is sought by perhaps many other great enterprises as a guide and director, to make those interests safe; identifying him, him they must have at his own price. Similarly, the great leaders in the industries take a few millions of the many which they earn for the people; it is quite fair.

The unlearned and uneducated man will always have his place in this world of ours; but yet he will not hereafter have such opportunities, however great his natural abilities, as he has had in the past. It is sometimes—not very often—said by "successful" men of this class that the boy who grows up without learning, and who gives his boyhood's years to unskilled labor in shops and factories and mills, may hope for a larger success than he who is taught sound learning or given a "liberal and practical" education. They speak without foresight or forethought. The world of the coming generations is to be a very different world from that of these last, even as the last generation lived in a very different world from that of their fathers. Education is permeating the whole body politic, and rapidly becoming distributed to all ranks in life. For one poor man's son in college a generation ago there are many to-day, and for one one hundred years ago there are now the many

multiplied, and the man who would succeed, in whatever rank of business life, in whatever profession, must hereafter meet in competition men who, in addition to all the native talent which he possesses, and all the energy, vigor, and ambition which he may display, will have a brain stored with knowledge and scientifically cultivated and trained, and thus far better equipped than formerly for successful struggles with the world and for seizing the opportunities and meeting the responsibilities of the highest positions for which all may strive.

This is, in fact, admitted, and it is often asserted by the most wise and able and successful of this very class; and Andrew Carnegie is founding libraries, is promoting technical education, and is organizing a great technical institution as the noblest contribution of which he can conceive for the benefit of those workingmen to whom he owes so much and indebtedness to whom he so freely acknowledges. His great pupil, Mr. Schwab, while encouraging the penniless boy to begin bravely at the bottom and to work hopefully toward the top, still more emphatically declares his respect for learning, and his high estimate of the desirability of more general education, by himself organizing a trade-school for Pittsburg. A very large part of the work of founding schools and colleges and universities and every form of higher, as well as primary, education, outside the common-school system of the United States has been already done, and is being performed more and more generally and liberally and generously by this very class of men. Rockefeller builds up Chicago University; Ezra Cornell, uneducated and once in poverty, nevertheless gives all his surplus, once secured, to found a university in which "any man may find instruction in any study," and interests himself most of all in providing for the poor man's son; Hiram Sibley, owing his millions to the same sturdy, manly, and vigorous spirit, fighting his way from the bottom to the top, finds his noblest pleasure in organizing a college in which the education of the young mechanic and engineer may be carried up into the realms of applied science and the highest departments of professional work.

Lawrence and Sheffield, Case and Rose and Rensselaer, and the numerous other great philanthropists who have founded schools and colleges, even the most thoroughly educated and most cultured of all among them, it must be remembered, had no such educational opportunities as are offered the young men and women of to-day. The coming generation is to be comparatively highly educated people, and the man who is to succeed in dealing with the new, the modern, man must, more than ever before, have something of that culture. Highest success will only come of education and culture combined with a thorough scientific, professional preparation for the most advanced positions in the industrial or professional organization. In the past generations few men were given, or could be given, even the academic education of the time; to-day almost any man who has the wish and a real determination to succeed may secure a good education of the kind which he may most desire. In the last generation the competition for the high places and grand prizes, outside the then so-called learned professions, occurred between uneducated men, as a rule; in the generations now coming forward that competition will be between men who have not only the brain and the native talent, but also, and superadded to all that the older type of man possessed, that kind of systematic training which makes the intellectual as well as the physical gymnast, that scientific instruction which provides learning that finds its peculiar use in the industrial departments of life, out of which come, directly or indirectly, all great fortunes.

This is already coming into view as the characteristic change of the time in the making of the personality of the notable man of the time. To-day the educated men are taking their place in the world and their chances of success are, and have long been, vastly greater, in most directions, than those of the uneducated. The proportion of educated men taking their places in history is already fifty times as great as of the uneducated; the next generation will see practically all great prizes

in their hands. It is a splendid evidence of the progress of the world that he who chooses may enter the ranks of the educated, and he who will may make himself a man of culture.

As for opportunity to gain the prizes of common life, "what more can the college man ask than he now receives?" One man in a hundred to-day obtains a college diploma; these men supply one-third the members of Congress, one-half and more of our Presidents and Vice-Presidents, two-thirds of our Supreme Court justices, seven-eighths of the Chief Justices. In all ranks, in all great places, the names of immortals are in the proportion of 50 to 1 favoring the college man. If, as asserted by some writers of late, as I however think mistakenly, the proportion of college men to population is falling off, then so much the greater will be the opportunities of the wise. If, as presumably is the fact, college men are more and more pursuing professional studies, that means the elevation of the professions to a higher level and still larger opportunities for the college man fitted to lead. To-day the college man has thirty times as large an opportunity to succeed in public life as the nongraduate, fifty times as large an opportunity to reach the Cabinet, the Vice-Presidency, or the President's chair, sixty or seventy times as large a probability of success in striving for the Supreme Court, eighty or ninety times as favorable chances of becoming Chief Justice.

In the great industries there are probably a still larger proportion of positions which, without the scientific learning and systematic training in applied sciences given by the engineering schools, the most ambitious of men and the most talented could not attain, or, attaining, could not hold. The coming century will see these opportunities more and more the prize of intellect suitably trained, of mind properly strengthened, of talent precisely outfitted for the task of their acquirement. The college man will come more and more generally to take and to hold 100 per cent of the positions assigned the generals in the great army of industry. This is the more probable since, as is asserted by a foreign and unprejudiced observer, "The engineering profession is to-day, upon the whole, the best educated in America."

In all the later centuries until the nineteenth the college man seeking to unite with learning and culture, with knowledge and wisdom of the sorts approved by the older academicians, that no less noble and still more helpful learning of the sciences and of the arts of industry, joining the academic with the scientific and the professional, has been at a disadvantage among other college men. The end of this discrimination among learnings is now in sight, and one of the most striking signs of the times in this direction is the recent action of the Emperor of Germany and his Government and of the Emperor of Austria-Hungary and his officials in ranking the scientific and the professional schools beside the universities.

Many years ago, at the instance of your annalist, was initiated the degree of Doctor in Engineering; later, it has come to be the fact that at least one university has established entire equality between its colleges of arts and sciences, those of applied science and engineering and its professional schools, both in requirements for entrance and in those for graduation, as well as in value of its degrees in those departments of learning. Only recently the Emperor of Germany has announced the same democracy of learning for his country, and the Emperor of Austria-Hungary has followed suit, making the doctorates of engineering and of the applied sciences, and the institutions permitted to confer them, coequal with the doctorates of philosophy and their conferring universities. * * *

The college man is he who, in the days which are now come, when practically everyone who wills can secure learning if not wisdom, knowledge if not culture, sees opening before him the largest and most attractive opportunities. Whatever any other man may possess, he has that which permits him to aspire to companionship with, if not leadership of, the greatest and noblest in the land and of the time.

Given similar physical vigor, equally strong aspirations, similarly clear and strong intellect, no less refined sense of justice, sympathy, and manly brotherhood with men, it is the college man alone who has the advantage of systematic training of faculties, of most efficient teaching, of scientific knowledge and of highest learning through communion with the greatest men and the loftiest minds of the present and of the past, and who may with greatest confidence undertake the leadership of men. It is the college man who is best equipped for generalship in the industrial army, for furthest exploration of unknown fields of science, and for loftiest rise in the philosophical world, and, even with similar elementary experience and training, for greatest success in the lower, but none the less great, world of money makers. The twentieth century man will be the college man in type, and it will be college men, as a rule, who may be expected to go farthest and rise highest and to do the great deeds of the coming centuries, whether in finance, in the industries, in political life, or in the highest realms of science and the loftiest worlds of morals and philanthropy.

Shame be to him if, with all his advantages, he permits another to wrest from him that leadership by greater desert, by more perfect fitness. Glory be to him if he do his duty and splendidly, as he may, accomplish his grand task!

The college man is evidently ere long to take charge of our public offices and of the industrial and professional departments, and college men are to find their way into prominent positions as never before; but, fortunately, college men come from all sorts and conditions of people, and it can never be said that this means the organization of a class to dominate other classes, much less the masses. The sons of poor men, as a rule, always have been, and probably always will be, able to secure these positions oftener than the sons of rich men, for they have the discipline in early life that the latter usually lack. The process of promotion of the college man is to be one as well of constant redistribution of power among all classes, very much as common experience shows the wealth of the country to be as constantly in process of redistribution. The democracy of intellect and the democracy of influence will be insured by this process in the most desirable of all possible ways. The way is now opening to the college man as never before, and especially the departments of applied science and the industries offer him opportunities beside which those of the college man in the other professions are insignificant.

In another generation the proportion of men, educated and uneducated, who attain success will be vastly changed, and, happily, the number of men who have reached competence or wealth in their vocations and who must still sigh that they can not give of their millions to gain the education which they lack will be, probably, comparatively small—for the ambitious poor boy will much more commonly than now find his way to his triumph by way of the college or the professional school. The number of wealthy men who will esteem it a privilege to help on the work of education and to take part in other great works will undoubtedly also steadily increase until, as we may perhaps hope, the redistribution of surplus wealth may become the pleasure and the recognized duty of all.

The college man, leaving college, goes out into life once more a freshman and with the university of life for his next place of struggle, of aspiration, and of achievement. He enters upon a new training by different methods and through radically different experiences. He is trained indeed, but by no sympathetic and systematic teachers. He must find his own way to knowledge, and to wisdom, which is greater than knowledge, and must struggle onward and upward with not only little assistance, but even with almost every man's hand against him, and driven at times to raise his hand against every man except the select few whose interests or whose convictions coincide with his own and are opposed by all the world beside. But this is not difficult for the man who knows himself in the right. In all men, it is obvious to the close observer, there exists a fighting instinct which has its use in life, and the joy of contest makes easier the struggle for the intended goal.

Honesty, ability, capacity, and power, supplemented by precisely the right sort of learning and made available through systematic training, in every case prove winning quantities. The complete development of the man to a maximum of usefulness in the vocation and the life to which he is by nature best fitted means progress and ultimate success—provided he can keep himself in training. An essential element of the art of success is that of living long enough and in a state of high working efficiency. The fact that this is so generally ignored makes the opportunity of the man who never forgets it all the larger.

It is also the fact that it must be admitted that the incapacity, the lack of integrity, the indifference to duty, and the general inefficiency of the average man is one of the elements of the success of the man who does finally succeed. But, sad as is the fact, it may fairly be accepted by the man who is at once gentleman and scholar and expert as contributing to his opportunity. * * *

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES.

Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
		Boys.	Girls.	Total.	Percentage of total population.	Total.	Percentage of enrollment.	Men.	Women.	Total.
1	2	3	4	5	6	7	8	9	10	11
EUROPE.										
Austria-Hungary	1898–99	3,268,127	3,209,021	6,477,148	14	.....	87.5	86,945	29,100	116,045
Austria	1898	1,776,208	1,764,190	3,540,398	13.2	.....	90	66,846	20,570	87,416
Hungary	1899	1,491,919	1,444,831	2,936,750	15.3	.....	85	20,099	8,530	28,629
Belgium	1899	404,782	381,719	785,801	11.75	.....	.....	.....	.....	16,295
Bulgaria	1898–99	323,023	112,864	345,887	9.3	.....	.....	6,332	1,676	8,008
Denmark	.....	.....	.....	307,633	12.5	.....	.....	.....	.....	.....
France	1898–99	2,774,195	2,765,104	5,539,299	14.33	.....	.....	.....	.....	153,505
Germany:										
Baden (grand duchy)	1897	173,578	184,182	357,760	19.1	.....	90	6,030	800	6,830
Bavaria (kingdom)	1895	541,732	546,010	1,087,742	17.6	.....	90	17,953	6,299	24,252
Bremen (free city)	1901	14,533	13,428	27,961	12.5	.....	90	484	141	625
Hamburg (free city)	1901	50,494	57,342	107,836	14	.....	90	1,789	1,401	3,190
Prussia (kingdom)	1896	3,160,737	3,180,530	6,341,267	18.4	.....	90	81,762	10,299	92,061
Saxony (kingdom)	1899	416,611	354,049	770,660	18.3	.....	93	11,333	2,916	14,249
Wurttemberg (kingdom)	1900	186,032	209,428	395,460	18.2	.....	93	.....	.....	5,044
(From 19 States of the Empire no reports have been received since 1892. Full reports for the entire Empire are expected in 1903.)										
Great Britain and Ireland:										
England and Wales	1900	.....	.....	5,705,675	17.54	.....	.....	.....	.....	145,944
Scotland	1900	.....	.....	753,287	16.84	.....	.....	.....	.....	17,189
Ireland	1900	.....	.....	770,622	17.27	.....	.....	.....	.....	13,074
Greece	1900	126,521	37,929	164,450	6.8	.....	.....	2,428	744	3,172
Italy	1898–99	1,321,817	1,122,471	2,444,288	7.5	.....	.....	19,878	34,438	54,316
Netherlands	1899–1900	384,499	355,311	739,810	14.3	.....	.....	13,560	6,585	20,145
Norway	1898	.....	.....	332,373	14.8	.....	.....	4,552	2,354	6,906
Portugal	1890	.....	.....	237,791	4.4	.....	.....	.....	.....	.....
Roumania	1899–1900	.....	.....	336,300	5.7	.....	.....	.....	.....	5,813
Russia	1899	.....	.....	4,203,246	3.3	.....	.....	.....	.....	154,652
Finland	1901	.....	.....	[a]192,832 101,403	11.3	.....	.....	1,184	1,511	2,695
Servia	1899	83,273	17,628	100,901	4	.....	.....	1,037	884	1,921
Spain	1895	.....	.....	1,356,136	7.4	.....	.....	.....	.....	.....
Sweden	1898	.....	.....	740,007	14.4	.....	.....	.....	.....	15,907
Switzerland	1898	359,121	287,995	647,116	19.5	.....	88.2	8,138	6,297	14,43[illegible]

ASIA.											
British India:											
Assam	1896–97			84,267	1.57						
Bengal	1897–98			1,259,615	1.76						
Berar	1897–98			50,085	1.72						
Bombay	1900–1901	488,973	81,054	570,027	3.06	421,504	73.94				
Burmah (upper and lower)	1900–1901	117,654	9,984	[b]127,638	1.38						
Central provinces	1896–97			122,616	1.13						
Coorg	1896			4,039	2.33						
Madras	1899–1900	583,197	38,430	621,627	1.62						
Mysore	1900–1901	76,348	16,485	92,833	1.67	70,283	75.70				
Northwest provinces and Oudh	1897–98	258,614	13,449	[c]273,063	.57						
Punjab	1897–98	167,544	13,850	181,394	.80						
Ceylon	1898	110,290	39,940	150,230	4.99	91,529	60.92				
Japan	1899			4,302,623	9.8	3,461,383	80.4				88,660
AFRICA.											
Cape of Good Hope	1899	75,137	72,287	147,424	9.65	109,598	74.38	1,841	3,690		5,534
Egypt	1900			211,378	2.2						15,999
Natal	1899–1900			24,523	4.50						
Mauritius	1900	12,525	6,956	19,481	5.24	12,235	62.8				467
NORTH AMERICA.											
British Columbia	1901	12,069	11,546	23,615	13.21	15,335	69.93				528
Manitoba	1901			[d]51,888	20	27,550	53.09	592	1,004		1,596
New Brunswick	1901	30,870	29,550	60,420	18.24	37,717	62.42	353	1,488		1,841
Northwest Territories	1901	12,230	11,457	23,687		11,889	51.92				679
Nova Scotia	1900–1901	49,768	48,642	98,410	21.43	53,643	54.50	540	1,952		2,492
Ontario	1900	238,605	223,889	462,494	21.32	263,181	57.00	2,609	6,560		9,169
Prince Edward Island	1901	11,319	9,460	20,779	20.12	12,330	59.34	298	291		589
Quebec	1900–1901	99,440	101,684	[e]201,124	12.40	138,787	69.00	185	5,911		[f]6,096
Newfoundland	1899			33,781	16.08						10,327
Mexico	1899			684,563	5.1	474,622	69.3				15,505
Bermuda	1898			1,996	12.64						
WEST INDIES.											
Jamaica	1900–1901			86,491	13.52	50,978	58.94				887
Trinidad	1900			30,137	13.68	18,530	61.00				
Cuba	1901–1902	[g]86,854	[g]76,494	[g]163,348	10.38	109,148	69.8	[g]1,455	[g]2,124		[g]3,579
CENTRAL AMERICA.											
Costa Rica	1899			21,913	7.1	17,153	78.3	357	447		804
Guatemala	1899			47,303	3.0						1,578
Honduras	1902			28,026	4.8						

[a] In ambulatory schools.

[b] Also 142,965 in private elementary schools.

[c] Also in private elementary schools, 40,230.

[d] Enrollment included 104 pupils over 21 years of age, 51,700 between 5 and 21 years of age, and 84 below 5 years.

[e] Also in "model schools and academies" partly supported by public funds, 113,757 pupils, chiefly elementary.

[f] Teachers belonging to religious orders not included.

[g] Maximum at any one time. The figures for Cuba are taken from official statistics published by the Secretary of Public Instruction of the island.

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES—Continued.

Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
		Boys.	Girls.	Total.	Percentage of total population.	Total.	Percentage of enrollment.	Men.	Women.	Total.
1	2	3	4	5	6	7	8	9	10	11
CENTRAL AMERICA—continued.										
Nicaragua	1900			17,803	3.6					
Salvador	1893	16,663	12,764	29,427	2.9			453	340	793
SOUTH AMERICA.										
Argentina	1900	192,221	164,321	356,562	7.4	292,607	82.1	2,327	5,860	8,187
Bolivia	1899			36,418	2.0					1,020
Brazil	1889			300,000	2.1					
Chile	1900	55,423	58,987	114,410	4.2	72,912	63.7	873	1,819	2,692
Colombia	1897			143,076	3.7					
Ecuador	1894			76,878	6.4					1,666
Paraguay	1897			25,000	4.7					700
Peru	1898			91,853	2.0	63,298	68.9			1,991
Uruguay	1900	28,011	24,463	52,474	5.6			242	889	1,131
Venezuela	1891			100,026	4.3					
AUSTRALASIA.										
New South Wales	1899			233,233	17.78	149,439	64.06			
Queensland	1901			96,891	19.51	70,432	72.79	1,102	1,208	2,310
South Australia	1899-1900			63,183	17.70	43,789	69.30	402	929	1,331
Victoria	1900	125,661	118,000	243,667	20.29	147,020	60.33	1,897	3,080	4,977
West Australia	1900	9,862	8,695	18,557	11.75	14,663	79.01			551
New Zealand	1900			130,724	16.92	111,747	85.48			3,586
Tasmania	1899			23,272	15.86	13,105	56.31			

Countries.	Current expenditures.					Population.	Date of census.	Chief officer of education.
	Salaries.	Incidentals.	Totals.	Per capita of enrollment.	Per capita of population.			
	12	13	14	15	16	17	18	19
EUROPE.								
Austria-Hungary	$21,899,421	$7,809,680	$29,709,101	$4.60	$0.65	45,242,889	1900	No imperial office.
Austria	14,813,156	5,495,945	20,309,101	5.75	0.80	26,150,597	1900	Dr. W. von Hartel, minister of public instruction.
Hungary	7,086,265	2,313,735	9,400,000	3.20	0.53	19,092,292	1900	Dr. J. von Wlassics, minister of public instruction.
Belgium			7,635,056	9.71	1.14	6,687,651	1900	M. de Trooz, minister of interior and instruction.
Bulgaria			1,419,835	4.10	0.38	3,733,189	1900 (Dec.)	Minister of public instruction. [a]
Denmark						2,464,770	1901 (Feb. 1)	J. C. Christensen, minister of ecclesiastical affairs and public instruction.
France			42,803,050	[b] 10.02	1.11	38,641,333	1901	M. J. Chaumie, minister of public instruction and fine arts.
Germany						56,345,014	1900	No imperial office.
Baden (grand duchy)			3,270,000	9.00	1.75	1,866,584	1900	Baron von Dusch, minister of justice, worship, and education.
Bavaria (kingdom)			[c] 5,869,883	5.40	0.95	6,175,153	1900	R. von Landmann, minister of worship and education.
Bremen (free city)			290,000	10.40	1.30	224,697	1900	Dr. A. Pauli, senator, head of department of education.
Hamburg (free city)			1,740,100	16.14	2.26	768,349	1900	Dr. G. Hachmann, burgomaster, head of department of public instruction.
Prussia (kingdom)	31,871,325	12,577,049	44,248,374	7.00	1.30	31,463,377	1900	Dr. Conrad Studt, minister of public worship, education, and medical affairs.
Saxony (kingdom)	5,157,665	3,180,108	8,337,773	10.90	2.00	4,199,758	1900	Dr. von Seydewitz, minister of public worship and education.
Wurttemberg (kingdom)			[c] 953,737	2.42	0.45	2,165,765	1900	Dr. von Weizsäcker, minister of worship and education.
(From 19 States of the Empire no reports have been received since 1892. Full reports for the entire Empire are expected in 1903.)								
Great Britain and Ireland								
England and Wales			60,531,609	10.57	1.86	32,526,075	1901	Board of education, president, Marquis of Londonderry.
Scotland			7,436,752	9.87	1.66	4,472,103	1901	Committee of council on education, vice president, Lord Balfour of Burleigh.
Ireland			5,947,263	7.71	1.33	4,456,546	1901	Commissioners of national education in Ireland.
Greece						2,433,806	1896	S. E. Stais, minister of ecclesiastical affairs and public instruction.

[a] Present incumbent not known.
[b] Public schools only, which enrolled 4,169,578.
[c] From State only, or incomplete returns.

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES—Continued.

Countries.	Current expenditures.					Population.	Date of census.	Chief officer of education.
	Salaries.	Incidentals.	Totals.	Per capita of enrollment.	Per capita of population.			
	12	13	14	15	16	17	18	19
EUROPE—continued.								
Italy			$13,209,080	$5.40	$0.41	32,449,754	1901 (Feb. 9)	Signor N. Nasi, minister of public instruction.
Netherlands	$4,570,292		6,278,635	8.49	1.21	5,179,100	1900 (Dec. 31)	Dr. A. Kuyper, minister of interior.
Norway			2,625,580	7.90	1.17	2,239,880	1900 (Dec. 3)	V. A. Wexelsen, minister of ecclesiastical affairs and public instruction.
Portugal						5,428,659	1900 (Dec. 1)	E. H. R. H. Ribeiro, minister of interior.
Roumania						5,912,520	1899 (Dec.)	S. P. C. Haret, minister of public instruction and ecclesiastical affairs.
Russia						126,401,736	1897 (Feb. 9)	Minister of public instruction. [a]
Finland			628,225	2.14	0.24	2,592,778	1897 (Feb. 9)	Dr. L. L. Lindelöf, director-general in charge of schools.
Servia						2,493,770	1900 (Dec. 31)	Lj. Kovatchévitch, minister of public instruction and ecclesiastical affairs.
Spain						18,226,040	1897	Count Romanones, minister of public instruction and fine arts.
Sweden			5,152,328	6.96	1.00	5,136,441	1900 (Dec. 31)	N. L. A. Claeson, minister of ecclesiastical affairs and public instruction.
Switzerland	6,105,488	$232,939	6,338,427	9.50	1.91	3,315,443	1900	No federal office.
ASIA.								
British India:								
Assam						5,476,833	1891	
Bengal			710,722	.56	.01	71,346,987	1891	Mr. C. A. Martin, director of public instruction.
Berar						2,897,491	1891	
Bombay			693,400	1.21	.03	18,584,496	1901	Mr. E. Giles, director of public instruction.
Burmah (upper and lower)			69,768	.54	.007	9,211,161	1901	Mr. John Vansomeren Pope, director of public instruction.
Central provinces						10,784,294	1891	
Coorg						173,055	1891	
Madras			389,875	.62	.01	38,208,609	1901	Mr. G. H. Stuart, director of public instruction.
Mysore			125,440	1.35	.02	5,538,482	1901	Mr. H. J. Bhabha, inspector-general of instruction.
Northwest provinces and Oudh			418,762	1.53	.01	46,905,085	1891	Mr. T. C. Lewis, director of public instruction.
Punjab			612,363	3.37	.03	20,866,847	1891	Mr. W. A. Bell, officiating director of public instruction.
Ceylon			91,709	.61	.03	3,009,461	1891	Mr. J. Harward, acting director.
Japan			9,989,599	2.32	.23	43,763,153	1898 (Dec. 31)	Matsuda Masahisa, minister of state for education.

AFRICA.								
Cape of Good Hope			1,275,795	8.65	.83	1,527,222	1891	Mr. Thomas Muir, superintendent-general of education.
Egypt						9,734,405	1897 (June)	Hussein Pacha Fakhry, minister of public works and public instruction.
Natal			286,315	11.67	.52	543,913	1891	Mr. Robert Russell, superintendent inspector of schools.
Mauritius						371,665	1897	Mr. A. Standley, acting superintendent of schools.
NORTH AMERICA.								
British Columbia			[b] 494,347	20.93	2.77	178,657	1901	Hon. J. D. Prentice, acting minister of education.
Manitoba			1,272,616	24.52	5.00	254,947	1901	Department of education, Hon. Colin H. Campbell.
New Brunswick			600,340	9.93	1.81	331,093	1901	Mr. James R. Inch, chief superintendent of education.
Northwest Territories			483,566	20.66				Mr. D. J. Goggin, superintendent of education.
Nova Scotia			844,762	8.58	1.90	459,116	1901	Mr. A. H. Mackay, superintendent of education.
Ontario			4,587,083	9.92	2.11	2,167,978	1901	Hon. Richard Harcourt, minister of education.
Prince Edward Island			164,935	7.92	1.59	103,258	1901	Mr. Alexander Anderson, chief superintendent of education.
Quebec			1,730,177	8.60	1.06	1,620,974	1901	M. Boucher de la Bruère, superintendent of education.
Newfoundland			176,345	5.51	.84	210,000	1899	
Mexico			2,973,817	4.34	.22	13,545,462	1900 (Oct. 28)	J. Fernandez, minister of justice and public instruction.
Bermuda			7,773	3.89	.49	15,794	1895	Mr. George Simpson, secretary of the board of education.
WEST INDIES.								
Jamaica			[c] 212,410	2.45	.33	639,491		Mr. Thomas Capper, superintending inspector of schools.
Trinidad			195,590	6.48	.89	220,285	1891	Mr. J. A. Collens, acting inspector of schools.
Cuba	[d] 2,430,345	355,831	2,786,176	17.06	1.77	1,572,845	1899	Eduardo Yero, secretary of public instruction.
CENTRAL AMERICA.								
Costa Rica			[e] 349,234	15.94	1.13	309,683	1899 (Dec.)	R. Pachecho, minister of foreign affairs, ecclesiastical affairs, public instruction, charities, and justice.
Guatemala			317,970	6.72	.20	1,574,340	1900	J. A. Mandujano, minister of public instruction.
Honduras			56,017	2.00	.10	587,500	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. Trigueros, minister of charities and public instruction.
SOUTH AMERICA.								
Argentina						4,794,149	1900 (Dec. 31)	Dr. Osvaldo Magnasco, minister of justice and public instruction.
Bolivia			56,420	1.55	.03	1,788,674	1900	And. S. Muñoz, minister of justice and public instruction.
Brazil						14,333,915	1890	Sabino Barroso, minister of interior, justice, and public instruction.
Chile	693,241	174,867	868,108	7.59	.32	2,712,145	1895 (Nov. 28)	M. E. Ballesteros, minister of justice and public instruction.

[a] Present incumbent not known.
[b] Also $38,345 for buildings and repairs.
[c] By government.
[d] Includes salaries of employees.
[e] In 1899 this amount was "devoted to education."

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES—Continued.

Countries.	Current expenditures.					Population.	Date of census.	Chief officer of education.
	Salaries.	Incidentals.	Totals.	Per capita of enrollment.	Per capita of population.			
	12	13	14	15	16	17	18	19
SOUTH AMERICA—continued.								
Colombia			$367,299	$6.76	$0.25	3,878,600	1881	Minister of public instruction. [a]
Ecuador						1,205,600		José Peralta, minister of foreign affairs, public instruction, ecclesiastical affairs, and justice.
Paraguay						530,103	1899	Pedro Bobadilla, minister of justice, ecclesiastical affairs, and public instruction.
Peru			235,513	2.56	.05	4,609,999	1896	L. Alzamora, minister of justice, ecclesiastical affairs, and public instruction.
Uruguay			711,826	13.57	.76	930,680	1900 (Dec. 31)	G. L. Rodriguez, minister of agriculture, industries, public instruction, and public works.
Venezuela			483,232	4.83	.21	2,323,527	1891	Dr. F. Quintero, minister of public instruction.
AUSTRALASIA.								
New South Wales			[b] 3,685,400	15.80	2.81	1,311,440	1897	Hon. John Perry, minister of public instruction.
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	356,835	1897	Hon. T. H. Broaker, minister controlling education.
Victoria			3,508,090	14.39	2.92	1,200,918	1901	Hon. W. Gurr, minister of public instruction.
West Australia			402,465	21.68	2.55	157,819	1897	Hon. G. Randell, minister of education.
New Zealand			[c] 2,509,717	19.20	3.24	772,504	1901	Hon. W. C. Walker, minister of education.
Tasmania			194,638	8.36	1.32	146,667	1891	Hon. Stafford Bird, minister of education.

[a] Present incumbent not known.

[b] Includes $454,630 for buildings and sites.

[c] Includes $259,026 for sites and buildings.

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